

**Ohio Department of Education
Office of Career-Technical
Education
Adult Corrections
Ohio Department of Rehabilitation and Correction
Career-Technical Program Performance Review
Executive Summary
FY 2013**

Ohio Central School System

Career-Technical Planning District #602

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Ohio Department of Education
Office of Career-Technical Education
Institutional Program Performance Review- FY2013
Ohio Central School System

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I. Acknowledgements

Critical input from institutional teachers and administrators is invaluable in making positive change. Well-deserved thanks goes out to all the dedicated career-technical teachers and administrators who took valuable time and effort to assemble the data and supporting documentation that made this annual performance review possible. Special thanks go to Denise Justice, Superintendent of the Ohio Central School System; Trent Patterson, Assistant Superintendent; Brian Lee, Career-Technical Director (OCSS); and Steve Gratz, Director of the Office of Career-Technical Education at the Ohio Department of Education for their ongoing support. Also, appreciation is extended to Ohio Department of Rehabilitation and Correction Director Gary Mohr for his re-entry based vision and ongoing support of educational programming with Ohio's prisons.

“When the World says, “Give up!”, Hope whispers, “Try it one more time!”

Anonymous

**Ohio Department of Education
Office of Career-Technical Education**

FY2013 Career-Technical Program Performance Review

II. Project Description/Summary

During the summer of 2013, the Office of Career-Technical Education conducted a comprehensive program performance review of secondary career-technical education programs offered by the Ohio Central School System (OCSS) within the Ohio Department of Rehabilitation and Correction institutions having active secondary career-technical programs during FY2013. This annual, customized review process examined a variety of relevant performance indicators, including selected State Board of Education-approved core standards and performance measures for Ohio's secondary career-technical programs. The unique nature of career-technical education delivery within a correctional setting was considered throughout the process. The goal of the review process is to continuously improve the programs and services provided to Ohio's incarcerated students through systematic performance-based program evaluation and data-driven strategic planning.

The Ohio Central School System provides five secondary career technical programs to 266 male and female inmate students in four correctional institutions statewide. Performance data were collected from those programs during the FY2013 review process. Linn Davey, Corrections Consultant for the Office of Career-Technical Education, reviewed relevant performance documentation and data assembled and prepared by individual program instructors and local administrators. Results were used to generate district, institutional and program level improvement strategies for the Career-Technical Planning District Strategic Plan, as required by the Federal Carl D. Perkins Federal Act of 2006.

District-level opportunities for improvement and recommendations were developed, based on the review's findings. The Office of Career-Technical Education and OCSS Central Office education staff will use the results of the review in a collaborative effort to improve programs through targeted technical assistance.

- BeCI Belmont Correctional Institution
- DCI Dayton Correctional Institution
- RiCI Richland Correctional Institution
- WCI Warren Correctional Institution

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IV. Performance Measure Definitions

Ohio Central School System- FY2013

The performance criteria defined below were used to determine the performance levels of Ohio Department of Education approved career-technical programs during FY2013. They include federal, state and locally developed measures customized to the unique nature of career-technical programs delivered in adult correctional facilities.

1. **Program Capacity Rate**- Refers to each career-technical class student enrollment count collected over six randomly selected “snapshot” dates during the fiscal year. Career-technical classes are considered enrolled at 100 percent of capacity if at least 12 students are enrolled on any given date.
2. **Student Attendance Rate**- Refers to an average of each career-technical class student attendance rate collected on six randomly selected “snapshot” dates during the fiscal year. A class is considered at 100 percent attendance if all students enrolled on a given date are actually present in class.
3. **Student Completion Rate**- Refers to the percentage of career-technical students served who successfully complete the program per the OCSS policy. The rate is calculated by dividing the number of completers by the sum of completers and leavers. Students who remain in programs across fiscal years (transfers) are not included.
4. **Textbook Currency**- Refers to the percentage of operational career-technical programs using a primary textbook with a copyright date less than five years old.

5. **Advisory Committee Activity**- Refers to the percentage of career-technical teachers who had suitable documentation of proper program advisory committee membership and of at least two advisory committee meetings during FY2013, as required by ODRC policy.
6. **Current Course of Study**-Refers to whether or not the course of study for a program has been revised within the previous five years.
7. **Number Served** -“Number Served” refers to the total number of students served by a program, including those leaving the program and those continuing the program into the next fiscal year.
8. **Non-Traditional Participation Rate/Non-Traditional Completion Rate**- Refers to the percentage of career-technical students served in secondary programs defined by the Ohio Department of Education as non-traditional for each gender. The participation rate is calculated by dividing the number of students served in non-traditional programs by the total number served in career-technical programs. The completion rate is calculated by dividing the number completing non-traditional programs by the total number served in non-traditional programs.
9. **IEP Enrollment/IEP Enrollment Percentage**- IEP Enrollment refers to the number of students with Individual Education Programs (IEPs) served during the fiscal year. IEP Enrollment Percentage refers to the percentage of students served during the fiscal year who have IEPs.

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V. Critical Performance Data Elements

Ohio Central School System- FY 2013

- Student Enrollment/Attendance
- Student Completion Rate
- Advisory Committee Activity
- Current Course of Study (revised within five years)
- Customer Satisfaction Survey Data
- Supplies and Equipment Adequacy
- Current Certificate/License
- Certificates of Completion/Documented Competencies
- National Skills Standards Certification or Ohio Career-Technical Competency Assessments (if applicable)

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VI. Summary Data- OCSS Program Review

Results highlighted in this section of the report and in other sections of the report are taken by means of an electronic survey. Each teacher and administrator was sent a survey form, which they completed and returned to Brian Lee, Ohio Central School System Career-Technical Director. Data submitted electronically was verified during on-site reviews. The four sites reviewed are as follows:

Belmont Correctional Institution

Dayton Correctional Institution

Richland Correctional Institution

Warren Correctional Institution

Performance Summary of Four Sites (Five Programs)

• Number of programs reviewed	5
• Total number of students served (33 % increase from FY2012)	266
• Average Program Delivery Hours (9.7% increase from FY2012)	1055
• Average Student Attendance Rate (5.8 percentage point decrease from FY2012)	88.9%
• Average Student Completion Rate (4.8 percentage point decrease from FY2012)	69.3%
• Average Customer Satisfaction Survey Rate (Same as reported in FY2012)	100%
• Average Program Capacity Rate (2.4 percentage point increase from FY2012)	128.2%
• Programs with Current Textbooks (50 percentage point increase from FY2012)	100%
• Programs with Current Courses of Study (Same as reported in FY2012)	100%
• Programs with Active Advisory Committees (Same as reported in FY2012)	100%
• Students served in non-traditional programs (Increase of 16 students from FY2012)	111
• Non-traditional Participation Rate (5.8 percentage point decrease from FY2012)	41.7%

Summary, continued

- **Non-traditional Completion Rate** **84.9%**
(1.8 percentage point increase from FY2012)
- **Students with Disabilities (SWD) Served** **16**
(Increase of 3 students from FY2012)
- **Percentage SWD Served** **6.0%**
(Decreased from 6.5% in FY2012)

					VI. Trends						
					FY2009-2013						
				Ohio Central School System							
			FY2013		FY2012		FY2011		FY2010		FY2009
Programs Reviewed			5		4		8		8		8
Number Served			266		200		395		269		309.0%
Ave. Program Delivery			1055 hr		962.0 hr		985.6 hr		996.4 hr		952.3 hr.
Student Attendance			88.9%		90.2%		88.0%		81.6%		84.9%
Completion Rate			69.3%		74.1%		63.1%		66.9%		58.3%
Customer Satis. Surv.			100%		100%		95.5%		95.0%		88.1%
Ave. Program Capacity			128.2%		125.8%		108%		78.1%		66.8%
Current Textbooks			100%		50%		25%		37.5%		75.0%
Current Course of Study			100%		100%		87.5%		100%		100.0%
Active Advisory Committee			100%		100%		88.5%		100%		100.0%
Non-Trad. Students Served			111		95		100		84		49
Students with Disabilities			16		13		18		9		NR

**Ohio Department of Education
Office of Career-Technical Education
Institutional Program Performance Review- FY2013**

Ohio Central School System (OCSS)

**VIII. District-Level Opportunities for Improvement and
Recommendations- FY2013**

Leadership

Recommendations:

- **Continue** to perform an annual evaluation of secondary career-technical programs. This practice will identify ongoing opportunities for improvement, facilitate planning, and highlight strengths.
- **Continue** to expand the OCSS leadership's level of collaboration with the Buckeye United School District (Ohio Department of Youth Services) educational leadership to facilitate mutual improvement and modernization efforts for career-technical programs.
- **Continue** to perform an annual review of the ODR&C career-technical program policy 57-EDU-12 (ODR&C policies are available at www.drc.ohio.gov) and other related education policies in cooperation with OCSS district leadership. Recommend any appropriate changes. Be sure teachers and administrators are properly trained in methods of submitting their input into policy revisions.

Strategic Planning

Recommendations:

- **Use** the FY2013 Performance Review results and data to plan and prioritize improvement initiatives at the institutional and district levels.
- **Maintain** regular contact with the Ohio Department of Education (ODE) Corrections Consultant to plan for and prioritize performance improvement initiatives.
- **Continue** to use current Ohio Labor Market Information (LMI) from Ohio Job and Family Services projections to plan program expansions and replacements to ensure an adequate job market for the occupational areas of student preparation.
- **Continue** the yearly practice of assembling a correctional career-technical stakeholder advisory committee (in cooperation with ODYS leadership, if feasible.) Hold an annual meeting. Document the committee's improvement recommendations.

Student and Stakeholder Focus

Recommendations:

- **Investigate** the possibility of instituting additional secondary career-technical programs. The changes in prison populations in several facilities have resulted in the need to change or discontinue some programs. Several vacancies in career-technical programs have been filled in FY2013.
- **Continue** the current program advisory committee process, whereby all institutional program committees meet concurrently. This process provides each committee member the opportunity to observe and advise every program.

- **Continue** the practice of having individual program advisory committee meetings on the same day as the joint meetings (as most institutions already do.) Maintain separate agendas, minutes and attendance records for the joint and individual meetings.
- **Review** the FY2013 program performance levels and Opportunities for Improvement at each applicable program advisory committee meeting to solicit improvement suggestions from membership. **This practice is highly recommended, and should be monitored by principals or assistant principals.**
- **Continue** to increase the percentage of program advisory committee members from business and industry (non-institutional members) in order to gain the most appropriate and current insight to program improvement.
- **Continue** the practice of including an experienced student/graduate in each program's advisory committee membership to provide customer input and leadership roles for deserving students. It is important to keep the list of committee members current in light of possible inmate releases or institutional transfers.
- **Continue** to encourage program advisory committee members to give mock interviews and to serve as guest speakers to enhance the delivery of curriculum.
- **Continue** to perform a unit-by-unit review of each program's course of study at each program advisory committee meeting to reinforce currency and validity compared to industry standards and practices. **This practice should be documented in minutes of each meeting.**
- **Continue** to provide a systematic computerized evaluation, such as CareerScope, of aptitudes, career interests and academic achievement as part of the intake process of all students. Use the results to assist students in program selection and for transition planning. This is especially important in planning for the education of Students With Disabilities (SWD).
- **Continue** to implement the National Center for Construction Education and Research (NCCER) curriculum in all eligible programs. Increase the number of students who earn industry-based credentials through the NCCER

testing/database. Ensure that veteran teachers' NCCER certifications are kept current and that new teachers receive certification.

- **Continue** the teaching of Occupational Safety and Health Administration (OSHA) and issuing of OSHA credentials in appropriate programs.
- **Continue** to survey student (customer) satisfaction of program completers. Use the results to identify opportunities for program improvement at the institutional and district levels.

Information and Analysis

Recommendations:

- **Efforts** should be made to ensure that **Students with Disabilities** (SWD) are given the same opportunities to enroll in all career-technical programs as their non-disabled peers. The percentage of students with Individual Education Programs (IEPs) were provided by the teachers and decreased from 6.5% to 6.0% during FY2013, and remains somewhat below the expected numbers. Such enrollment figures should be tracked by OCSS administration to ensure both accuracy and fairness. An additional measure that may improve services to SWD is for guidance counselors and intervention specialists to routinely counsel such students regarding the available career-technical programs.
- **Use** the FY2013 performance review results and data to prioritize improvement initiatives and planning at the program and district levels.
- **Collect** appropriate data and documentation for the annual program performance review through FY2014.
- **Continue** to use available Ohio Career-Technical Competency Assessments (OCTCA- now available as Webxams) tests or provide industry-based credentialing examinations, whenever possible, to measure occupational competency gains of all students in job training programs in order to assess the

- overall effectiveness of individual programs and identify opportunities for improvement in curriculum and instruction.
- **Continue** to use WorkKeys tests to assess all career-technical students' academic achievement levels relative to industry standards. Use the results to make adjustments to curriculum and program content emphasis. The practice of testing each quarter or each time new students are enrolled has worked well and should be continued.
 - **Continue** the practice of providing National Career Readiness Certificates for students who qualify, based on WorkKeys test scores. Follow up to insure that teachers, school administrators, or guidance counselors are sharing test results and certificate results with students taking WorkKeys tests.

Faculty and Staff Focus

Recommendations:

- **Continue** to use state career-technical grant dollars and federal Perkins dollars to provide ongoing targeted and specialized professional development opportunities for career-technical teachers.
- **Continue** to work with the Ohio Central School System Professional Development staff member to deliver the ODE Resident Educator Program.
- **Maintain** the current level of service relative to career-technical teacher education services provided by The Ohio State University (Susan Nell) and other teacher preparation universities. This support is critical to the effectiveness of new teachers.
- **Encourage** selected career-technical teachers to attend the SkillsUSA Ohio contest each April at the Columbus Convention Center to facilitate curriculum delivery and laboratory improvement on par with public schools.
- **Strongly** encourage all horticulture teachers to become Ohio Nursery Landscape Association (ONLA) certified in at least one area in order to increase staff

- knowledge and to set a positive example for students. Provide support for any professional development necessary to facilitate this effort.
- **Continue** to collaborate with the Buckeye United School District for mutually agreeable Correctional Education Association- Ohio (CEA-O) conference dates and agendas in order to maximize cross-agency staff participation.
 - **Continue** to showcase career-technical programs at the CEA-O conferences.
 - **Continue** to encourage career-technical teacher participation in the CEA Teacher of the Year recognition program.
 - **Provide** annual in-service to all school administrators and principals relative to career-technical teacher initial licensure and hiring processes in order to improve the recruitment and hiring of teachers. Include an overview of the OSU teacher education program requirements for initial licensure through the industry route.
 - **Continue** to provide an annual in-service/update to all career-technical teachers. Include information on the development of Individual Professional Development Plans (IPDP). An approved plan is required for renewal of five-year professional licenses.

Process Management

Recommendations:

- **Develop and implement** a system-wide policy/procedure for **follow-up of released career-technical program completers** in order to assess the programs' effectiveness in helping ex-offenders secure related employment and reduce recidivism. Perkins IV legislation calls for such a survey of students to determine such things as job placement, apprenticeship participation and continued education or training. Despite the relative difficulty of this process with formerly incarcerated individuals, there may be viable means of accomplishing such follow-up.
- **Continue** to revise all courses of study that are more than five years old.

- **Purchase** up-to-date core textbooks for any that are more than five years old. Arrange a system to monitor the copyright dates of all core texts to assist in this process. **E-textbooks are an option.**
- **Continue** the systematic update of career-technical instructional technology, including hardware and software.
- **Continue** Microsoft Office Specialist (MOS) testing/certification of eligible administrative office technology students. Some testing has been successfully completed and should lead the way for wide-spread testing in all Administrative Office Technology (AOT) programs. Implementation was expected, but not accomplished during FY2013. **IT issues need to be solved regarding this process.**
- **Expand** American Welding Society (AWS) testing/certification opportunities to all of the district's eligible welding students. For some time, this credentialing opportunity has been available on a very limited basis. **It needs to be available at all sites having Welding programs**
- **Encourage** teachers of Horticulture programs to take Ohio Certified Nursery Technician tests. Student completers who qualify take these tests. Similar credentialing of teachers would motivate and set an example for students.
- **Continue** to provide a Career Passport for each career-technical student. This process has been greatly streamlined in the past year.
- **Investigate** the potential of issuing Career Passports on a secure CD format as part of a larger student pilot portfolio project during FY2014 and beyond. Begin a CD-based digital student portfolio development process in commercial art and drafting programs.

Organizational Performance Results

Recommendations:

- **Increase** the district student attendance rate to the degree possible. The overall rates for secondary programs are somewhat lower than previous averages discovered in FY2012 and now average just under 90%.
- **Increase** the program completion rate. The completion rate decreased significantly during FY2013.
- **Continue** to increase the number of students who earn industry-based credentials during FY2014 and beyond to improve their marketability. In some cases, this goal can be accomplished with little additional expense.
- **Maintain** full enrollments in all programs to ensure program approval and funding. **Very good progress was made during FY2012 and continued in FY2013.**
- **Maintain** the active program advisory committee rate at 100 percent during FY2013.
- **Continue** the 100% rate of programs using current anchor textbooks during FY2014. Electronic texts are an acceptable option.

Conclusions

Several performance measures showed good increases over the FY2012 figures. The number of students served increased from 200 in FY2012 to 266 in FY2013. The average number of hours of program delivery increased from 962 hours to 1055 hours. Program Capacity Rate increased from 125.8% to 128.2%. The percentage of programs using current textbooks increased from 50% to 100%. The number of Students With Disabilities served increased slightly from 13 to 16 students.

Some performance measures show a need for improvement during FY2014 and beyond. The student attendance rate decreased slightly during 2013, although it is still higher than the rate in 2009, 2010 and 2011. Completion Rate decreased by 4.8 percentage points.

Industry-based credentialing continues to be on the rise in the Ohio Central School System. Barbering program student completers have always been tested and credentialed by the State Barber Board; Cosmetology program completers have been tested by the Ohio State Board of Cosmetology. Testing of landscape/turf management, and horticulture students through the Ohio Nursery Landscape Association (ONLA) continues to increase. OCSS students pass both barbering and horticulture tests at a significantly higher rate than “on the street” students. Testing is also done in such diverse areas as American Welding Society (AWS), National Center for Construction Education and Research (NCCER), ServSafe, Equipment and Engine Training Council (EETC), and Automotive Service Excellence (ASE). Environmental Protection Agency (EPA) testing is done in HVAC classes. Occupational Health and Safety Administration (OSHA) certification is provided in construction trade classes. Still, there are “pockets” within the OCSS in which such testing is either lagging behind or not done at all. Microsoft Office Specialist (MOS) testing, although expected to resume in 2013 has been done on a very limited basis, due to computer issues.

Overall, the Ohio Central School System continued to progress in its efforts to improve and modernize its career-technical programs during FY2013. The filling of the few remaining vacancies in the teaching positions, as well as the opening of some new programs, remain priorities. Due to reorganization within the Ohio Department of Rehabilitation and Correction, population changes in some institutions have necessitated the cessation or changing of career-technical programming. Ohio Central School System leadership has put, and continues to put, much thought and research into the planning and implementation of the necessary changes.

Prepared by:

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