#EachChildOurFuture

Ohio Perkins V Transition Plan

Ready for **careers.** Ready for **college.** Skills for a **lifetime.**

PERKINS V

#CareerTechOhio

May 2019

Ohio | Department of Education

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Ohio Perkins V Transition Plan

Introduction

Ohio is proud of its focus on providing students high-quality career-technical educational experiences to prepare them for the jobs of the future. Career and college readiness enjoy equal standing in the state. Building on a track record of career-focused education supports, including Ohio's Career Connections resources, dozens of identified career pathways, the SuccessBound initiative, a dedicated accountability system for secondary career-technical education, a credential-based diploma pathway, guidance for granting high school credit for workplace learning and much more, Ohio is pleased to submit this one-year Perkins V Transition Plan. The state is looking forward to engaging in a longer-term planning process starting later this year in order to produce a more robust four-year Perkins V Plan, which will be submitted in Fiscal Year 2020.

In these changing times, the need to prepare all students for the economy of tomorrow is greater than ever. With the rise of automation and artificial intelligence, nearly half of the state's workers hold jobs that are expected to be automated in the future. Other jobs are rapidly changing and require different education, credentials and skill sets than workers currently have. According to the Georgetown University Center on Education and the Workforce, by 2020, 64 percent of Ohio jobs will require postsecondary education[1]. A Lumina Foundation analysis shows that just 44.6 percent of working-age adults in Ohio have postsecondary certificates or degrees — slightly below the nation's rate of 46.9 percent.[2] To close this gap and ensure the talent needs of Ohio's businesses are met, roughly *one million more Ohioans must earn college degrees, industry-recognized certificates or some other postsecondary credentials of value in the marketplace by 2025.* Ohio's strategy for building a skilled and educated workforce must include strategies to both infuse career readiness earlier in the K-12 continuum while simultaneously focusing on adult student success in career-technical education programs.

To ensure Ohioans are ready to succeed in this rapidly changing economy, our state is in the midst of a fundamental and bold shift, infusing its education system with a career focus designed to achieve **two game-changing goals:**

1) **Ensure that each year the state increases the percentage of graduates who are enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program; serving in a military branch; earning a living wage; or engaged in a meaningful, self-sustaining vocation; and**

2) **Ensure that 65 percent of Ohioans ages 25-64 have postsecondary credentials by 2025.**

Ohio's bold vision for change starts with building greater awareness among students that careers are a big part of what life is all about and, consequently, a key goal of education. In February 2014, Ohio launched **Career Connections**, an initiative to more deeply expose students to varied and numerous career opportunities. In addition to Career Connections, the state is making significant progress in driving what will be a transformative change in the culture of its education systems, as well as the way in which business and industry interface with those systems. Collaboration between business and government is happening. Data is being collected and analyzed. Career pathways are being defined, mapped and promoted. Career-technical education options are being expanded. Some policy levers, such as funding formulas, accountability systems and graduation requirements, are being aligned to support this work. And Ohio's students today, more than ever before, are ready to reap the benefits from being better prepared for college and the workforce.

[1] https://cew.georgetown.edu/cew-reports/recovery-job-growth-and-education-requirements-through-2020/
[2] http://strongernation.luminafoundation.org/report/2018/#state/OH

But Ohio's work is far from done. The state's data collection and analysis must be deeper and more precise. Analysis is needed to ensure the state is using funding and accountability as levers to drive positive outcomes for students. Conversations between education and business must become more widespread and focused. Most significantly, more work is needed to achieve greater acceptance and adoption of the change that is envisioned. The state must build on its accomplishments and further expand its efforts so that each student will know more about career possibilities, imagine his or her future, be excited and engaged in learning in the context of his or her aspirations, master greater academic and career knowledge and skills, and emerge more prepared for success than ever before.

Perkins V will allow Ohio to leverage initial groundwork to reach an innovative and bold level where all students are engaged and excited about learning and successfully transition along a seamless continuum of secondary, postsecondary and workforce systems. During the transition year, Ohio intends to accomplish the following:

- **Labor Market Data Use**: Deepen Ohio's use of labor market data to support career-technical education programs of study;
- **State Needs Assessment:** Conduct an in-depth needs assessment of the state's current career preparation systems across K-12 education, postsecondary education and adult workforce development programs;
- **Local Needs Assessments:** Develop a comprehensive local needs assessment template that assists Perkins recipients in ensuring a tight match between local program offerings and labor market needs;
- **Focus on Equity:** Pilot regional equity labs (described on page 19) to support districts in ensuring all students have meaningful access to and are engaged in high-quality career-technical education programs and are performing to their potential in those programs;
- **Increased Access:** In collaboration with stakeholders across Ohio, promote effective practices and actionable solutions that bring quality career-technical education to more Ohioans.

Structure of Career-Technical Education Delivery in Ohio

The delivery of career-technical education in Ohio is a multi-faceted undertaking that engages the Ohio Department of Higher Education, Ohio Department of Education, traditional middle and high schools, community schools, career centers, Ohio Technical Centers, community colleges, and universities. These entities work in robust collaboration to form a workforce training and development infrastructure that is a tremendous asset for the state's citizens and its businesses.

The Ohio Department of Education serves as the fiscal agent and coordinating body for Perkins. The Department of Education also works with 91 career-technical planning districts that serve Ohio's 612 school districts and 319 community schools to ensure all students in grades 7-12 have access to high-quality career-technical education.

Ohio law requires all school districts and community schools to be members of career-technical planning districts. Of Ohio's 90 career-technical planning districts, 49 are led by joint vocational school districts (JVSDs). A JVSD serves an area consisting of adjacent school districts in one or more counties, and each is governed by a joint vocational school board consisting of representatives from the member districts. A JVSD is funded in part through tax levies in all participating counties. Generally, the JVSD provides the majority of the career-technical education programming in a dedicated career-technical education-focused building, as well as in member traditional and/or community schools. The remaining 41 career-technical planning districts are either comprehensive or compact career-technical planning districts in which either individual school districts, or groups of districts, provide career-tech programming to middle and high school students within the districts. The Ohio Department of Education provides oversight and leadership to all secondary career-technical education programs.

The Ohio Department of Higher Education is a coordinating authority with a focus on delivering high-quality educational services that result in Ohioans earning credentials or degrees that support their future success.

The work of the Department of Higher Education includes authorizing and approving new degree and certificate programs, managing state-funded financial aid programs and developing and advocating policies to maximize higher education's contributions to the state and its citizens. The Department of Higher Education works with each of Ohio's autonomously governed public colleges, universities, and adult career and technical centers to support the development and approval of education programs that serve nearly 600,000 students and offer every option from a GED to a Ph.D., ensuring all Ohioans have easy access to a high-quality, affordable higher education. These institutions include:

- 14 universities with 24 regional branch campuses;
- 23 community colleges;
- 53 adult career and technical centers.

The Carl D. Perkins program provides supports to Ohio's technical certificate, degree and licensure programs. In order for these programs to be offered within the state, institutions must first obtain regional or national accreditation from an accreditor approved by the U.S. Department of Education or Council of Higher Education Accreditation.

Ohio's adult career and technical centers, referred to as Ohio Technical Centers, are either accredited by the Council on Occupational Education or the Accrediting Commission of Career Schools and Colleges. The colleges and universities are accredited by the Higher Learning Commission. In many cases, institutions obtain program-specific accreditation for programs that require it and receive approval for licensure programs from relevant Ohio state licensing boards. In higher education, institutional and programmatic accreditation stands as a cornerstone of quality.

The Ohio Department of Higher Education supports public postsecondary institutions in providing licensure programs, but each program must operate within the standards through state-established licensing boards. In addition to meeting the Department of Higher Education program review requirements, each licensing program also must meet requirements established by the independent state board with the authority to approve occupational licenses.

Implementing Career and Technical Education Programs and Programs of Study

B.2.a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

Ohio supports 39 career-technical programs of study across 16 career fields, as shown in the graphic below. All state-approved secondary career-technical programs are based on state-approved career pathways and programs of study (POS). Ohio's programs of study include a non-duplicative series of courses that span secondary and postsecondary, have multiple entry and exit points, and culminate in a diploma, credential and/or degree. Programs of study developed by the departments of Education and Higher Education are responsive to Ohio's in-demand occupation data, as identified by the Bureau of Labor Market Information and disseminated through OhioMeansJobs.com.

Career Technical Education

Career Fields and Pathways

Agriculture and Environmental Systems
- Agribusiness and Production Systems
- Industrial Power Technology
- Animal Science and Management
- Agriculture, Food and Natural Resources Bioscience
- Horticulture
- Natural Resource Management

Arts and Communications
- Media Arts
- Performing Arts
- Visual Design and Imaging

Business and Administrative Services
- Business and Administrative Services

Construction Technologies
- Structural Systems
- Mechanical, Electrical and Plumbing
- Construction Design and Management

Education and Training
- Early Childhood Education
- Teaching Professions

Engineering and Science Technologies
- Engineering and Design

Finance
- Finance

Government and Public Administration
- Government and Public Administration

Health Science
- Medical Bioscience
- Exercise Science and Sports Medicine
- Health Information Management
- Allied Health and Nursing

Hospitality and Tourism
- Culinary Arts
- Hospitality

Human Services
- Barbering
- Cosmetology
- Family and Community Services

Information Technology
- Information Support and Services
- Interactive Media
- Network Systems
- Programming and Software Development
- Cybersecurity

Law and Public Safety
- Criminal Justice
- Firefighting
- Emergency Medical Services

Manufacturing
- Manufacturing Operations

Marketing
- Marketing

Transportation Systems
- Maritime Occupations
- Ground Transportation
- Air Transportation

At the ***secondary level***, Ohio's state-developed programs of study encompass:

1. **Standards-Based Career Technical Coursework:** Coursework in a chosen career field is based on technical content standards. Content standards and courses are developed through a multi-step, industry-engaged process. In addition to business and industry partners, the Ohio Department of Education consults with educators and other subject matter experts. These standards and subsequent courses are developed through a three-step process and are updated on a five-year cycle, unless industry changes warrant an earlier review.
   a. The research and development phase includes the engagement of subject matter experts, including educators and industry partners, to review current standards and identify areas for updates and enhancements.
   b. Futuring and advisory panels are engaged to review the state standards. The panel participants are asked to share their perceptions on changes in the workplace, employment trends, changes in technical skill requirements, needed workplace readiness skills and available industry-recognized standards and credentials. This feedback is used to develop and streamline the standards into what is most demanded by the labor market. The panels also review all public comments and propose changes to the Ohio Department of Higher Education, Ohio Department of Education and educators engaged in the standards-setting process. Any suggested changes are made and then standards are vetted through the futuring/advisory panels for finalization of the standards.
   c. Standards are then organized into courses, in consultation with secondary and postsecondary faculty as well as the Ohio Department of Higher Education. Wherever possible, standards are organized into courses that align to postsecondary courses to facilitate the development of statewide articulated credit agreements and allow students opportunities to be dually enrolled while in high school. Introductory courses provide a broad overview of the career field, and courses become increasingly specific and occupationally focused as students advance through the program.
2. **Academic Coursework:** Programs of study integrate rigorous instruction that meets Ohio's academic content standards and grade-level expectations. Students in career-technical programs are subject to the same academic requirements as students not in engaged in career-technical programs. Students must take and earn a minimum of 20 credits in specific subject areas. (One credit is equivalent to a standard, one-year high school course.) For most career-technical students, their elective credits are earned through career-technical options.

Courses	State Minimum
English language arts	4 credits
Health	½ credit
Mathematics	4 credits
Physical education	½ credit
Science	3 credits
Social studies	3 credits
Electives	5 credits

   Schools and districts are encouraged to teach these academic disciplines in the context of a student's career-technical pathway.
3. **Electives that Relate to Career Objectives:** Students are encouraged to complete elective courses, including additional career-technical education or academic coursework that relates to their career aspirations.

4. **Enhanced Learning Experiences:** Programs of study include instructional enhancements, such as experiential and authentic learning opportunities (for example, work-based learning, mentorships or internships) and career-technical student organization participation.
5. **Industry-Recognized Credentials and Licenses**: Ohio offers many opportunities for students to earn certification and licensure in many career program areas. Ohio maintains a list of industry-recognized credentials approved for use as part of a student's demonstration of readiness to graduate from high school, as well as for use in the state's accountability system. Credentials are reviewed annually to identify areas of alignment to career-technical courses.
6. **College Credit While in High School:** All state-approved pathways include opportunities to earn college credit while in high school. This ensures students can manage an effective transition to either the workforce or college depending on their own particular aspirations and interests.
7. **Program Performance Expectations:** Performance targets include high school academic and technical testing and postsecondary placement requirements. Each career-technical education program in the state is annually reviewed for performance against the state's expectations for student technical skill attainment and placement. Districts not meeting state expectations are supported through technical assistance in developing and implementing improvement plans.
8. **Preparation for Transition to Employment with Advancement Opportunities:** Programs of study focus on ensuring students are prepared for a successful post-high school transition. These include opportunities to prepare for a range of careers, including multiple employment opportunities after high school; opportunities for students to enter and succeed in postsecondary and continuing education programs and obtain transferable skills required for employment in the range of occupations aligned to the pathway; and opportunities to learn skills across the pathway, as well as in specialized areas.

Programs of study at the secondary level require local recipients to offer a minimum of four secondary career-technical courses, identify at least one opportunity for secondary students to receive articulated or transcripted college credit, identify the appropriate academic courses needed for success in the career pathway, as well as specify an example set of aligned postsecondary courses in the pathway.

All standards, courses, assessment requirements and credentials are available on the Ohio Department of Education website. During the transition plan year, Ohio will update standards for Health Science programs and assessments for Construction programs as part of Ohio's regular standards review cycle.

Once a local Perkins recipient has adopted a state-developed program of study, it is expected to implement the program with fidelity and in accordance with **Ohio's Quality Program Standards.** These standards, developed in coordination with Ohio career-technical educators, lay out a common vision for quality in all career-technical programs across the state.

Standard 1: Instructional Facilities and Resources: The facility supports implementation of the career-technical program and provides students with opportunities for the development and application of technical knowledge and skills.

Standard 2: School and Community Relations: School, community and industry partners are engaged in developing and supporting the career-technical education program.

Standard 3: Program Planning and Evaluation: A results-driven needs assessment and evaluation exists for continual program development and improvement.

Standard 4: Quality Educators that Contribute to the Profession: Career-technical educators continuously develop as professionals and support the growth of the professions they serve.

Standard 5: Curriculum and Program Design: The career-technical education program includes foundational and specialized courses designed to prepare students for lifelong learning within a career pathway.

Standard 6: Instruction: Career-technical education programs promote high academic achievement, technical knowledge and skill development of all students.

Standard 7: Assessment: Career-technical education programs use authentic and performance-based assessments to measure student learning and skill attainment of Ohio's Career Field Technical Content Standards.

Standard 8: Experiential Learning Experience Programs: All students participate in experiential learning programs that connect the technical knowledge and skills learned in both the classroom and laboratory to the work place.

Standard 9: Leadership Development/CTSO: All students participate in intracurricular Career-Technical Student Organizations (CTSO) that promote cognitive knowledge and skill and leadership development.

Standard 10: Student Access: Career-technical education programs serve all students interested in preparing for a career in any of Ohio's 16 Career Fields and are reflective of the school's student population. Capacity should permit students to schedule first choices of career area.

Ohioans can access certificate and degree programs after high school through Ohio Technical Center programs, as well as through colleges and universities. These programs provide multiple entry and exit options, allowing students to access programming in the way that best suits their career needs. Ohio's robust articulation and transfer system (outlined in the response to question C.ii below) ensures that programs of study are seamless between and across the secondary and postsecondary systems. Ohio implements processes that articulate and transfer coursework and programs from secondary career-technical education to postsecondary, postsecondary career-technical education certificates to degrees, and associate degrees to bachelor's degrees. These pathways serve secondary students, traditional-age college students and returning adults. Students in postsecondary career-technical education can enter from articulated pathways in secondary, but just as many enter independently of their secondary programs or as adult learners into certificate and degree pathways.

Within certificate and degree programs, introductory courses provide a broad overview of the career field. Higher level courses progress in specificity and occupational focus as students advance through the program. Certificate programs must receive technical designation to be considered a career-technical education program in Ohio. Applications for technical designation are reviewed by Department of Higher Education staff and must include proof of labor market demand from Ohio's In-Demand Jobs List, articulation of clear learning objectives and demonstrable labor market outcomes. Once designated as a technical certificate program, institutions can stack these certifications to degree programs, allowing for multiple entry and exit points. For the purpose of the Carl D. Perkins program, Ohio's focus is on technical certificates, licensures and two-year applied associate degree programs. More specifically, the structure of these programs includes:

- **One-Year Technical Certificate/Technical Certificate:** Certificates awarded by a postsecondary institution for the completion of an organized program of study in at least 30 semester credit hours or 900 clock hours, with the majority of the coursework completed in a prescribed technical area. While the certificates are designed to have value apart from a degree, these certificates should serve as building blocks to an associate degree. The technical certificate is designed for an occupation or specific employment opportunities. These certificates prepare students for a valid occupational license or third-party industry certification, if available, related to the field of study.
- **Less Than One-Year Technical Certificate/Short-Term Technical Certificate:** Certificates awarded by a postsecondary institution for the completion of an organized program of study in fewer than 30 semester credit hours or fewer than 900 clock hours that are designed for an occupation or specific employment opportunities. These certificates prepare students for a valid occupational license or third-party industry certification, if available, related to the field of study.

- **Applied Associate Degrees:** Applied associate degrees (Associate of Applied Business, Associate of Applied Science, Associate of Technical Studies and Associate of Individualized Studies) must include at least 30 semester hours of non-technical coursework, which includes both general education and applied general education (i.e., "basic") courses. The general education portion of the non-technical coursework must include at least 15 semester credit hours. A minimum of six semester hours must be found in the following two categories:
    - At least one course (three semester credit hours) in the English Composition and Oral Communication area (for example, First Writing, Second Writing, Public Speaking);
    - At least one course (three semester credit hours) in the Mathematics, Statistics and Logic area (for example, Algebra, Trigonometry, Calculus, Statistics, Formal/Symbolic Logic).

  A minimum of six semester hours must come from the following three categories, and at least two of the three categories must be represented:
    - At least one course (three semester credit hours) in the Arts and Humanities area (for example, Art History, Ethics, History, Literature, Philosophy, Religion, Ethnic or Gender Studies);
    - At least one course (three semester credit hours) in the Social and Behavioral Sciences area (for example, Communication, History, Economics, Political Science, Psychology, Sociology);
    - At least one course (three semester credit hours) in the Natural Sciences area (for example, Anatomy, Biology, Chemistry, Environmental Science, Physics, Physiology).

In order to assure maximum transferability, institutions are strongly encouraged to implement general education programs that include coursework in all five general education categories and use a three-semester-hour First Writing course to fulfill the minimum requirement in the English Composition and Oral Communication area.

Validating Third-party Industry Certifications for Both Ohio Technical Centers and Community Colleges

The Department of Higher Education, in collaboration with the Department of Education, developed a list of approved industry certifications. There is an established process for submitting certifications for approval. To be approved as third-party industry recognized certifications, the certifications must:

- Demonstrate preparation for an occupation or occupational cluster. Certifications, such as OSHA 10 or CPR, that only encompass basic safety or a basic skill requirement and do not demonstrate a distinguishable competency for a specific job are not requested for state reporting and, standing alone, may not qualify a certificate program as "technical" according to the Ohio Department of Higher Education criteria.
- Be governed by a regional, statewide, national or international body for the related field or industry. Preference is given for national and international bodies.
- Be recognized and valued by employers, especially sector partnerships, as leading to employment. Certifications that only are valued for association or affinity group membership are not recommended.
- Be related to the learning objectives of the program of study.
- Be awarded based on results from standardized and reliable assessments that measure the designated competencies of the occupation or skill set. The state also prefers, but does not require, that assessments are independently graded from the educational institution.

Industry-recognized credentials also can be embedded in some degree programs. For many of the Ohio Technical Centers, an embedded certification is a minor certification in and of itself, as well as a component of a more comprehensive industry certification. For example, Manufacturing Skills Standards Council (MSSC) Safety is an embedded certification for the MSSC Certified Production Technician, and Microsoft Word is an embedded certification for Microsoft Office. Embedded skill certifications as standalone certifications may be

collected for the purpose of reporting outcomes related to the Perkins Act but, standing alone, may not qualify a certificate program as "technical" according to the Ohio Department of Higher Education criteria. In the case of colleges, institutions also are developing specific certificates with labor market value embedded within degree programs.

During the transition year, Ohio will review and update the secondary Quality Program Standards as part of the state plan development process. Program advisory committees for postsecondary programs will begin to incorporate the 15 professional skills listed for the Ohio Means Jobs Readiness Seal and consider how the curriculum can incorporate these skills and that they can be evaluated. Also, during the transition year, the Department of Higher Education will explore processes to develop preferred content standards for programs of study with potential implementation to be considered in the four-year state plan; these preferred content standards will help to provide guidance on the core, quality and length of selected programs.

B.2.b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—

i. promote continuous improvement in academic achievement and technical skill attainment;

ii. expand access to career and technical education for special populations; and

iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

All secondary-level programs of study approved for Perkins funds use are developed by the state. At the postsecondary level, institutions have the ability to develop new programs on their own. Postsecondary providers begin the program development process by engaging business advisory groups; these groups inform the need to create new programs, provide advice and counsel on industry standards, and ensure continuous improvement with regular review of program outcomes and curricula. However, these programs must be approved by the Ohio Department of Higher Education to be eligible to receive state funding and be designated for Perkins support. The process for approving local programs of study requires institutions to demonstrate labor market need for the program, demonstrate how technical skill will be measured, and identify the certificates, credentials or degrees students will complete.

Ongoing requirements from accreditors and data reporting to the Department of Higher Education foster continuous improvement for postsecondary institutions. The Department of Higher Education provides desk reviews and site visits to institutions and programs. Desk reviews are performed for all colleges and Ohio Technical Centers on a rotating basis, while site visits are conducted with institutions that have poor performance outcomes and/or poor desk reviews. Outcomes for special populations also are reviewed, and poor outcomes for these groups are factors considered in review processes. The Department of Higher Education will develop a process to engage institutions in data review to inform continuous improvement to ensure students have effective academic and technical skill attainment.

College Program Approval

In order to offer programs at their institutions, Ohio's colleges and universities must go through a program approval process. All institutions seeking approval or authorization to offer instruction must demonstrate that the following institutional and program standards are met during the review (more specifics can be found in the Program Review Manual that includes topics such as Accreditation, Academic Policies, Student Support Services, Faculty Capacity, Program Curriculum, Assessment, Evidence of Workforce Relevance and more).

The process for degree review functions are as follows:

1. **Initial inquiry**: The institution completes a five-step initial inquiry to begin the approval process.

2. **Posting of request**: Once the Program Review Plan is sent to the institution, the institution and name of proposed degree are posted on the Ohio Department of Higher Education website.
3. **Proposal**: After the new degree has received all required internal approvals, the institution's president or chief academic officer submits a proposal to the chancellor of the Ohio Department of Higher Education at least four months prior to the planned implementation of the new degree. The proposal provides information to demonstrate the program meets the General Standards for Academic Programs.
4. **Peer review**: Content experts from Ohio public colleges and universities provide peer reviews of proposals. Peer reviews focus on the qualifications, experience and sufficiency of faculty, the curriculum and its alignment with expectations for the discipline; the need for the degree; and the resources (classrooms, libraries, technology, laboratory, equipment) available to support the degree. Peer institutions have 30 days to submit comments.
5. **Resolution of concerns**: The institutional mentor works with the institution proposing the program to address questions or concerns raised during the peer review period.
6. **Public comment period**: If the program is recommended to the chancellor of the Department of Higher Education for approval, a background summary is posted on the Ohio Department of Higher Education website.
7. **Chancellor's approval**: The request and public comments are forwarded to the chancellor for final approval.

Ohio Technical Centers Program Approval

Ohio Technical Center programs also must go through a formal program approval process administered by the Department of Higher Education. This includes Ohio Technical Center programs that will be administered in partnership with another institution. Only programs with a "technical" designation will be approved for Ohio Technical Centers state funding by the Department of Higher Education. Programs not approved as technical will be considered "General" programs (not having immediate occupational value associated with them) and will not be counted for Ohio Technical Centers state funding. The requests for new technical programs at Ohio Technical Centers are processed in the following manner:

1. **Program approval process**: An Ohio Technical Center must complete the Ohio Technical Centers Program Approval Application within the Ohio Technical Center/Higher Education Information (HEI) database system and be granted final approval by the chancellor before submitting it to its accreditors. Once the Ohio Technical Centers Program Approval Application is completed, the Department of Higher Education program approval representative will review it within a minimum three-week time period.
    a. Programs that require approval from another state agency, such as the Department of Public Safety, State Board of Nursing and others still must submit for Department of Higher Education approval in conjunction with the submission of approval from the related agency and before enrolling students.
    b. Institutions must select an approved industry credential for which the program prepares students. If a certificate program would like to use a credential not yet approved by the chancellor as its primary industry credential, it must submit information about the credential for review in addition to the approved list by completing the New Industry Credential Submission Form.
2. **Review**: The Department of Higher Education program approval representative will review the submission to determine if it meets the approval criteria. The following criteria and steps are taken during this part of the approval process:
    a. **General information**: The institution must provide information about contract training and required classroom or lab components, if applicable.
    b. **Market supply and demand**: The institution provides information on businesses with which it consulted while developing the program. There must be supporting evidence for this work, such as documents that include names of individuals and organizations, advisory committee notes

and meeting minutes. Additionally, the institution must include state and local labor market data, specific employer or industry need for the program, and/or projected job openings and placement opportunities for students.

c. **Program/certificate**: The institution must provide the program curriculum with details on the course name and hours associated with it, as well as information about its status as an apprenticeship program or whether it includes experiential learning components.
d. **Industry credentials**: The institution must include industry credential information for those programs that offer them. If the ***program does not align*** to an occupational license or certification, ***it is required*** to provide a rationale and/or justification for the program.
e. **Regulatory approval**: The institution must explain if the governing body for the industry credential or an external regulatory entity (for example, State Board of Nursing) require approval for program, facilities, curriculum, faculty, student-teacher ratios or other items.
f. **Credit, transfer and placement**: The institution must indicate the Ohio Department of Higher Education articulation and transfer initiatives in which the certificate program being offered and its related courses are participating. Also, it must address any bilateral articulation agreements that are connected to it and whether there is any assistance being provided to students to transition into the workforce or continue their education.

The Ohio Department of Higher Education staff member, based on initial review, will recommend the following for approval:

a. Technical Program Approval: The Ohio Technical Center is authorized to offer the program and is eligible for state funding.
b. Declination: The Ohio Technical Center should not offer the program as currently submitted.
c. General Program: The Ohio Technical Center may offer the program as a General Program.

2. **Not approved:** If declination is recommended or it is recommended as a General Program, the Ohio Technical Center will receive a communication from Department of Higher Education staff providing the rationale for the decision. The institution will have an opportunity to resubmit and/or appeal the decision.
3. **Appeals**: If not approved, institutions may do the following:
    a. An Ohio Technical Center may appeal a declination or General Program status by completing and returning an appeal form that addresses the reason for the declination within 30 days of the original decision notification.
    b. Department of Higher Education staff members will review the information under the Case Review Process. This process may include a secondary review of the submission by a committee of Ohio postsecondary education system peers who review and make a recommendation to the chancellor regarding the program's approval.
4. **Chancellor approval**: If the program is recommended as a Technical Program, it will be submitted to the chancellor for review and final approval. Once final approval has been granted, the Ohio Technical Center will receive approval documentation from the chancellor's staff. The program is now "active," considered "technical," can be offered by the Ohio Technical Center and is eligible for state funding.

In addition to Department of Higher Education processes, accreditors require annual reporting on satisfactory completion, assessment by third-party certification authorities and placement. Negative changes in student-level outcomes endanger program and institutional accreditation.

During the transition year, the Department of Higher Education will develop plans for support and training to ensure there is expanding opportunity and equitable access to postsecondary career-technical education programs for special populations.

B.2.c. Describe how the eligible agency will—

i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or

concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand

One of the three core principles for Ohio's education system is partnerships. *Each Child, Our Future*, Ohio's strategic plan for education, reinforces that everyone, not just those in schools, shares the responsibility for preparing children for successful futures. The most important partners are parents and caregivers, who have the greatest impact on a child's development. Other critical partners include educators, business, philanthropy, employers, libraries, social service organizations, community members, health care providers, behavioral health experts and many more. Put simply, partnerships transform the educational experience.

Ohio utilizes a multi-faceted approach to provide information on approved programs of study and career pathways to these stakeholders. In addition to communication strategies deployed by the state, schools themselves are an important and deliberate component of outreach to students and families. Schools use the information produced by the state, as well as locally produced information to communicate with families and other stakeholders about career-technical education opportunities.

Students and Parents

Ohio employs three main mechanisms for communicating directly with parents and students about programs of study – information posted to agency websites and shared through email communications, information posted in OhioMeansJobs.com and requirements for local districts to share information specifically about postsecondary credit opportunities.

***Agency Websites**:* All information regarding approved programs of study can be found on the Ohio Department of Education website and is available to parents and students. The suite of resources found on the website include the Families and Students Work-Based Learning Toolkit, a toolkit on career exploration, advising and career pathways, and dozens of sample career pathways, including a suggested program of study and suggestions on the on and off ramps to these pathways. The Ohio Department of Higher Education also posts information on programs of study and career pathways on its website. Resources on the Department of Higher Education's website include videos, webinars and presentations.

***OhioMeansJobs.com**:* Ohio's no-cost, career planning system on OhioMeansJobs.com offers comprehensive career exploration tools, guidance and advisement services, online training and resources specifically for students, teachers and school counselors. OhioMeansJobs.com allows students to learn more about their career interests and in-demand jobs, build résumés, search for college and training programs, create budgets based on future expenses, and develop meaningful academic and career plans for high school and beyond. This system allows students to take practice exams such as the ACT, SAT and WorkKeys and practice job interviews. Once students graduate, their "backpack" accounts transition to "job seeker" accounts where they can activate their résumés to be posted to public job sites, as well as be connected to postsecondary internship opportunities. All of this and more is available for teachers to use and see their students' activity through "OhioMeansJobs K-12 Reporting Tools," which is a system available to educators and registered users that provides reports on activity both at a district level and individual student level to support thoughtful career advising.

Information also is available in OhioMeansJobs.com for postsecondary students and adult learners. As with K-12 students, these individuals can research career interests and in-demand opportunities in the job market and discover information on approved programs of study and career pathways for postsecondary and returning adult students. OhioMeansJobs.com is used by all WIOA providers and can be accessed by the general population via the internet. All Ohio Technical Center participants are required to create OhioMeansJobs.com profiles as part of their programs.

Both the Department of Education and Department of Higher Education utilize social media and email as an additional means of communication. Parents and students may sign up for the Department's general email list and receive information and updates via email.

Finally, state law requires that families have the opportunity to learn about the state's dual enrollment program, College Credit Plus (CCP), on an annual basis. In addition to Department of Education and Department of Higher Education communications to families about College Credit Plus, local school districts must annually hold meetings educating families of students in grades 7-12 about how they can access postsecondary credit opportunities, including courses that are part of a career-technical education program of study.

Representatives of Secondary and Postsecondary Education

Ohio has several mechanisms for communicating information regarding programs of study to the secondary and postsecondary educators and administrators. First, detailed information about programs of study is posted on the Ohio Department of Education website. Website resources include standards for all courses within each program of study, resources for assessments, industry-recognized credential information and career-technical student organizations.

The Department also regularly communicates with the education community via email. Major updates and announcements are included in the Department's weekly e-newsletter, EdConnection. The Department of Education also maintains and uses an email list for career-technical education superintendents and secondary directors, who receive targeted communications regarding programs of study. SuccessBound, the agency's initiative to support student, educator and employer engagement in high-quality career pathways, also issues a regular newsletter to interested parties. The Ohio Department of Education communicates with and through the state's professional associations for career-technical educators, including Ohio ACTE, the Ohio Association of Career-Technical Superintendents and Ohio CCS.

The Ohio Department of Higher Education regularly communicates broadly about the importance of career-technical education to constituents through emailed newsletters, social media and its website. The Ohio Department of Higher Education's website includes information on articulated programs of study. Emails and social media posts with infographics share data on progress of Ohio's public higher education system and often include career-tech information. Finally, HigherEd Highlights is a weekly video series that promotes high points occurring in higher education.

The Departments of Education and Higher Education regularly provide information during local, regional and statewide meetings. The Departments of Education and Higher Education regularly present updates to the education community during at least nine meetings during the course of a typical program year (fall and spring Ohio Career-Technical Administrators Association meetings, summer Ohio ACTE conference, annual regional meetings, annual Career Connections conference).

The Departments regularly meet with representatives of the education community to provide information and get feedback on state policy and implementation of career pathways. These groups include:

- Career Connections Advisory Council;
- New Skills for Youth Cross Sector Team;
- Sector advisory councils;
- Ohio ACTE Council of Presidents;
- Faculty panels for the Secondary Career-Tech Alignment Initiative;
- Quarterly meetings with career-technical education association leadership (associations meet with state superintendent and other career-tech leadership staff).

Multiple Languages: The Department ensures all documents on the Department website can be translated into other languages. Additionally, during the transition year, the Ohio Department of Education will translate OhioMeansJobs Readiness Seal resources into Spanish.

Special Populations: Finally, the Office for Exceptional Children and Office of Career-Technical Education have collaborated on the development of a tool for school districts to use to ensure:

- Consistent and timely collaboration and communication occurs between school personnel, families and students related to the recruitment, application, selection, placement and service delivery for students with disabilities in career-technical pathways.
- Procedures and practices for the recruitment, application, selection and service delivery for students with disabilities meet all state and federal requirements. School personnel, families and students are provided this information and receive relevant training.
- Technical and academic course offerings meet all state and federal requirements with regard to access, non-discrimination and meeting of performance expectations for special populations, including preparation for careers in industry sectors requiring technical expertise.
- Students with disabilities have access to all career-technical pathways. Career-technical education providers make every effort to assure students with disabilities are provided supplementary services (defined as curriculum modifications, equipment modification, supportive personnel, and instructional aides and devices) within these pathways.
- Special education services and supports are provided per the student's individualized education program (IEP) in the least restrictive environment.

B.2.d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

Ohio secondary career-technical education students have a variety of options for earning postsecondary credit while in high school and completing competency-based options. Secondary and postsecondary Perkins recipients collaborate to ensure students have seamless pathways from secondary to postsecondary education as part of their career-technical education programs of study. All state-approved pathways at the secondary level are required to have a postsecondary credit opportunity in place. This could be a statewide articulation agreement, bilateral articulation agreement or a College Credit Plus course. If a statewide articulation opportunity is available, programs must use that option rather than creating a bilateral articulation agreement. The graphic below shows the state's articulation and transfer initiatives that support Ohio career-technical education students.

Dual Enrollment: College Credit Plus

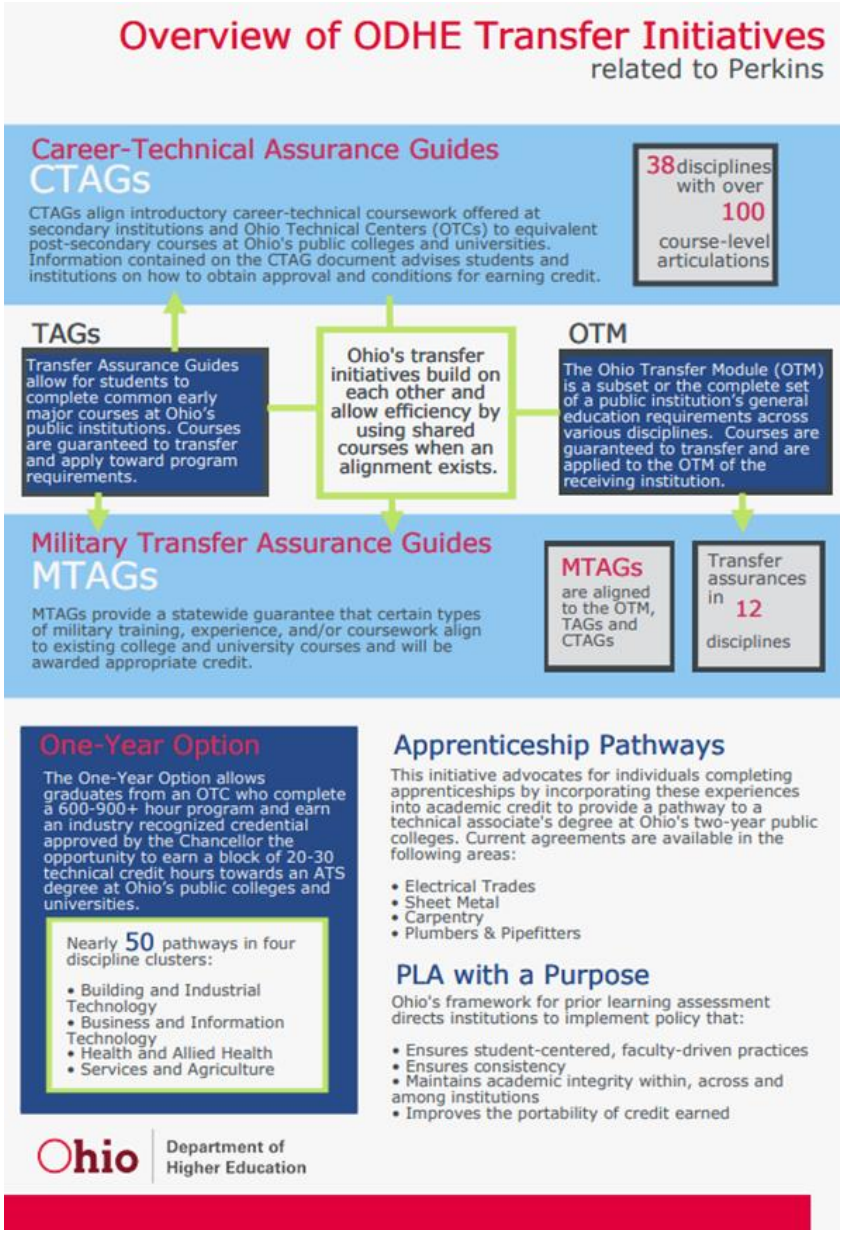
College Credit Plus is Ohio's dual enrollment program that provides students in grades 7-12 the opportunity to earn college and high school credits at the same time by taking courses from Ohio colleges or universities. The purpose of this program is to enhance students' career readiness and postsecondary success, while providing a wide variety of options to college-ready students at no or limited costs to students and families. Students may take postsecondary career-technical courses and academic courses through College Credit Plus at Ohio colleges and universities. Students who successfully complete postsecondary career-technical education courses may use them as part of their CTE pathways to meet high school graduation requirements. The Departments of Education and Higher Education maintain guidance for families, districts and postsecondary institutions on how students can access College Credit Plus courses, including CTE courses, on the agencies' websites.

Articulated Credit: Career-Technical Assurance Guides

In addition to College Credit Plus, Ohio career-tech students can earn postsecondary credit through the state's extensive credit articulation system. Career-Technical Assurance Guides (CTAGs) are statewide articulation agreements specifically for secondary high school and adult technical center students who complete agreed-upon career-technical coursework and assessments. The Secondary Career-Technical Alignment Initiative was developed out of the CTAG process. The initiative is a collaborative effort among the Ohio Department of Higher Education, Ohio Department of Education and Ohio's public institutions of higher education. Aligned

and agreed-upon technical courses provide students with an opportunity for college credit without unnecessary duplication or institutional barriers.

CTAGs are developed using a faculty-led, five-step process. Each of the five steps (Defining, Agreeing, Matching, Submitting and Reviewing) require postsecondary faculty input and review. A faculty panel meets to define the learning outcomes, and statewide surveying seeks to obtain agreement on the learning outcomes. Faculty match, or align, the Ohio Department of Education Career Field Technical Content Standards to each of the learning outcomes and distribute a second endorsement survey statewide. Institutions with similar or equivalent courses must submit their course materials to determine if there is an alignment with the newly created CTAG. Faculty review panels validate course materials. Students who successfully complete secondary technical courses with approved CTAGs will earn equivalent credit at postsecondary institutions with comparable courses.



Competency-based Options: Work-based Learning

Both the department of Education and Higher Education maintain resources related to Work-Based Learning opportunities for students. Secondary students and educators, as well as Ohio businesses, can access the Work-Based Learning toolkit on the Ohio Department of Education website. During the transition year, the Department intends to pilot a statewide system to assist educators, students and employers in coordinating high-quality work-based learning for students. Students can demonstrate mastery of competencies identified in their training plans to earn credit in academic and technical coursework.

Additionally, through Ohio Means Internships and Co-ops (OMIC), the Ohio Department of Higher Education has distributed resources to strengthen work-based learning opportunities for students. These grants have built institutional capacity and have provided resources to support student wages. In 2014, the Ohio Department of Higher Education developed Harnessing Ohio's Talent as a guide for colleges and universities to develop effective work-based learning programs. During the Transition Year, the departments of Education and Higher Education will collaborate to update the Work-Based Learning Toolkit and Harnessing Ohio's Talent to ensure they are aligned and focused on closing equity gaps for special populations.

B.2.h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Ohio has defined size, scope and quality as appropriate for secondary and postsecondary recipients. Definitions of size, scope and quality for secondary recipients are:

Size: For secondary recipients, size is defined as maintaining a minimum threshold of career-technical education programming (12 programs in eight career fields for career-technical planning districts with enrollment greater than 2,250 in grades 7-12; otherwise, 10 programs in eight career fields). Should waitlists for programs exceed 50 percent of current program capacity, the recipient shall consider how programming may be expanded.

Scope: For secondary recipients, programs must:

- Include at least four courses within the program of study.
- Include all aspects of the industry identified in career-technical content standards for the chosen courses.
- Include the opportunity for students to earn postsecondary credit in the technical area.
- Integrate academic content as appropriate for the course.
- Integrate work-based experiences, to the extent possible.
- Assess the attainment of technical skills within the program using the appropriate technical assessment, as identified in the program and assessment matrix.

Quality: For secondary career-technical education programs, programs must meet the state's "in compliance" benchmark, as outlined in the state's annual program review process. For FY20, this requires that 70 percent of program participants receive scores of proficient or higher on the state-identified assessment, as shown in the career-technical education program and assessment matrix, and a placement rate of no less than 88.9 percent. Programs that do not meet the benchmarks for placement and technical skill must participate in the appropriate corrective action planning process, as identified by the Ohio Department of Education. Perkins recipients must examine student performance data by subgroup and subpopulation. If students in subgroups or subpopulations are performing lower than the all-student average and lower than the local target, (subgroup or subpopulation has a lower performance level than the all student average and lower than the locally negotiated target), the recipient must implement strategies to support students in those subgroups in meeting the all-student average and locally-negotiated target.

Definitions of size, scope and quality for postsecondary recipients are below.

Size: Ohio Perkins postsecondary institutions must:

- Offer career and technical education programs in not fewer than **three different occupational fields** leading to immediate employment but not necessarily leading to baccalaureate degrees.
- Offer technical programs that generate enough concentrator enrollment to meet the $50,000 federal minimum grant threshold for allowable Perkins participation.
- Be a part of a Perkins consortia if they do not generate enough credit hours or clock hour FTEs to be an eligible Perkins concentrator that can meet the $50,000 federal minimum grant threshold for allowable Perkins participation.

Scope: Ohio Perkins postsecondary institutions must:

- Demonstrate connection to labor market validation by obtaining technical program designation as determined through Ohio Department of Higher Education's program approval processes.
- Provide equal access to high-quality career and technical education programs of study for all students, especially those identified as underrepresented and a part of special populations groups.
- Review regional labor market demand to ensure programs prepare students for careers that will provide them with high skills and opportunities to earn high wages within in-demand occupations.
- Provide adequate and appropriate services of support to students that might assist them with program completion.

Quality: Ohio Perkins postsecondary institutions must:

- Hold relevant institutional and program accreditation by an accrediting body authorized by the United States Department of Education.
- Continue to maintain accreditation and academic standards of high quality for programs and student support services offered by the institution as defined by its accreditor.
- Have submitted all pertinent student and program information based on the Ohio Department of Higher Education's data submission policies meeting all submission deadlines.
- Not be in violation of any state or federal rules associated with providing adequate support for students (i.e., student financial aid, admission requirements, civil rights abuses, etc.).
- Follow all state and institution-prescribed data security protocols to protect students, faculty, staff and administrators from identity theft and information manipulation.
- Ensure programs are of quality to meet the Ohio Department of Higher Education's Career Tech Credit Transfer Assurance Guides (CTAG) and College Credit Plus (CCP) standards.
- Be able to demonstrate the ability to adequately place students in further education and related employment
- Have an institutional program review process in place to assess the effectiveness of programs every three years, if it is not already required by a regional or program accreditor.

B.3. Meeting the Needs of Special Populations

a. Describe its program strategies for special populations, including a description of how individuals who are members of special populations—

i. will be provided with equal access to activities assisted under this Act;

ii. will not be discriminated against on the basis of status as a member of a special population;

iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

iv. will be provided with appropriate accommodations; and

v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

Ohio is committed to ensuring students have equitable access, engagement and performance in all aspects of their education, including career-technical education programs. This commitment to equity is underscored in *Each Child, Our Future*, Ohio's strategic plan for education. Equity is one of the three core principles of the strategic plan and recognizes that Ohio's greatest education challenge remains equity in education achievement for each child. The path to equity begins with a deep understanding of the history of discrimination and bias and how it has come to impact current society. Ohio's strategic plan renews Ohio's commitment to creating the learning conditions that ensure each child acquires the knowledge and skills across all learning domains to be successful.

To this end, the Department of Education is integrating equity-focused requirements across statewide processes associated with career-technical education. The Department will pilot equity labs with local Perkins recipients during the transition year to identify access, engagement and performance gaps; analyze causes of those gaps; and create a plan to reduce those gaps in coming years. Additionally, all state-approved secondary career-technical education programs must meet all state and federal requirements with regard to access, non-discrimination and the meeting of performance expectations for special populations, including preparation for careers in industry sectors requiring technical expertise. This policy is amplified in Ohio regulations (Ohio Administrative Code 3301-61-03 (D) (8)), and all secondary recipients agree to ensure non-discrimination and access in the assurances for each program of study they implement.

Students participating in secondary career-technical education courses are provided relevant accommodations per their IEPs when taking technical assessments.

The Office of Career-Technical Education and Office for Exceptional Children collaborate extensively within the Ohio Department of Education and jointly collaborate on cross-agency activities with Opportunities for Ohioans with Disabilities (Ohio's state agency for disability determination and vocational rehabilitation). Office of Career-Technical Education and Office for Exceptional Children teams meet regularly to jointly develop common messaging regarding the equitable access and provision of career-technical education for students with disabilities and the provision of special education and related services within career-technical pathways. The team has identified personnel within each office who serve as liaisons to ensure consistent communication and implementation. Other examples of intra-agency collaboration include an internal team dedicated to expanding and improving work-based learning opportunities for students with disabilities, the development of a Frequently Asked Questions document on this topic and the development of a joint memo to career-technical educators regarding the provision of special education services in career-technical pathways.

Additionally, the Office for Exception Children finances and supports the work of five regional career-technical planning district consultants at the state support team offices. The main responsibilities of career-technical planning district consultants are to provide differentiated and tiered information, professional learning, coaching and technical assistance regarding the equitable access and provision of career-technical education for

students with disabilities and the provision of special education and related services within career-technical pathways. The consultants also work with career-tech centers on the development of a communications plan.

In order to ensure students with disabilities are being appropriately served in career-technical education programs, the Office for Exception Children's Supports and Monitoring Team conducts selective reviews to ensure career-technical centers are meeting requirements set forth by the Individuals with Disabilities Education Act, Part B and the Operating Standards for the Education of Children with Disabilities in Ohio. Corrective Action Plans are required and developed to address areas that are not met.

Representatives of the Offices for Exceptional Children and Career-Technical Education also connect with and engage in statewide initiatives to support this population. For example, representatives from the Offices for Exceptional Children and Career-Technical Education serve on the Ohio Employment First Taskforce and the National Technical Assistance Center on Transition (NTACT) state transition plan team. Office for Exceptional Children staff and Opportunities for Ohioans with Disabilities have created the Ohio Transition Support Partnership to increase vocational rehabilitation services to students with disabilities and are in the process of developing data sharing agreements to identify mechanisms to continue to improve services to this population.

Finally, currently there are two career-technical centers involved in the Office for Exceptional Children's Innovative Strategies Grant project. The focus is to improve transition planning and service delivery for students with disabilities ages 14-21. Three career-technical centers participated in the project during the last cohort.

Improving Access and Outcomes for All Students: Regional Equity Lab Strategy

During the transition year, Ohio will pilot regional career-technical education equity labs for secondary career-technical programs as part of the completion of the local needs assessment. These labs will be facilitated by Ohio Department of Education staff and will require each of the career-technical planning districts to bring a team of local stakeholders together. Teams identified by each career-technical planning district will include local educators and administrators, workforce development professionals, TechPrep regional staff, school counselors and other participants identified by the lead district. State staff will lead local teams through a series of facilitated activities to identify and plan for equity. These activities include:

- Data analysis and review
  - The Ohio Department of Education will develop a report displaying local recipients' data in three main categories: meaningful access, engagement and enrollment, and student outcomes. Data for all student subgroups and subpopulations will be included, as well as demographic information for all potential students in the recipients' areas of responsibility (member districts within a career-technical planning district).
- Identification of performance gaps
  - Local recipients will identify all access, engagement and performance gaps between student subgroups and subpopulations. This information will be used as the basis for local equity planning and would be shared with local stakeholders as part of the local needs assessment process.
- Root cause analysis
  - Local recipients will identify the largest and/or most pressing gaps to be addressed in their local applications. Then, teams will conduct root cause analyses on their identified gaps.
- Planning for equity
  - Teams will develop goals and action plans to address their identified gaps, as well as plans to evaluate their successes and adjust plans as necessary each year. The resulting plan will be included as part of the local needs assessment and application.

Postsecondary Strategies to Support Equal Access, Opportunity and Success

During the transition period, the Ohio Department of Higher Education will work with all participating institutions to ensure they have non-discrimination clauses that promote equal access to individuals enrolling at their

schools. The clause should emphasize the institution "does not discriminate against any person in employment or educational opportunities because of race, color, religion, age, national origin, ethnicity, national ancestry, sex, pregnancy, gender, gender identity or expression, sexual orientation, military service or veteran status, mental or physical disability, genetic information, or special population status."

All Perkins institutions must make serving these students and staff members (faculty, administrators, counselors, etc.) a priority in word and in action. The Ohio Department of Higher Education plans to ensure all institutions post or provide non-discrimination clauses on websites and other relevant material and that it's not just the promotion of words. The Department of Higher Education will work with institutions to create an evaluation tool that evaluates their progress in helping special population students succeed.

Further, the Department of Higher Education will convene meetings or collaborate on meetings with the state's chief student affairs officers at Ohio's community colleges and student support services staffs at the Ohio Technical Centers to identify promising practices and develop strategies to assist students within special populations categories. These meetings will have an overall focus on equity and closing equity gaps within these special population areas.

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

a. each eligible recipient will promote academic achievement;

b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential

All secondary recipients approved to receive Perkins funds must agree to the assurances outlined by the Department for approved career-technical education providers. These assurances are supported by Ohio regulations. The assurances for FY20 can be found on the Ohio Department of Education website and include the following:

> Assurance 3. Potential for student enrolled in the program to receive the training that will qualify the student for industry credentials, postsecondary education or both. Ohio Revised Code Sec. 3317.161 (C) (1) (c)
>
> a. Complies with guidelines from other state agencies as appropriate regarding coursework, licensure, and instruction; OAC 3301-61-03 (D)(3)
>
> b. Address the state board of education approved career field technical content standards (http://www.education.ohio.gov), including at a minimum, all competencies identified by business and industry as essential; and/or accrediting association and/or licensing agency standards where applicable; OAC 3301-61- 03 (D)(5)
>
> c. Reinforce Ohio's state board of education approved academic content standards (http://www.education.ohio.gov) in mathematics, English language arts, science, and social studies; OAC 3301-61-03 (D)(6)
>
> d. Provide multiple measures to assess student attainment of academic and technical content standards (http://www.education.ohio.gov), including, but not limited to state board of education approved technical assessments, assessments for state recognized national credentialing/certifications where applicable and accrediting association and/or licensing agency examinations where applicable; OAC 3301-61-03 (D)(7)

Annually, all recipients are evaluated on the attainment of both academic and technical skills via the Career-Technical Education Report Card. The report card includes measures for achievement in English language

arts, mathematics, science and social studies through the Performance Index measure. Technical skill attainment also is included as a graded measure on the report card. Report cards for Perkins recipients can be found at reportcard.education.ohio.gov.

Ohio annually reviews each approved secondary career-technical education program in the state, a requirement set forth in state law. The Annual Program Review process evaluates program quality against three performance expectations, including technical skill attainment. Programs with fewer than 90 percent of students completing technical assessments, or 70 percent of students passing technical assessments are supported through increasingly intensive activities over five years, designed to improve program performance.

All postsecondary recipients approved to receive Perkins funds must agree to the operational standards established in consultation with all Ohio postsecondary institutions by the Ohio Department of Higher Education.

Ohio's colleges must adhere to academic program approval standards that are pursuant to Chapter 1713 of the Ohio Revised Code and Chapters 3333-1.04 (associate degrees) of the Ohio Administrative Code. Also, they must follow general standards for academic programs when seeking approval or authorization to offer instruction. They must demonstrate the following institutional and program standards are met:

- Accreditation
- Mission and Governance
- Resources and Facilities
- Academic Policies
- Student Support Services
- General Education
- Program Operations
- Faculty Credentials
- Faculty Capacity
- Program Curriculum
- Assessment
- Online Learning
- Evidence of Workforce Relevance, Need and Student Interest
- Program Budget, Resources and Facilities
- Dual Enrollment

Also, colleges must make sure programs are well aligned to Ohio's Articulation and Transfer Policy, as well as consider collaboration with other institutions to avoid unnecessary duplication of programs if feasible.

The Ohio Technical Centers, offering adult career and technical certificates and training, also must adhere to a set of standards that incorporate academic and technical skill development along with institutional supports to promote and ensure a holistic approach to learning. They must demonstrate that the following institutional and program standards are met:

- Accreditation

- Mission and Governance
- Resources and Facilities
- Postsecondary Career and Technical Education Policies
- Student Support Services
- Program Operations
- Faculty Credentials
- Program Curriculum

In order for these institutions to remain in good standing with their accreditors and the Ohio Department of Higher Education, they must continue to maintain academic standards of high quality for programs and student support services and submit all pertinent student and program information to the Ohio Department of Higher Education through the proper channels, meeting all submission deadlines.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—

a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

Ohio currently determines the split of funds between secondary, postsecondary and adult recipients via agreement between the Ohio departments of Education and Higher Education. This agreement acknowledges shared statewide goals for academic, technical and professional skill attainment, as well as common goals around increasing the share of Ohioans who hold postsecondary certificates, certifications and degrees.

Of the funds allocated via formula to eligible recipients, Ohio allocates roughly 78 percent to secondary recipients, 12 percent to postsecondary recipients and 10 percent to adult career-technical education providers. Ohio also will allocate $1,430,440.70 to secondary, postsecondary or adult recipients via competitive grant using the Reserve Fund.

b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

Ohio does not have consortia at the secondary level.

For consortia formed at the postsecondary level, the consortium's fiscal agent will manage Perkins funds in the following manner:

a. The Carl D. Perkins Act, Sec. 132 (a)(3)(B) states that funds allocated to a consortia formed to meet the requirements of this section shall be used only for purposes and programs that are mutually beneficial to all members of the consortia and shall be used only for programs authorized under this title.

b. The Consortia's fiscal agent will be responsible for accessing funds through the Ohio Department of Education's Comprehensive Continuous Improvement Plan (CCIP) budget system.

c. The fiscal agent will be responsible for submitting all fiscal information to the Department's CCIP budget system.

d. Funds may not be reallocated to individual members of the consortia for purposes or programs benefiting only one member of the consortia.

e. Funds cannot be divided between Perkins-eligible institutions within the consortia based on percentages or other institutional based formulas for the purposes of distributing funds to Perkins-eligible institutions for separately planned institutional activities.

f. Consortia partners must jointly decide on goals and strategies, determining how funding will be used to address these specific goals and strategies at each Perkins-eligible institution.

g. Consortias will operate as single entities, selecting one Perkins-eligible institution within the consortia to serve as the consortia's fiscal agent.

h. The fiscal agent also will be responsible for submitting cash requests for funds through the system, as well as submitting budget information at the close of the year for the Final Expenditure Report (FER).

i. The fiscal agent will serve as the primary contact for the consortia's Perkins grant. Inquiries, site visits, monitoring visits or other requests by the state will be directed to the consortia's fiscal agent. It is the responsibility of the fiscal agent to coordinate and collaborate with consortia partners in order to respond to state requests and inquiries.

3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

Eligible recipients for secondary Perkins funds in Ohio are career-technical planning districts. Ohio law requires all school districts and charter schools be part of a career-technical planning district. Allocations are distributed to the lead district of the career-technical planning district and distributed locally based on local plans. Lead districts are determined locally, based on agreement within the career-technical planning district. Ohio assigns all charter schools to the career-technical planning district in which their physical facility resides. For electronic charter schools, career-technical planning district assignment is based on the location of the home office of the school.

The Office of Career-Technical Education uses the total secondary allocation and career-technical planning district membership, as well as the most recent Small Area Income and Poverty Estimates (SAIPE) of the ages 5-17 population and ages 5-17 population in poverty for all Ohio school districts. School district data are then aggregated to the assigned career-technical planning districts, and the population and poverty rates for each career-technical planning district population are calculated. Career-technical planning district allocation amounts are then calculated and weighted based on poverty rate (70 percent) and population (30 percent). The total allocation to secondary recipients via this formula is $29,590,046.42

4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

The total allocation to postsecondary and adult institutions is $8,345,910.53. Of those funds, $3,793,595.69 is allocated for adult career-technical education providers, and $4,552,314.83 will be made available to postsecondary institutions or consortia.

Funds will be allocated as a non-duplicated count based on the proportion of postsecondary concentrators that are Pell grant eligible, have received a Pell grant or are verifiably documented as economically disadvantaged

(i.e., beneath poverty line, SNAP, TANF, etc.) through other state-approved means at a given institution. The colleges will use headcount and the Ohio Technical Centers will use FTE (450 clock hours in an approved technical program = 1 FTE) to identify the number of Perkins eligible students.

The Perkins-eligible student concentrators at each institution will then be divided by the total number of all Perkins-eligible student concentrators to calculate the percentage of the state's total postsecondary allocation, determining each institution's allocated amount.

Perkins postsecondary institutions falling below the $50,000 allowable amount for Perkins participation will be given the opportunity to form or join a consortium. Each consortium must select one institution to serve as the fiscal agent. The economically disadvantaged concentrator numbers of all members of the consortia will be added to create the Perkins-eligible student concentrator number, which will be used to calculate the consortia's new allocated amount.

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

Annually, the Ohio Department of Education verifies any changes to school district boundaries or relationships within career-technical planning districts prior to releasing Perkins allocations to local recipients. The Office of Career-Technical Education uses the total secondary allocation and career-technical planning district membership, as well as the most recent Small Area Income and Poverty Estimates (SAIPE) of the ages 5-17 population and ages 5-17 population in poverty for all Ohio school districts. School district data are then aggregated to the assigned career-technical planning districts, and the population and poverty rates for each career-technical planning district population are calculated. Career-technical planning district allocation amounts are then calculated and weighted based on poverty rate (70 percent) and population (30 percent).

As described above, all charter schools are assigned to career-technical planning districts. However, charter school students are captured within the SAIPE estimates in the district in which they reside.

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—

a. include a proposal for such an alternative formula; and

b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

The Ohio Department of Education will not submit an application for a waiver to the secondary allocation formula described in section 131(a).

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—

a. include a proposal for such an alternative formula; and

b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged

individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

The Ohio Department of Education will not submit an application for a waiver to the postsecondary allocation formula described in section 132(a).

8. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Ohio's aggregate annual expenditures for career-technical education are $350,413,314. This not a new baseline, and is not a waiver request.