

**Ohio Department of Education  
Office of Career-Technical  
Education  
Ohio Department of Rehabilitation and Correction  
Career-Technical Program Performance Review  
Executive Summary  
FY 2014**

**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- FY2014  
Ohio Central School System**

**CONTENTS**

- I. Acknowledgements**
- II. Project Description/Summary**
- III. Key to Institutional Acronyms**
- IV. Performance Measures Definitions**
- V. Critical Performance Data Elements**
- VI. Documentation Requirements**
- VII. Institutional Data Tables/Program Strengths/ Opportunities for Improvement**
- VIII. District Level Recommendations/Conclusion**

## **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, Senior Executive Director, Center for Student Support and Education Options 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.

***“The pessimist complains about the wind. The optimist expects it to change. The leader adjusts the sails.”***

**John Maxwell**

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

### ***FY2014 Career-Technical Program Performance Review***

#### **II. Project Description/Summary**

During the summer of 2014, 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 FY2014. 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 six secondary career technical programs to 307 male and female inmate students in five correctional institutions statewide. Performance data were collected from those programs during the FY2014 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.

### **III. Key to Institutional Acronyms**

#### **Ohio Central School System (ODR&C) FY2014**

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

## **IV. Performance Measure Definitions**

### **Ohio Central School System - FY2014**

The performance criteria defined below were used to determine the performance levels of Ohio Department of Education approved career-technical programs during FY2014. 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 FY2014, 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.

## **V. Critical Performance Data Elements**

### **Ohio Central School System - FY 2014**

- 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



## **OFFICE OF CAREER-TECHNICAL EDUCATION**

### **INSTITUTIONAL ON-SITE REVIEW DOCUMENTATION REQUIREMENTS Ohio Central School System – FY2014**

This Self-Review was prepared by the Ohio Department of Education (ODE). It is to be used exclusively for the review of career-technical education programs operated by the Ohio Central School System. This instrument has been developed with the understanding that career-technical programs must be customized to a correctional setting. The State Board of Education approved "Core Standards and Performance Measures" for career-technical Education programs guided the development of this instrument. **The reporting period for this review is July 1, 2013–June 30, 2014.**

**Note: All teachers will have available nine folders containing the documentation listed below. Please prepare one folder for each applicable topic listed.**

- 1. Enrollment and Attendance Records**
- 2. Marketing** (current copy of waiting list, presentations, visits, brochures, etc.)
- 3. Course of Study**
- 4. Advisory Committee/Industrial Visits** (minutes and membership July 1, 2013 - June 30, 2014).
- 5. Customer Satisfaction Surveys** (copies of all surveys that have been completed since July 1, 2013.)
- 6. Monthly Reports** (copies of all submitted during FY14.)
- 7. Student Achievement and Evaluation Documentation** (grade books, completed corresponding tests and evaluation instruments - include safety assessments, current student files.)
- 8. Professional Development** (include copy of teaching certificate/license)
- 9. National Skills Standards Program Certification\*** (ASE, PrintEd, OPEI, NCCER) \*If Applicable

*In addition to the above listed folders, copies of textbooks, workbooks, software list and all relevant instructional materials are to be available*

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### Performance Summary of Five Sites (Six Programs)

- Number of programs reviewed 6
- Total number of students served 307  
(15 % increase from FY2013)
- Average Program Delivery Hours 1026  
(2.7% decrease from FY2013)  
\*Does not count SCI's welding program-  
active only part of the year.
- Average Student Attendance Rate 94.9%  
(6.0 percentage point increase from FY2013)
- Average Student Completion Rate 77.2%  
(7.9 percentage point increase from FY2013)
- Average Customer Satisfaction Survey Rate 100%  
(Same as reported in FY2013)
- Average Enrollment 16.7  
(Not reported in the past)
- Programs with Current Textbooks 100%  
(Same as FY2013)
- Programs with Current Courses of Study 100%  
(Same as reported in FY2013)
- Programs with Active Advisory Committees 100%  
(Same as reported in FY2013)
- Students served in non-traditional programs 97  
(Decrease of 14 students from FY2013.  
Possibly due to higher completion rate- less  
turn-over of students.)

**Summary, continued**

- Non-traditional Participation Rate 31.6%  
(10.1 percentage point decrease from FY2013)
- Non-traditional Completion Rate 88.0%  
(3.1 percentage point increase from FY2013)
- Students with Disabilities (SWD) Served 16  
(Same as FY2013)
- Percentage SWD Served 5.2%  
(Decreased from 6.0% in FY2013)

## VII. Trends

				FY2010-2014						
				Ohio Central School System						
			FY2014		FY2013		FY2012		FY2011	FY2010
Programs Reviewed			6		5		4		8	8
Number Served			307		266		200		395	269
Ave. Program Delivery			1026.2		1055 hr		962.0 hr		985.6 hr	996.4 hr
Student Attendance			94.90%		88.9%		90.2%		88.0%	81.6%
Completion Rate			77.20%		69.3%		74.1%		63.1%	66.9%
Customer Satis. Surv.			100%		100%		100%		95.5%	95.0%
Ave. Program Capacity			NA		128.2%		125.8%		108%	78.1%
Current Textbooks			100%		100%		50%		25%	37.5%
Current Course of Study			100%		100%		100%		87.5%	100%
Active Advisory Committee			100%		100%		100%		88.5%	100%
Non-Trad. Students Served			97		111		95		100	84
Students with Disabilities			16		16		13		18	9
Ave. Enrollment			16.7		NA		NA		NA	NA

**Ohio Department of Education  
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Institutional Program Performance Review- FY2014**

**Ohio Central School System (OCSS)**

**VIII. District-Level Opportunities for Improvement and  
Recommendations - FY2014**

**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](http://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 FY2014 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 Education Program Specialist to plan for and prioritize performance improvement initiatives.

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- **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 FY2014.
- **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 FY2014 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 and increase** emphasis on other appropriate industry credentials for all career technical programs. Current programs with excellent results include Cosmetology and Barbering (state licensure testing for both), Horticulture (Ohio Nursery and Landscape Association testing), Heating, Ventilation and Air Conditioning (Environmental Protection Agency, Occupational Safety and Health Administration, and others) and some Welding programs (American Welding Society testing.)
- **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 6.0% to 5.2% during FY2014, 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 FY2014 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 FY2015.
- **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 Ohio Department of Education Alternative Resident Educator Program.
- **Maintain** the current level of service relative to career-technical teacher education services provided by The Ohio State University 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. **One teacher has attended each year for several years. This number should be increased.**
- **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 principals and assistant 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 Ohio State University 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 before they 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 FY2014. 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 FY2015 and beyond. Begin a CD-based digital student portfolio development process in commercial art and drafting programs.

### **Organizational Performance Results**

#### **Recommendations:**

- **Continue to maintain** the district student attendance rate to the degree possible. The overall rates for secondary programs are 6.0 percentage points higher than previous averages discovered in FY2013 and now average 94.9%.
- **Continue to maintain** the program completion rate. The completion rate increased significantly during FY2014.
- **Continue** to increase the number of students who earn industry-based credentials during FY2015 and beyond to improve their marketability. In some cases, this goal can be accomplished with little additional expense.
- **Maintain** high enrollments, to the extent possible, in all programs to ensure program approval and funding. **Very good progress was made during FY2013 and continued in FY2014.**
- **Maintain** the active program advisory committee rate at 100 percent during FY2015.
- **Continue** the 100% rate of programs using current anchor textbooks during FY2015. Electronic texts are an acceptable option.

## Conclusions

Several performance measures showed good increases over the FY2013 figures. The number of students served increased from 266 in FY2013 to 307 in FY2014. The student attendance rate increased dramatically from 88.9% in FY2013 to 94.9% in FY2014. The student completion rate also showed a very fine increase from 69.3% in FY2013 to 77.2% in FY2014.

Some performance measures show a need for improvement during FY2014 and beyond. The average number of hours of program delivery decreased from 1055 hours to 1026 hours. However, this figure could easily have been influenced by any individual teacher's illness or injury during the year. The percentage of Students With Disabilities served dropped from 6.0% in FY2013 to 5.2% in FY2014. There is no sure way to increase this rate, but **it has been suggested above that guidance counselors and intervention specialists counsel these students regarding the availability of career technical programs. This could be done at several key times, including reception, arrival at a parent institution and at Individual Education Program (IEP) annual reviews.**

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 be done at a high rate. 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

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“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 2014, has been done on a very limited basis, if at all, 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 FY2014. 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.

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