# Ohio Department of Education Office of Career-Technical Education Youth Corrections Career-Technical Program Performance Review Executive Summary FY 2010

### Buckeye United School District Career-Technical Planning District #600

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#### **Ohio Department of Education**

#### Office of Career-Technical Education

#### **Institutional Program Performance Review- FY2010**

#### **Buckeye United School District (BUSD)**

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#### I. Acknowledgements

Critical input from institutional teachers and administrators is invaluable in making positive change possible. 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 for ongoing support go to Jerry McGlone, Superintendent of the Buckeye United School District; Joe Cavinee, Assistant Superintendent; Mark Powell, Career-Technical Director; and Kathy Shibley, Director of the Office of Career-Technical Education at the Ohio Department of Education. Finally, appreciation is extended to Ohio Department of Youth Services former Director Tom Stickrath for his re-entry based vision and ongoing support of educational programming with Ohio's youth facilities.

"The pessimist complains about the wind. The optimist expects to change. The leader adjusts the sails."

John Maxwell

# Ohio Department of Education Office of Career-Technical Education Buckeye United School District

FY2010 Career-Technical Program Performance Review

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

#### **The District**

The Buckeye United School District provides academic and technical programming for Ohio youth who are incarcerated in the state's corrections system. Buckeye United is one of two Ohio Career-Technical Planning Districts (CTPDs) that serve individuals incarcerated in the state's correctional systems. The other district, the school district of the Ohio Department of Rehabilitation and Correction, serves adults.

The adult and youth corrections districts are among 93 CTPDs, a configuration that meets the legal and standards requirements to offer state-sanctioned, career-technical programming. Programs include both academic and career-technical courses, Special Education, Title I and guidance counseling, among other services analogous to those found in traditional public schools.

#### The Process

During the fall and early winter of 2010, the Office of Career-Technical Education at the Ohio Department of Education (ODE) conducted a comprehensive program performance review of all career-technical education programs offered within Ohio Department of Youth Services (ODYS) institutions. The unique nature of career-technical education delivery within a correctional setting was considered throughout the process. A customized review process was based on 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 purpose of the review is to determine the ODYS career-technical programs' level of performance on 10 critical performance measures. The goal of the review process is to continuously improve the programs and services provided by career-technical education to Ohio's incarcerated youth through regular performance-based program evaluation and data-driven strategic planning.

#### The Procedure

This annual review was conducted using a four-step audit procedure with follow-up. A customized ODE self-review survey document was distributed to all career-technical teachers and administrators at 5 sites for 18 programs. The completed surveys were returned to ODE for review and data analysis in a desk audit performed by the ODE Corrections Liaison. Any questions generated were resolved by telephone inquiries from the liaison. On-site reviews of each program operational for at least one full year were conducted by the liaison. A follow-up site visit was conducted by the liaison at each site to describe the results to teachers and administrators.

The documents, data, and on-site review observations were analyzed to identify individual program strengths and develop opportunities for improvement. District level recommendations were developed, based on the overall review's findings. They were organized in this report using the seven Baldrige Education Criteria for Performance Excellence. They will be used to facilitate continuous improvement and strategic planning in accordance with Carl D. Perkins federal legislation.

# III. Key to Institutional Acronyms Buckeye United School District FY2010

- **CJCF-** Circleville Juvenile Correctional Facility
- CHJCF- Cuyahoga Hills Juvenile Correctional Facility
- IRJCF- Indian River Juvenile Correctional Facility
- ORVJCF- Ohio River Valley Juvenile Correctional Facility
- SJCF- Scioto Juvenile Correctional Facility



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

#### **IV. Performance Measure Definitions**

#### **Buckeye United School District- FY2010**

The performance criteria defined below were used to determine the performance levels of Ohio Department of Education approved career-technical education programs during FY2010. They include state, federal and locally developed measures customized to the unique nature of career-technical programs delivered in youth correctional facilities.

- 1. Career-Technical Enrollment Capacity Rate- Refers to each career-technical class student enrollment count collected over six randomly selected "snapshot" dates during the fiscal year. Career-technical workforce development classes are considered enrolled at 100 percent of capacity if at least 12 students are enrolled on any given date. Family and Consumer Sciences classes are considered fully enrolled with 8 students per class. Career-Based Intervention classes require at least 15 students.
- 2. Career-Technical Education Participation Rate- Refers to the percentage of an institution's students (academic and career-technical) enrolled in career-technical programs on six randomly selected "snapshot" dates during the fiscal year.
- 3. Career-Technical Student Attendance- 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.
- 4. **Career-Technical Staff Attendance** Refers to each career-technical teacher's attendance rate on district calendar instructional days. The percentage is calculated by dividing the number of days present for each teacher by the number of instructional days available during the year.
- 5. Non-Traditional Program Participation Rate- Refers to the percentage of career-technical students served in programs defined as non-traditional for each gender. Males participating in Family and Consumer Sciences programs are included. It is calculated by dividing the number of students served in non-traditional programs by the number served in career-technical programs.

- 6. Career-Technical Students with IEPs- Refers to the percentage of career-technical students served under Individualized Education Plans.
- 7. **Career Passport Usage** Refers to the percentage of eligible career-technical students who received a Career Passport.
- 8. **Current Textbooks** Refers to the percentage of career-technical programs using a primary textbook with a copyright date less than five years old.
- 9. **Active Advisory Committee** Refers to the percentage of career-technical teachers who had suitable documentation of proper program advisory committee membership with at least one advisory committee meetings during FY2010.
- 10. **Number of Students Served** Refers to the actual number of career-technical students reported served during the fiscal year.
- 11. **Supply/Equipment Adequacy** Refers to the teachers' perception, or satisfaction, with the amount and quality of supply and equipment items obtained for their program. This somewhat subjective item is taken from responses to survey questions regarding items requested in writing during the fiscal year.

#### OFFICE OF CAREER-TECHNICAL EDUCATION

#### V. Critical Performance Data Elements Buckeye United School District- FY 2010

- ♦ Student Enrollment/Attendance
- Market Share/Marketing
- ♦ Non-Traditional Program Participation Rate
- ♦ Career Passports
- ♦ Staff Attendance
- Textbook Copyrighted within Five Years
- ♦ Current Course of Study (revised within five years)
- ♦ Active Advisory Committee
- ♦ Student Achievement Evaluation Documentation
- Supplies and Equipment Adequacy
- ♦ Current Inventory of Tools and Equipment
- Facility Adequacy (legal and safety requirements)
- ♦ IPDP on File and Documentation of Professional Development
- ♦ IEP Revisions to Reflect Vocational Education Placement
- Special Education Student Participation Rate
- ♦ National Skills Standards Certification (if applicable)

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### OFFICE OF CAREER TECHNICAL EDUCATION DOCUMENTATION REQUIREMENTS

#### **BUCKEYE UNITED SCHOOL DISTRICT- FY 2010**

Note: At the interview with the ODE consultant, folders containing documentation of review items shall be available. PLEASE PREPARE ONE FOLDER FOR EACH APPLICABLE TOPIC.

- 1. Enrollment and Attendance Records (These will be provided by Central Office.)
- **2.** Marketing (current copy of waiting list, brochures, presentations, visits, etc.)
- **3.** Career Passports (including certificates for competencies learned and for overall program completion)
- **4.** Course of Study (should include signatures of the program advisory committee)
- **5.** Advisory Committee (meeting minutes, attendance record, and membership list for the fiscal year)
- **6. Student Achievement and Evaluation Documentation** (grade books, lesson plans, and completed tests, observation rubrics, or other evaluation instrument, student files)
- 7. Tools and Equipment (current inventory lists- must be dated)
- **8. Professional Development** (include copy of <u>teaching license/certificate</u>, IPDP, CEUs, activity documentation vouchers, transcripts, and certificates of completion)
- **9.** Career-Technical Education/Special Education (include several examples of IEPs or IEP-at-a-glance for students served during FY2010)
- **10. National Skills Standards Program Certification\*** Automotive Service Excellence (ASE), PrintEd (evidence of program certification or preparation for upcoming evaluation), others

#### \*if applicable

In addition to the above listed folders, please have copies of textbooks, workbooks, software list and all relevant instructional materials available.

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# Ohio Department of Education Office of Career-Technical Education ODYS Institutional Program Performance Review - FY2010

#### Career-Technical Program Enrollment Capacity

Institution	FY2010
CJCF (3)	65.3%
CHJCF (4)	83.9%
IRJCF (5)	86.4%
ORVJCF (3)	75.5%
SJCF (3)	64.9%
District Avg.	76.9%

#### Career-Technical Education Participation Rate\*

Institution	FY2010		
CJCF	47.1%		
CHJCF	68.4%		
IRJCF	64.8%		
ORVJCF	21.7%		
SJCF	33.9%		
District Avg.	47.8%		

#### **Career-Technical Student Attendance**

FY2010		
72.7%		
97.9%		
83.5%		
83.5%		
87.5%		
85.2%		

#### **Career-Technical Staff Attendance**

District Avg.	90.5%	
SJCF	91.2%	
ORVJCF	85.3%	
IRJCF	86.4%	
CHJCF	96.8%	
CJCF	90.8%	
Institution	FY2010	

# Ohio Department of Education Office of Career-Technical Education ODYS Institutional Program Performance Review - FY2010

#### Non-Traditional Program Participation Rate

District Avg.	25.5%	
SJCF (3)	16.1% 13.6% 21% 65%	
ORVJCF (3)		
IRJCF (5)		
CHJCF (4)		
CJCF (3)	47.8%	
Institution	FY2010	

#### Career-Technical Students on IEPs

Institution	FY2010	
CJCF	55.9%	
CHJCF	50.7%	
IRJCF	36.4%	
ORVJCF	55.5%	
SJCF	43.5%	
District Avg.	45.8%	

#### Career Passport Usage

Institution	n FY2010		
CJCF	100.0%		
CHJCF	100.0%		
IRJCF	100.0%		
ORVJCF	100.0%		
<b>SJCF</b> 100.0%			
District Avg.	100.0%		

## Ohio Department of Education Office of Career-Technical Education ODYS Institutional Program Performance Review - FY2010

#### % Of Programs Using Current Textbooks (<5 years old)

District Avg.	82.4%	
SJCF (3)	100%	
ORVJCF (3)	100%	
IRJCF (5)	80%	
CHJCF (4)	75%	
CJCF (3)	67%	
Institution	FY2010	

#### Supply/Equipment Adequacy Survey

Institution	ution FY2010		
CJCF	Excellent		
CHJCF	Good		
IRJCF	Good		
ORVJCF	Excellent		
SJCF	Good		
District Avg.	Good		

#### **Active Advisory Committees**

District Avg.	77%		
SJCF	100%		
ORVJCF	100%		
IRJCF	80%		
CHJCF	100%		
CJCF	0%		
Institution	FY2010		

#### Number of students served

Institution	FY2010			
<b>CJCF</b> 343				
CHJCF	965			
IRJCF	1055			
ORVJCF	264			
SJCF	204+644			
District Total	3766*			

\*Includes Mohican part year and SJCF intake Transitions

VIII. Trends

FY2006-2010 Buckeye United School District

	FY2010	FY2009	FY2008	FY2007	FY2006
Enrollment Capacity	76.9%	76.7%	103.0%	96%	93%
Participation Rate	47.8%	**	47.0%	39%	49%
Student Attendance	85.2%	85.0%	85.8%	86%	90%
IEP Rate	45.8%	45.1%	40.5%	40%	48%
Non-traditional Participation	25.5%	17.3%	12.3%	19%	48%
Number Served	3766	2156	1925	2483	2000
Career Passport Usage	100%	89.5%	90.0%	95%	100%
Current Textbooks	88.9%	94.4%	95.0%	100%	97%
Teacher Satisfaction	85.7%	Very Good	Very Good	Good	94%
Active Advisory Committee	77%	100%	85.0%	52%	91%
Program Delivery Rate	90.5%	92.1%	91.4%	95%	93%

\*Figures for Participation Rate not available for FY2009

# IX. District-Level Opportunities for Improvement and Recommendations/Conclusions

Ohio Department of Education
Office of Career-Technical Education
Institutional Program Performance Review
Buckeye United School District

#### Leadership

- ➤ Continue the current level of support for a systematic summative evaluation of career-technical programs on an annual basis. This practice will identify opportunities for improvement and promote appropriate planning.
- ➤ Continue to provide monthly institutional on-site visitations by the ODYS central office career-technical program coordinator in order to reinforce expectations and improve communication to instructors and educational leadership at the institutional level.
- ➤ Increase the level of involvement by the central office career-technical coordinator in the career-technical teacher interviewing/hiring process at local facilities to facilitate the effectiveness of that process and reduce turnover.
- Increase the level of communication among the central office administration and the institutional superintendents and deputy superintendents in order to enhance collaboration between educational programs and the larger institutional enterprise.
- ➤ Continue to expand the BUSD leadership's collaboration with Ohio Central School System (ODR&C) for the improvement of and planning for career-technical programs.

#### **Strategic Planning**

#### Recommendations:

- ➤ Use the FY2010 Performance Review results to update and revise the career-technical strategic (Perkins) plan in cooperation with the ODE Corrections Consultant during FY2011 and beyond.
- ➤ Continue to use current Ohio labor market information to plan program expansions to ensure a job market for the occupational areas for which students are being prepared.

#### Student and Stakeholder Focus

- ➤ **Provide** a non-traditional type program for female students at the Scioto Juvenile Correctional Facility.
- ➤ Consider providing one or more additional adult career-technical program.

  Such program(s) should be located at facilities in which the maximum number of older youth can take advantage of adult programming
- ➤ **Provide** a clear definition of student "completer" for each program. Any definition must be reached through consultation with Ohio Department of Education officials.
- ➤ **Provide** a thorough accounting and increased recognition of career-technical student completers. Such recognition should begin with such students' inclusion in graduation ceremonies at each facility.
- ➤ Increase the number of program advisory committee members from business and industry (non-institutional members) in order to gain the most appropriate and current insight related to program improvement.
- ➤ **Continue** the positive practice of using at least one experienced student on each program's advisory committee membership to provide customer input and leadership roles for deserving students.

- ➤ **Continue** to perform a unit-by-unit review of each program's course of study during program advisory committee meetings.
- ➤ Continue the positive practice of integrating employability instruction throughout the curriculum in order to reinforce these critical skills.
- ➤ Continue to implement curriculum content across all career-technical programs designed to prepare students for the Ohio Graduation Tests (OGT). Purchase updated supplemental materials, as deemed necessary.
- ➤ Invite advisory committee members to give mock interviews and to serve as guest speakers to enhance the importance and relevance of employability competencies.
- ➤ Develop a customized multimedia presentation at each ODYS institution showcasing career-technical programs to enhance public awareness. This presentation can be used at joint advisory committee meetings, institutional advisory committee meetings, for student recruitment and orientation purposes and at conferences and seminars. Once career-technical offerings have been reviewed for space and needs, ODE and DYS will work together to develop this.
- ➤ **Investigate** the potential to provide secure Internet access to students using appropriate firewalls.
- ➤ **Investigate** the potential to provide increased distance learning opportunities to all current students and graduates.
- ➤ Continue to use the Ohio Nursery and Landscape Association (ONLA) based curriculum in all horticulture programs to fully align the curriculum with nationally recognized standards for the industry and prepare students for the credentialing exams.
- ➤ **Increase** the number of industry-based credentialing tests administered.

#### Information and Analysis

#### Recommendations:

- ➤ Use the program level "strengths" and "opportunities for improvement" identified in the FY2010 program review as a discussion guide at each program's advisory committee meeting.
- > Continue to collect appropriate data for the annual program performance review throughout FY2011.
- > **Provide** constructive feedback to instructors and administrators regarding the FY2010 review findings in order to reinforce identified strengths and opportunities for improvement.
- ➤ Utilize the staff survey of supply/equipment adequacy results to influence equipment purchase approval and supply budget decisions at the program level.
- ➤ Continue to meet regularly with the ODE Corrections Consultant to assess progress in meeting goals and objectives identified through the annual program review process.
- ➤ Use the FY2010 Performance Review results to prioritize planning and improvement initiatives at the institutional and district-wide levels.

#### **Faculty and Staff Focus**

- Continue the excellent Local Professional Development Committee (LPDC) effort. The importance of ongoing professional development is reinforced by this initiative. All instructors surveyed reported having a current Individual Professional Development Plan (IPDP) during FY2010.
- Explore ways to recognize and honor education staff for their hard work during the school year. It seems that little is done in this regard.
- Participate in the Ohio Correctional Education Association's "Teacher of the Year" nomination process during FY2011. BUSD has participated successfully in this competition in the past.

- > Continue Resident Year Teacher training for both career-technical and academic teachers. Such training is crucial to teacher licensure and retention.
- ➤ Continue to explore the possibility of combining Resident Year Teacher training effort with the Ohio Central School System in cooperation with the Ohio Department of Education.
- ➤ Maintain the current level of service relative to career-technical teacher education services provided through The Ohio State University (Susan Nell). This support is critical to the effectiveness of new instructors.
- ➤ **Provide** all new career-technical instructors with thorough in-service regarding the state procurement processes.
- ➤ **Provide** an annual update of any changes in the state procurement processes to all career-technical instructors.
- ➤ Enable selected career-technical teachers to attend the SkillsUSA state contest each April to facilitate curriculum delivery and laboratory improvement. Consider allowing participation as judges or in other active roles
- Encourage horticulture instructors to become ONLA certified in at least one area in order to provide the most knowledgeable staff. Provide professional development opportunities that facilitate this effort.
- ➤ Continue to provide annual in-service to all principals and assistant principals relative to the career-technical teacher licensure process in order to improve the recruitment and hiring of career-technical instructors. Include an overview of the OSU teacher education program requirements for initial provisional licensure through the industry route.
- ➤ Continue to provide specialized in-service training for career-technical instructors in an ongoing effort to maintain currency of knowledge and practice in their respective areas of technical expertise. Devote Perkins dollars (FY2011 and beyond) to fund this effort.

#### **Process Management**

- ➤ Maintain an inventory of all equipment purchased with federal Perkins dollars and state funds. Use established procedures for the disposal of outdated equipment. Maintain equipment disposition records.
- ➤ **Continue** to hold semi-annual curriculum development meetings facilitated by the career-technical coordinator to improve uniform curriculum delivery and disseminate best practices.
- ➤ **Continue** the practice of electronic submission of EMIS data pertaining to career-technical programs. Work with appropriate ODE persons to reduce the number of EMIS errors. The processes appear to have been improved during the past year.
- ➤ Revise any program course of study that is more than five years old during FY2011 and each fiscal year.
- ➤ Improve processes for expending Perkins dollars in a timely manner. The process for ordering items at each facility have been explained to teachers and principals at all facilities.
- ➤ **Maintain** a five-year replacement schedule for all core textbooks.
- ➤ **Develop** a schedule and budget providing for the systematic update of careertechnical program instructional technology, including hardware and software.
- ➤ Continue to utilize an "open house" program advisory committee structure/process at each applicable institution, whereby all program committees meet at the same time, enabling all committee members to visit all program areas.
- ➤ Continue to implement a district-wide computerized record-keeping process for attendance, student evaluation and related information.
- ➤ Continue to implement a policy/procedure enabling Ohio Nursery and Landscape Association (ONLA) testing/certification of eligible horticulture students. Students that earn this certification are more employable and can command higher wages.

- ➤ Continue to develop and implement a policy/procedure enabling Microsoft Office Specialist (MOS) testing/certification of eligible Administrative/Office Technology students during FY2011 and beyond. Students that earn this certification are more employable and can command higher wages.
- ➤ Continue to develop a Career Passport for each career-technical job training student. The contents of Career Passports for similar programs should be somewhat standardized.
- ➤ **Provide** the ODE annual program review survey documents and an orientation to the performance review procedure to instructors during the intersession immediately following the end of the fiscal year. This process will clarify expectations and give instructors adequate time to prepare for the on-site review.
- ➤ **Maintain** full enrollments in all programs to the degree possible to ensure program approval and full funding.

#### **Organizational Performance Results**

- ➤ Increase the district student attendance rate during FY2011 and beyond. The attendance rate has been fairly stable in recent years.
- ➤ Increase the district enrollment capacity rate for career-technical programs during FY2011 and beyond. Maintain full program enrollment to the degree possible.
- ➤ Increase the career-technical program participation rate during FY2011 and beyond by making all existing programs operational.
- **Continue** the successful program of textbook replacement, as needed.

#### **Conclusions**

The FY2010 Career-Technical Program Performance Review was performed to promote accountability and provide data-driven guidance to the Ohio Department of Youth Services (ODYS) as the district strives to continuously improve the customized career-technical programs it provides to youthful offenders in seven facilities located statewide. Career-technical programs served more than 3700 students in the 18 programs reviewed for FY2010 performance, a 74 percent increase from FY2009. The very great increase is due to the addition of Career-Based Intervention/Transitions programs for all youth entering ODYS and for youth about to be released.

A review of the program review for fiscal year 2009 shows that there were 25 Opportunities for Improvement (OFIs) suggested for those programs reviewed. A total of 7 of those recommendations, or 28%, were fully implemented. There were some recommendations that were in progress.

The revision of courses of study which are more than five years old has been either wholly or partially accomplished. Teachers from all programs have met to make revisions to their courses of study. A suggestion which was not accomplished was "Maintain full enrollments in all programs..." Due to a large decrease in populations at DYS facilities, enrollment has been problematic. With the closure of facilities, some programs have been relocated, and others have been discontinued. Enrollment will be closely watched during FY2011 and beyond.

Several significant items measured by this review are worthy of mention here. Compared to FY2009, the district **increased** enrollment capacity by 0.2 percentage point. The number of special education IEP students served in career-technical programs **increased** significantly from 45.1 percent to 45.8 percent. The district **decreased** core textbook currency rate from 94.4 percent in FY2009 to 88.9 percent in FY2010. The percentage of programs reporting active advisory committees was 77 percent, a 23 percentage point

**decrease** compared to FY2009. The student attendance rate improved very slightly in FY2010.

Professional development for teachers is ongoing. The productive relationship with Susan Nell and The Ohio State University continues to improve instruction for new teachers. The district provided targeted professional development for career-technical teachers using Perkins dollars. All ODYS career-technical teachers have developed an Individual Professional Development Plan (IPDP), reflecting the district's commitment to ongoing professional development. In addition, the district's teachers and administrators continue to become more active in the Correctional Education Association's professional development opportunities, including the annual conference. Increased collaboration between ODYS and the Ohio Central School System (ODR&C) continues to create mutual benefits to each agency's educational programs.

Given the fact that BUSD is not on track to spend a large amount of its allocated Perkins money, make every effort to expend the annual Perkins allocation in the year it is awarded. Spending the money each year minimizes the possibility of a decrease in funding in future years and expands opportunities for student learning. Submitting purchase orders as early as possible in the fiscal year is a first step in accomplishing this goal.

Program development was evident during FY2010 into FY2011. New vacancies have occurred at some facilities, several of which have been filled. Career-based intervention programs have adopted a new transitional skills curriculum designed to support the effective re-entry of students to their home schools and communities. Career-based intervention programs have been fully implemented at all facilities. The new Career-Based Intervention Transitions programs will focus on career planning and transition back into society.

Overall, ODYS continues to make progress in its efforts to improve and modernize its career-technical programs.

Prepared by: R. Linn Davey, Corrections Consultant – Ohio Department of Education, Office of Career-Technical Education



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