Ohio Department of Education
Office of Career-Technical Education
Ohio Department of Rehabilitation and Correction
Career-Technical Program Performance Review
Executive Summary
FY 2009

Ohio Central School System

Career-Technical Planning District #602

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Institutional Program Performance Review- FY2009

Ohio Central School System

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I. Acknowledgements

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

"You can't get ahead trying to get even."

Harvey Alston

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Career-Technical Program Review- FY2009

II. Project Description/Summary

During the fall of 2009, the Office of Career-Technical Education conducted a comprehensive program performance review of secondary career-technical education programs offered by the Ohio Central School System (OCSS) within the Ohio Department of Rehabilitation and Correction institutions having active secondary career-technical programs during FY2009. This annual, customized review process examined a variety of relevant performance indicators, including selected State Board of Education-approved core standards and performance measures for Ohio's secondary career-technical programs. The unique nature of career-technical education delivery within a correctional setting was considered throughout the process. The goal of the review process is to continuously improve the programs and services provided to Ohio's incarcerated students through systematic performance-based program evaluation and data-driven strategic planning.

The Ohio Central School System provides eight secondary career technical programs to male and female inmate students in six correctional institutions statewide. Performance data were collected from those programs during the FY2009 review process. Linn Davey, Corrections Consultant for the Office of Career-Technical Education, reviewed relevant performance documentation and data assembled and prepared by individual program instructors and local administrators. Results were used to generate district, institutional and program level improvement strategies for the Career-Technical Planning District Strategic Plan, as required by the Federal Carl D. Perkins Federal Act of 2006.

District-level opportunities for improvement and recommendations were developed, based on the review's findings. They were organized in this report using the seven Baldrige Education Criteria for Educational Performance Excellence. The Office of Career-Technical Education and OCSS Central Office education staff will use the results of the review in a collaborative effort to improve programs through targeted technical assistance.

III. Key to Institutional Acronyms

Ohio Central School System (ODR&C)

FY2009

BeCI	Belmont Correctional Institution
DCI	Dayton Correctional Institution
FPRC	Franklin Pre-Release Center
MaCI	Madison Correctional Institution
RiCI	Richland Correctional Institution
SCI	Southeastern Correctional Institution

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IV. Performance Measure Definitions

Ohio Central School System- FY2009

The performance criteria defined below were used to determine the performance levels of Ohio Department of Education approved career-technical programs during FY2009. They include state, federal and locally developed measures customized to the unique nature of career-technical programs delivered in adult correctional facilities.

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

5. **Advisory Committee Activity**- Refers to the percentage of career-technical teachers who had suitable documentation of proper program advisory committee membership and of at least two advisory committee meetings during FY2009, as required by ODRC policy.

6. **Current Course of Study**-Refers to whether or not the course of study for a program has been revised within the previous five years.

7. **Number Served** -"Number Served" refers to the total number of students served by a program, including those leaving the program and those continuing the program into the next fiscal year.

8. **Non-Traditional Participation Rate/Non-Traditional Completion Rate**- Refers to the percentage of career-technical students served in secondary programs defined by the Ohio Department of Education as non-traditional for each gender. The participation rate is calculated by dividing the number of students served in non-traditional programs by the total number served in career-technical programs. The completion rate is calculated by dividing the number completing non-traditional programs by the total number served in non-traditional programs.

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V. Critical Performance Data Elements

Ohio Central School System- FY 2009

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

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VI. Summary Data- OCSS Program Review

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

Belmont Correctional Institution
Dayton Correctional Institution
Franklin Pre-Release Center
Madison Correctional Institution
Richland Correctional Institution
Southeastern Correctional Institution

Summary of Six Sites

Total number of students served	**309**
Average Program Delivery Hours	**952.3**
Average Student Attendance Rate	**84.9%**
Average Student Completion Rate	**58.3%**
Average Customer Satisfaction Survey Rate	**88.1%**
Average Program Capacity Rate	**66.8%**
Programs with Current Textbooks	**75.0%**
Programs with Current Courses of Study	**100%**
Programs with Active Advisory Committees	**100%**
Students served in non-traditional programs	**49**
Non-traditional Participation Rate	**15.9%**
Non-traditional Completion Rate	**69.4%**

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Institutional Program Performance Review- FY2009

Ohio Central School System (OCSS)

VII. District-Level Opportunities for Improvement and Recommendations- FY2009

Leadership

Recommendations:

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

Strategic Planning

Recommendations:

- **Use** the FY2009 Performance Review results and data to plan and prioritize improvement initiatives at the institutional and district levels.
- **Maintain** regular contact with the Ohio Department of Education (ODE) Corrections Consultant to plan for and prioritize performance improvement initiatives.
- **Continue** to use current Ohio Labor Market Information (LMI) from Ohio Job and Family Services projections to plan program expansions and replacements to ensure an adequate job market for the occupational areas of student preparation.
- **Assemble** a correctional career-technical stakeholder advisory committee (in cooperation with ODYS leadership, if feasible.) Hold an annual meeting. Document the committee's improvement recommendations.
- **Continue** to adjust Career Enhancement modules as a means of increasing the number of students served and, especially as a means of serving short-term offenders. Some modules may be better provided in 10-week modules, rather than in 5-week modules.

Student and Stakeholder Focus

Recommendations:

- **Continue** the current program advisory committee process, whereby all institutional program committees meet concurrently. This process provides each committee member the opportunity to observe and advise every program.
- **Continue** the practice of having individual program advisory committee meetings on the same day as the joint meetings (as most institutions already do.) Maintain

separate agendas, minutes and attendance records for the joint and individual meetings.

- **Review** the FY2009 program performance levels and Opportunities for Improvement at each applicable program advisory committee meeting to solicit improvement suggestions from membership. **This practice is highly recommended, and should be monitored by school administrators and principals.**
- **Continue** to increase the percentage of program advisory committee members from business and industry (non-institutional members) in order to gain the most appropriate and current insight to program improvement.
- **Continue** the practice of including an experienced student/graduate in each program's advisory committee membership to provide customer input and leadership roles for deserving students. It is important to keep the list of committee members current in light of possible inmate releases or institutional transfers.
- **Continue** to encourage program advisory committee members to give mock interviews and to serve as guest speakers to enhance the delivery of curriculum.
- **Continue** to perform a unit-by-unit review of each program's course of study at each program advisory committee meeting to reinforce currency and validity compared to industry standards and practices. This practice should be documented in minutes of each meeting.
- **Provide** a systematic computerized evaluation, such as CareerScope, of aptitudes, career interests and academic achievement as part of the intake process of all students. Use the results to assist students in program selection and for transition planning.
- **Continue** to implement the National Center for Construction Education and Research (NCCER) curriculum in all eligible programs. Increase the number of students who earn industry-based credentials through the NCCER testing/database.
- **Continue** the teaching of Occupational Safety and Health Administration (OSHA) and issuing of OSHA credentials in all eligible programs.

- **Continue** to survey student (customer) satisfaction of program completers. Use the results to identify opportunities for program improvement at the institutional and district levels.
- **Increase** the regular, scheduled use of the Computer Assisted Instructional Laboratories (CAIL) (or within the career-technical classroom areas, when identical software has been installed on student computers) by career-technical students to reinforce related academic and employability skills instruction. **Document lab usage by means of student sign-in sheets or some alternative, accurate means.**

Information and Analysis

Recommendations:

- **Use** the FY2009 performance review results and data to prioritize improvement initiatives and planning at the program and district levels.
- **Collect** appropriate data and documentation for the annual program performance review through FY2010.
- **Continue** to use available Ohio Career-Technical Competency Assessments (OCTCA) tests or provide industry-based credentialing examinations, whenever possible, to measure occupational competency gains of all students in job training programs in order to assess the overall effectiveness of individual programs and identify opportunities for improvement in curriculum and instruction.
- **Continue** to use WorkKeys tests to assess **all** career-technical students' academic achievement levels relative to industry standards. Use the results to make adjustments to curriculum and program content emphasis. The practice of testing each quarter or each time new students are enrolled has worked well and should be continued.

- **Continue** the recently initiated practice of providing National Career Readiness Certificates for students who qualify, based on WorkKeys test scores. **Follow up to insure that teachers, school administrators, or guidance counselors are sharing test results and certificate results with students taking WorkKeys tests.**

Faculty and Staff Focus

Recommendations:

- **Continue** to use federal Perkins dollars to provide ongoing targeted and specialized professional development opportunities for career-technical teachers.
- **Work** with the Ohio Central School System Professional Development staff member to deliver the new ODE Transition Resident Educator Program.
- **Maintain** the current level of service relative to career-technical teacher education services provided by The Ohio State University (Susan Nell) and other teacher preparation universities. This support is critical to the effectiveness of new teachers.
- **Encourage** selected career-technical teachers to attend the state SkillsUSA contest each April at the Ohio State Fairgrounds to facilitate curriculum delivery and laboratory improvement on par with public schools.
- **Strongly** encourage all horticulture teachers to become Ohio Nursery Landscape Association (ONLA) certified in at least one area in order to increase staff knowledge and to set a positive example for students. Provide support for any professional development necessary to facilitate this effort.
- **Continue** to collaborate with the Buckeye United School District for mutually agreeable Correctional Education Association- Ohio (CEA-O) conference dates in order to maximize cross-agency staff participation.
- **Continue** to showcase career-technical programs at the CEA-O conferences.

- **Continue** to encourage career-technical teacher participation in the CEA Teacher of the Year recognition program.
- **Provide** annual in-service to all school administrators and principals relative to career-technical teacher provisional licensure and hiring processes in order to improve the recruitment and hiring of teachers. Include an overview of the OSU teacher education program requirements for initial provisional licensure through the industry route.
- **Continue** to provide an annual in-service/update to all career-technical teachers. Include information on the development of Individual Professional Development Plans (IPDP). An approved plan is required for renewal of five-year professional licenses.

Process Management

Recommendations:

- **Develop and implement** a system-wide policy/procedure for follow-up of released career-technical program completers in order to assess the programs' effectiveness in helping ex-offenders secure related employment and reduce recidivism. Initial conversations and brainstorming regarding this task have already taken place. Perkins IV legislation calls for such a survey of students to determine such things as job placement, apprenticeship participation, and continued education or training. Despite the relative difficulty of this process with formerly incarcerated individuals, there may be viable means of accomplishing such follow-up.
- **Implement** computerized testing of eligible career-technical students to determine occupational skill attainment (OCTCA), academic skill level (WorkKeys), and provide industry-based credentials, including, but not limited to, Microsoft Office Specialist (MOS), and A+ Electronics certifications.
- **Continue** to revise all courses of study that are more than five years old.

- **Purchase** up-to-date core textbooks for any that are more than five years old. Arrange a system to monitor the copyright dates of all core texts to assist in this process. **E-textbooks are an option.**
- **Continue** the systematic update of career-technical instructional technology, including hardware and software.
- **Continue** progress toward the certification of all district power equipment technology programs through the Engine and Equipment Training Council (EETC). This accreditation and accompanying student certification will improve programs and make students more employable at higher wages.
- **Continue** Microsoft Office Specialist (MOS) testing/certification of eligible administrative office technology students. Some testing has been successfully completed and should lead the way for wide-spread testing in all Administrative Office Technology programs. An excellent plan for testing at all 12 sites with AOT programs (secondary and adult) has been devised and will soon be implemented.
- **Expand** American Welding Society (AWS) testing/certification opportunities to <u>all</u> of the district's eligible welding students. For some time, this credentialing opportunity has been available on a very limited basis. It needs to be available at all sites having Welding programs
- **Actively** pursue PrintEd certification for Graphics programs in the Ohio Central School System. PrintEd is widely recognized within the industry and will increase the credibility of the programs.
- **Encourage** teachers of Horticulture programs to take Ohio Certified Nursery Technician tests. Student completers take these tests. Similar credentialing of teachers would motivate and set an example for students.
- **Monitor** and encourage all Automotive Technology teachers to obtain Automotive Service Excellence (ASE) certification for their programs.
- **Continue** to provide a Career Passport for each career-technical student. This process has been greatly streamlined in the past year.
- **Investigate** the potential of issuing Career Passports on a secure CD format as part of a larger student pilot portfolio project during FY2010 and beyond. Begin a

CD-based digital student portfolio development process in commercial art and drafting programs.

Organizational Performance Results

Recommendations:

- **Increase** the district student attendance rate to the degree possible. The overall rates for secondary programs are significantly lower than previous averages discovered in previous years, when both adult and secondary programs were reviewed.
- **Increase** the program completion rate. With a few noteworthy exceptions, the completion rate has been inadequate.
- **Continue** to increase the number of students who earn industry-based credentials during FY2010 and beyond to improve their marketability. In some cases, this goal can be accomplished with little additional expense.
- **Maintain** full enrollments in all programs to ensure program approval and funding. The average Program Capacity Rate is well below 100 percent.
- **Continue** the active program advisory committee rate at 100 percent during FY2010.
- **Increase** the percentage of programs using current anchor textbooks during FY2010.

Conclusions

Some performance measures show a need for improvement during FY2010 and beyond. Student Completion Rate was only 58.3 percent. Although there are undoubtedly special problems and circumstances associated with the providing of secondary programs in an adult prison setting, every effort should be made to see that students enrolled in such programs actually complete them. The Program Capacity Rate was only 66.8percent. This may not be a true measure of students served in some programs. Adult students are sometimes permitted to enroll in secondary programs when an institution does not have enough interested youths to fill the program to capacity.

Industry-based credentialing continues to be on the rise in the Ohio Central School System. Barbering program student completers have always been tested and credentialed by the State Barber Board. Testing of landscape/turf management, and horticulture students through the Ohio Nursery Landscape Association (ONLA) continues to increase. OCSS students pass both barbering and horticulture tests at a significantly higher rate than "on the street" students. Testing is also done in such diverse areas as American Welding Society (AWS), National Center for Construction Education and Research (NCCER), ServSafe, Equipment and Engine Training Council (EETC), and Automotive Service Excellence (ASE). Still, there are "pockets" within the OCSS in which such testing is either lagging behind or not done at all. A final credentialing opportunity, that provided by Microsoft Office Specialist (MOS) testing should resume and should greatly increase as soon as specially-designated computers for such testing have been distributed and training of the teachers has been done.

Overall, the Ohio Central School System continued to progress in its efforts to improve and modernize its career-technical programs during FY2009. The filling of numerous vacancies in the teaching positions, as well as the opening of some new programs, remain high priorities.

Prepared by:

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