

**Ohio Department of Education
Office of Career-Technical Education
Youth Corrections
Career-Technical Program Performance Review
Executive Summary
FY 2011**

**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- FY2011
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 Director Harvey Reed for his re-entry based vision and ongoing support of educational programming with Ohio's youth facilities.

“We cannot solve our problems with the same thinking we used when we created them.”

Albert Einstein

**Ohio Department of Education
Office of Career-Technical Education
Buckeye United School District
FY2011 *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 Ohio Career-Technical Planning Districts (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 2011, 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. 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

FY2011

- **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

IV. Performance Measure Definitions

Buckeye United School District- FY2011

The performance criteria defined below were used to determine the performance levels of Ohio Department of Education approved career-technical education programs during FY2011. 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 Programs.
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 meeting during FY2011.
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.

V. Critical Performance Data Elements
Buckeye United School District- FY 2011

- ◆ 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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VI. Documentation Requirements- BUSD

Note: At the interview with the ODE consultant, folders containing documentation of 10 review items shall be available. Please prepare one folder for each applicable topic.

- 1. Enrollment and Attendance Records** (These will be provided by Mark Powell.)
- 2. Marketing** (current copy of waiting list, presentations, visits, brochures, etc.)
- 3. Career Passports** (copies that have been awarded)
- 4. Course of Study** (or work completed toward final revision)
- 5. Advisory Committee** (meeting minutes and membership list, July 1, 2010-June 30, 2011)
- 6. Student Achievement and Evaluation Documentation** (grade books, lesson plans, and completed tests, observation rubrics or other evaluation instruments, student files)
- 7. Tools and Equipment** (current inventory lists)
- 8. Professional Development** (include copy of teaching certificate/license, IPDP, CEUs, activity documentation vouchers, transcripts, and certificates of completion)
- 9. Career-Technical Education/Special Education** (include copies of placement plans from IEPs for special education students in your program)
- 10. National Skills Standards Program Certification***- Automotive Service Excellence (ASE), PrintEd (Evidence of program certification or preparation for upcoming evaluation)

*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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Office of Career-Technical Education
ODYS Institutional Program Performance Review - FY2011**

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

<i>Institution</i>	<i>FY2011</i>
CJCF (3)	100%
CHJCF (4)	100%
IRJCF (5)	80%
ORVJCF (3)	100%
SJCF (2)	100%
District Avg.	94.4%

Supply/Equipment Adequacy Survey

<i>Institution</i>	<i>FY2011</i>
CJCF	100%
CHJCF	100%
IRJCF	100%
ORVJCF	100%
SJCF	100%
District Avg.	100%

Active Advisory Committees

<i>Institution</i>	<i>FY2011</i>
CJCF	100%
CHJCF	100%
IRJCF	80%
ORVJCF	N/A
SJCF	100%
District Avg.	92%

Number of students served

<i>Institution</i>	<i>FY2011</i>
CJCF	247
CHJCF	333
IRJCF	646
ORVJCF	115
SJCF	794
District Total	2135

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Office of Career-Technical Education
ODYS Institutional Program Performance Review - FY2011**

Non-Traditional Program Participation Rate

<i>Institution</i>	<i>FY2011</i>
CJCF (3)	30.0%
CHJCF (4)	17.1%
IRJCF (5)	15.3%
ORVJCF (3)	44%
SJCF (2)	16%
District Avg.	19.2%

Career-Technical Students on IEPs

<i>Institution</i>	<i>FY2011</i>
CJCF	55.5%
CHJCF	51.1%
IRJCF	50.9%
ORVJCF	56.5%
SJCF	43.3%
District Avg.	48.9%

Career Passport Usage

<i>Institution</i>	<i>FY2011</i>
CJCF	100.0%
CHJCF	100.0%
IRJCF	80.0%
ORVJCF	N/A*
SJCF	100.0%
District Avg.	91.7%

**Ohio Department of Education
Office of Career-Technical Education
ODYS Institutional Program Performance Review - FY2011**

Career-Technical Program Enrollment Capacity

<i>Institution</i>	<i>FY2011</i>
CJCF (3)	53.7%
CHJCF (4)	66.5%
IRJCF (5)	110.4%
ORVJCF (3)	61.4%
SJCF (2)	124.0%
District Avg.	83.2%

Career-Technical Education Participation Rate

<i>Institution</i>	<i>FY2011</i>
CJCF	42.2%
CHJCF	38.2%
IRJCF	75.9%
ORVJCF	30.2%
SJCF	17.8%
District Avg.	40.9%

Career-Technical Student Attendance

<i>Institution</i>	<i>FY2011</i>
CJCF	82.1%
CHJCF	97.3%
IRJCF	81.3%
ORVJCF	78.2%
SJCF	87.3%
District Avg.	85.2%

Career-Technical Staff Attendance

<i>Institution</i>	<i>FY2011</i>
CJCF	93.0%
CHJCF	97.5%
IRJCF	89.6%
ORVJCF	87.8%
SJCF	98.2%
District Avg.	93.2%

VIII. Trends
FY2007-2011
Buckeye United School District

	FY2011		FY2010		FY2009		FY2008		FY2007	
Enrollment Capacity	83.2%		76.9%		76.7%		103.0%		96%	
Participation Rate	40.9%		47.8%				47.0%		39%	
Student Attendance	85.2%		85.2%		**		85.8%		86%	
IEP Rate	48.9%		45.8%		45.1%		40.5%		40%	
Non-traditional Participation	19.2%		25.5%		17.3%		12.3%		19%	
Number Served	2135		3766		2156		1925		2483	
Career Passport Usage	91.7%		100%		89.5%		90.0%		95%	
Current Textbooks	94.4%		88.9%		94.4%		95.0%		100%	
Teacher Satisfaction	73.80%		85.7%		Very Good		Very Good		Good	
Active Advisory Committee	92.3%		77%		100%		85.0%		52%	
Program Delivery Rate	93.2%		90.5%		92.1%		91.4%		95%	

**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

Recommendations:

- **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 FY2011 Performance Review results to update and revise the career-technical strategic (Perkins) plan in cooperation with the ODE Corrections Consultant during FY2012 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

Recommendations:

- **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 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, such as Microsoft Office Specialist (MOS), Occupational Safety and Health Administration (OSHA) and Ohio Certified Nursery Technician (OCNT) administered.

Information and Analysis

Recommendations:

- **Use** the program level “strengths” and “opportunities for improvement” identified in the FY2011 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 FY2012.
- **Provide** constructive feedback to instructors and administrators regarding the FY2011 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 FY2011 Performance Review results to prioritize planning and improvement initiatives at the institutional and district-wide levels.

Faculty and Staff Focus

Recommendations:

- **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 FY2011.
- **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 FY2012. BUSD has participated successfully in this competition in the past, including FY2011, when an Indian River teacher won the distinction.
- **Continue** Ohio Resident Educator Program training for both career-technical and academic teachers. Such training is crucial to teacher licensure and retention.
- **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 (FY2012 and beyond) to fund this effort.

Process Management

Recommendations:

- **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.
- **Revise** any program course of study that is more than five years old during FY2012 and each fiscal year.
- **Improve processes for expending Perkins dollars in a timely manner. The process for ordering items at each facility has been explained to teachers and principals at all facilities.**
- **Ensure that Secondary Career Technical grant funds are expended in a timely manner.**
- **Maintain** a five-year replacement schedule for all core textbooks.
- **Continue** to provide for the systematic update of career-technical 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 enable Microsoft Office Specialist (MOS) testing/certification of eligible Administrative/Office Technology students during FY2012 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.
- **Continue** to concentrate on reentry efforts to facilitate positive transition to reduce recidivism. Education is an active partner in any effective reentry strategy. The Buckeye United School District has made very significant strides with its efforts through the Career-Based Intervention/Transitions programs. Further efforts are being made to expand these initiatives. These efforts should continue, keeping in mind the principals of the Second Chance Act of 2007, the Ohio Ex-Offender Reentry Coalition, and The DYS Reentry Roadmap: A 25-Point Strategy Toward Restoration.
- **Further** expand efforts to collaborate, develop and implement effective strategies to best serve mental health caseload youth at Indian River Juvenile Correctional Facility.
- **Increase** options for serving high school and GED graduates at all facilities. Possible options could include post-secondary career technical programs, as well as other college programming, including on-line classes.

Organizational Performance Results

Recommendations:

- **Increase** the district student attendance rate during FY2012 and beyond. The attendance rate has been fairly stable in recent years.
- **Increase** the district enrollment capacity rate for career-technical programs during FY2012 and beyond. Maintain full program enrollment to the degree possible.
- **Increase** the career-technical program participation rate during FY2012 and beyond by making all existing programs operational.
- **Continue** the successful program of textbook replacement, as needed.
- **Monitor** and consider policy revisions regarding enrollment of Students with Disabilities (SWD) in career-technical programs. To ensure that SWD have access to such programs, everyone involved in the Individual Education Program (IEP) process should be aware of the appropriateness of these programs for all students.

Conclusions

The FY2011 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 2100 students in the 17 programs reviewed for FY2011 performance, a 43 percent decrease from FY2010.

A review of the program review for fiscal year 2010 shows that there were 32 Opportunities for Improvement (OFIs) suggested for those programs reviewed. A total of 21 of those recommendations, or 65.6%, were fully implemented. There were other recommendations that were in progress.

The revision of courses of study which are more than five years old has been wholly 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 FY2012 and beyond.

Several significant items measured by this review are worthy of mention here. Compared to FY2010, the district **increased** enrollment capacity by 6.3 percentage points. The number of special education IEP students served in career-technical programs **increased** significantly from 44.8 percent to 48.9 percent. The district **increased** core textbook currency rate from 82.4 percent in FY2010 to 94.4 percent in FY2011. The percentage of programs reporting active advisory committees was 92.3 percent, a 15.3 percentage point **increase** compared to FY2010. The student attendance rate held steady in FY2011 at a respectable 85.2%. The program delivery rate increased by 2.7 percentage points to 93.2%. Two measures showed **decreases** which should be mentioned. Career passport usage dropped from 100% in FY2010 to 91.7% in FY2011. Also, the number of students served decreased drastically. As noted above, over 2100 students were served. Due to the decrease in the number of youth sentenced to ODYS facilities, the decrease is only to be expected.

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.

BUSD is on track to spend all or most of its allocated Perkins money. Every effort should continue to be made 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. Submitting purchase orders as early as possible in the fiscal year is a first step in accomplishing this goal.

Program development was evident during FY2011 into FY2012. 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. **DYS has made great strides in meeting requirements of the consent decree regarding career technical and academic education. ODE will encourage such efforts with considerable flexibility.**

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



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