



**Department of
Education &
Workforce**

DEW Public Meeting

Wednesday, May 27, 2026

9 a.m.

25 South Front Street

Columbus, Ohio 43215



**Department of
Education &
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Director's Welcome

Stephen D. Dackin

Director



**Department of
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Meeting Overview

Chris Woolard, Ph.D.

Chief Integration Officer



**Department of
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Meeting Agenda

1. Ohio's ESEA Waiver Request and Proposed ESSA Amendments
2. Literacy and Academic Success Updates
3. Workforce Readiness and Career-Technical Education Updates

Opportunity for Public Comment

Individuals are welcome to ask questions or provide comments regarding the information covered during each agenda item presentation.

Comments may be provided in-person during the meeting or submitted in writing.

Sign-up form:

- Sign-up online before the meeting, or in-person during the meeting.
- Contact information is collected for additional follow-up from the Department.



Ohio's ESEA Waiver Request and Proposed ESSA Amendments

Chris Woolard, Ph.D.

Chief Integration Officer

Aimee Troyer

Administrator, Office of School and District Improvement



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ESEA Waiver Request and Proposed ESSA Amendments

Ohio is committed to helping every student thrive by ensuring strong literacy and math instruction, supporting student wellness, and preparing learners for future careers.

To strengthen this mission, the Department is requesting flexibility from certain federal requirements under the Every Student Succeeds Act (ESSA).

These waivers will help schools focus funding and support on the areas that matter most for students and families.



ESEA Waiver Request and Proposed ESSA Amendments

This flexibility will reduce unnecessary administrative burden and allow districts and the state to direct more resources into high-impact strategies.

Ohio remains committed to strong accountability, transparent processes, and helping educators deliver high-quality instruction that meets the needs of every student.



Scan the QR Code for more information.

COMMENTS

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Literacy and Academic Success Updates

Melissa Weber-Mayrer, Ph.D.

Chief Academic Officer



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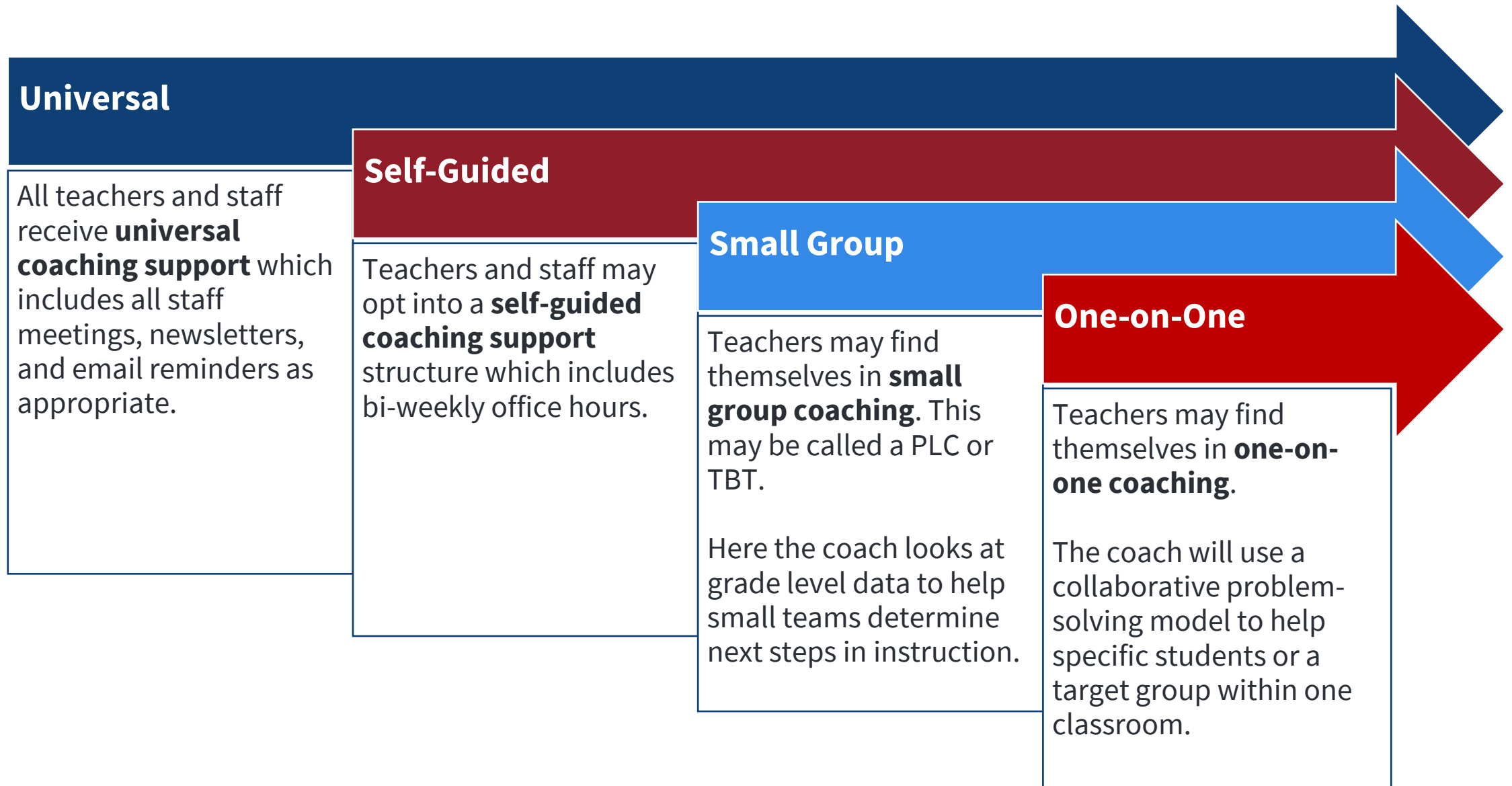
Topics

- ReadOhio Coaching
- ReadOhio Coaching Credential
- Implementation Teams

ReadOhio Coaching



Ohio's Coaching Model



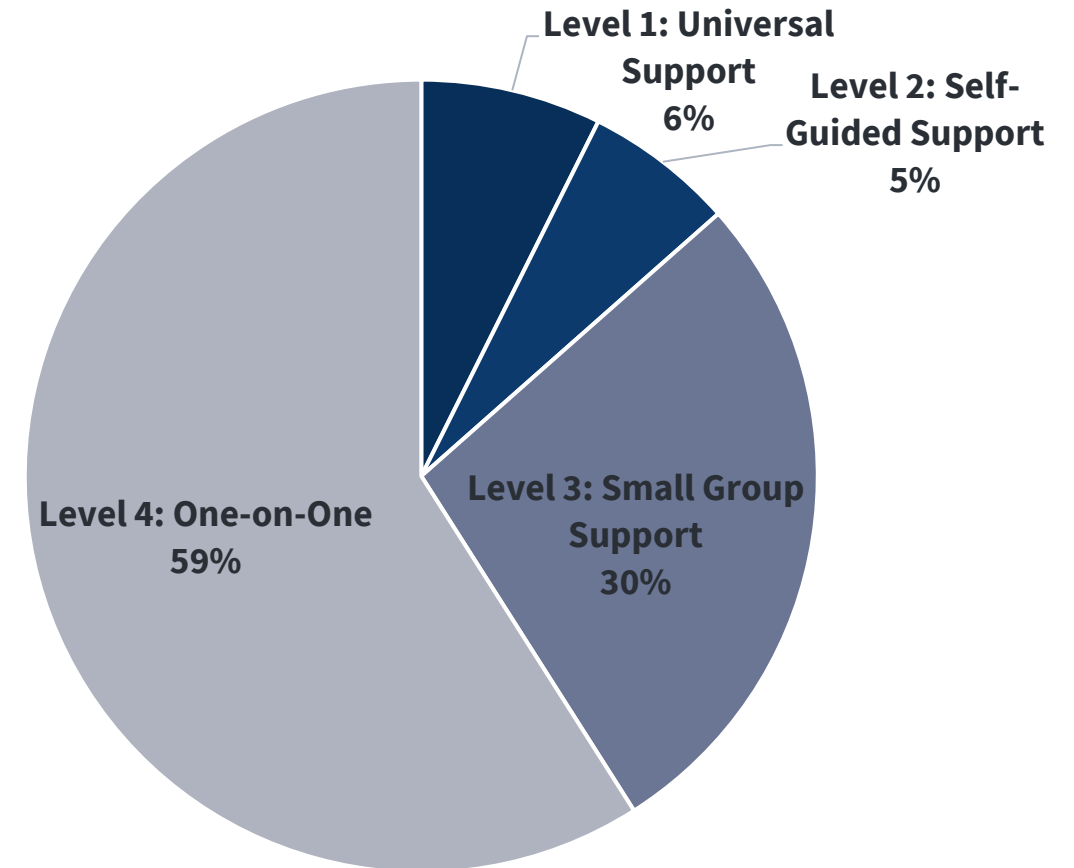
Fast Facts, Year 3

- 151 Districts and Community Schools
- 65 Coaches
- 11 Urban Literacy Specialists
- 16 Regional Literacy Specialists
- 5 Adolescent Literacy Specialists
- 5 Regional Literacy Coaching Coordinators

Overview of Coaching Sessions

As of 5/4/26, over 37,000 coaching sessions were provided in the 2025-2026 school year, across the four levels.

Level	Year 1	Year 2	Year 3
1: Universal	17%	7%	6%
2: Self-guided	9%	6%	5%
3: Small group	28%	28%	30%
4: One-on-one	46%	59%	59%



Content of Coaching Sessions

Topic	Year 1	Year 2	Year 3
Evidence Based Strategies/ High Quality Materials	26%	37%	35%
Use of Assessment/Data Analysis	25%	22%	21%
Collaborative Problem Solving	12%	9%	12%
Professional Learning	9%	5%	5%
Teaming Structures	6%	5%	6%

Measures: Year 3

- **Implementation Data**

- Quantity and content of coaching – data dashboard

- **Impact Data**

- Instructional practices – Fall and Spring
- Student data – Fall, Winter, Spring

Outcome Data – Preliminary Results

	Fall Mean (<i>SD</i>)	Spring Mean (<i>SD</i>)
Learning Walks (0-11)	7.5	8.7
Students scoring on track (0-100%)	39%	55%

*** indicates fall and spring are significantly different, $p < .01$*

State of the State

- Expanding ReadOhio Coaches
- Credential Existing Coaches



IMPLEMENTATION TEAMS

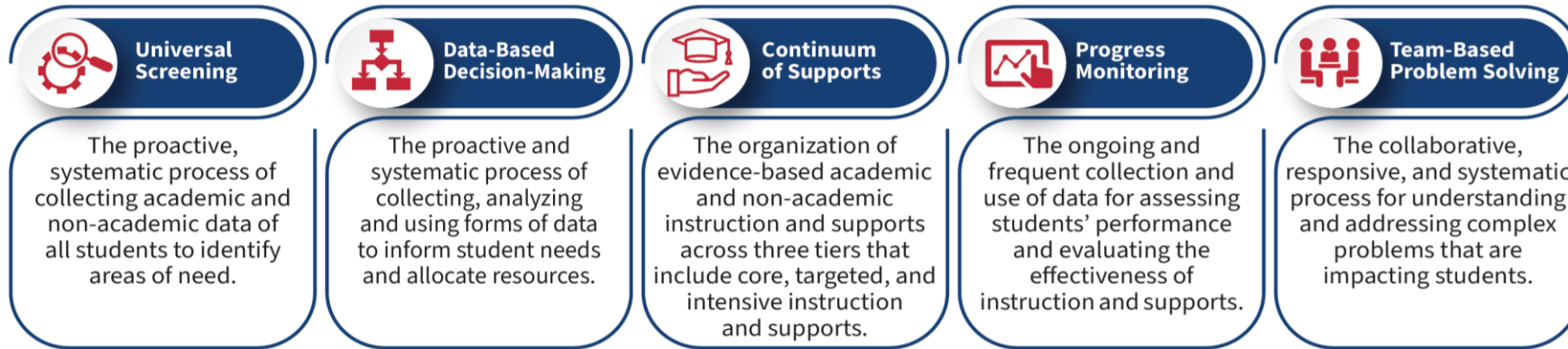
Kim Jude MA, Chief, Specialized Learning

Melissa Weber-Mayrer PhD, Chief Academic Officer

Ohio's Integrated Multi-Tiered System of Supports

Providing effective instruction for all students through academic and non-academic supports.

Student Learning Components



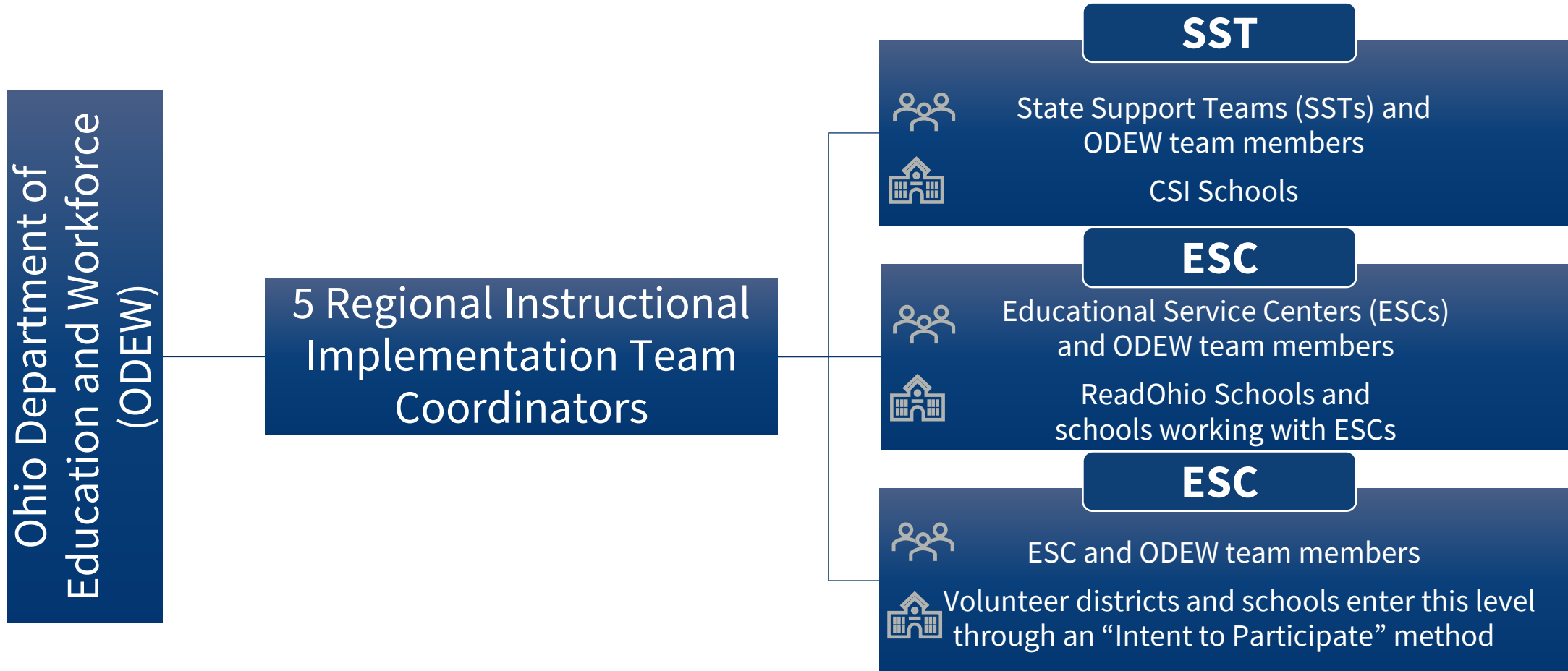
Adult Implementation Components



Program Objectives

- Ensure statewide coherence and quality of supports
- Strengthen instructional leadership
- Deploy a reliable, scalable measurement and observation system
- Unify statewide professional learning and implementation supports
- Ensure reliable data collection
- Strengthen school level instructional practice

Deployment Strategy



Essential Questions

- Does the building have HQIM from the approved list?
- Is professional learning for teachers and leaders based on specific materials?
- What data is used to drive instruction?
- How are teachers meeting the needs of all learners during core instruction?
- What materials are teachers using for instruction and intervention?

Three Member Teams

1

- Literacy expert
- Extensive Science of Reading Training

2

- I-MTSS expert
- Department Science of Reading Training

3

- Leadership expert
- Department Science of Reading Training

Team Example

Could be comprised of...

- ✓ SST/ESC Literacy Specialist
- ✓ SST/ESC Consultant assigned to that building
- ✓ Ohio Department of Education and Workforce Team Member
- ✓ University Faculty

All training developed and facilitated by the Department

Implementation Teams

- **A three-member team will conduct Learning Walks for HQIM and literacy teaching implementation aligned to the Science of Reading.**
- **Each team will:**
 - Collect baseline data through the learning walks
 - All data will be submitted to a centralized data platform
 - A report will be shared with the principal and district office/community school partner
 - Work with the school to develop a support plan
 - Follow-up learning walks (BOY, MOY, EOY, or as needed)

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Workforce Readiness and Career-Technical Education Updates

Jeremy Varner

Deputy Director, Workforce Readiness and Career-Technical Education

Brian Bontempo

Executive Director, Career Pathway Support Networks

Graham Wood

Administrator, Office of Graduate Success



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Topics

- Career-Technical Education Access Grant
- Career Pathway Support Networks
- Industry-Recognized Credentials

Career-Technical Education Access Grant



CTE Access Grant: WorkAdvance Model for Manufacturing Pathways

- **~\$3.2 million** for FY27 and 28
 - **~ 10 awardees between Secondary and Post-Secondary**
- Adopts OMA's WorkAdvance Model to CTE expansion through CTPD Satellites
- Required to establish a partnership Industry Sector Partner (ISP) to be eligible.

CTE Access Grant: WorkAdvance Model for
Manufacturing Pathways
Request for Applications FY2027



Office of Career-Technical Education

May 2026

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Career Pathway Support Networks

Topics

- CPSN Goals
- Regional Support
- Steering Committees
- Chair Groups
- CTE-26 Process
- Middle School CTE
- Career Advising and Mentoring
- Career Connected Learning
- Supporting Teachers and Administrators
- Regional Plan Timeline
- Expanding the CPSN



CPSN Goals

- Increase access to, and participation in, middle grades (7-10) career-technical education courses at all Local Education Agencies (LEAs) in the region.
- Ensure direct services to LEAs for all students to access high quality career advising and mentoring.
- Lead regional planning for efficient and effective delivery of career connected learning aligned to workforce demands.
- Build and foster relationships between education, business, and community partners in the region to support new career-technical education instructors and administrators.



Regional Support

- Central Region – Carrie Giles, Giles.58@mail.cotc.edu
- East Region – Dr. Jamie Bollinger, Jmbollinger@ysu.edu
- Northeast Region – Dr. Jenn Dodd, Jennifer.Dodd@escneo.org
- Southeast Region – Katie Good, Katie.Good@ecoesc.org
- Southwest Region – Rita Graf, Rita.Graf@cincinnatiastate.edu
- West Region – Pam Hunt, Pamela.Hunt@sinclair.edu
- Northwest Region – Dr. Laura Kagy, Lkagy@ncoesc.org



Steering Committee

Committee groups are expected to advocate for students, support innovative solutions to Career-Technical Education (CTE) challenges, and help connect learning to the real-world opportunities. The steering committee is to serve as a problem solver and connector, linking schools, business, and community leaders to strengthen the future of the region and Ohio.



CPSN Committee Chairs

- Lead Chair
- Fiscal Chair
- CTE-26 Program Application Chair
- Career Connected Learning Chair
- Middle School Chair
- Data Chair

CTE-26 Process

- Official process for schools to start, renew, expand, or significantly change a Career-Technical Education (CTE) program.
- Includes information on curriculum, pathway alignment, instructor qualifications, facilities, equipment, student demand, work-based learning opportunities.
- Reviewed by Career Tech Planning District (CTPD), Career Pathways Support Network (CPSN), and the Department for quality and workforce alignment with state and federal standards.



Middle School CTE

New Law

[Ohio Revised Code 3313.90](#), effective September 30, 2025, requires each city, local, or exempted village district to provide career-technical education to students enrolled in grades seven and eight beginning in the 2026-2027 school year (FY2027).

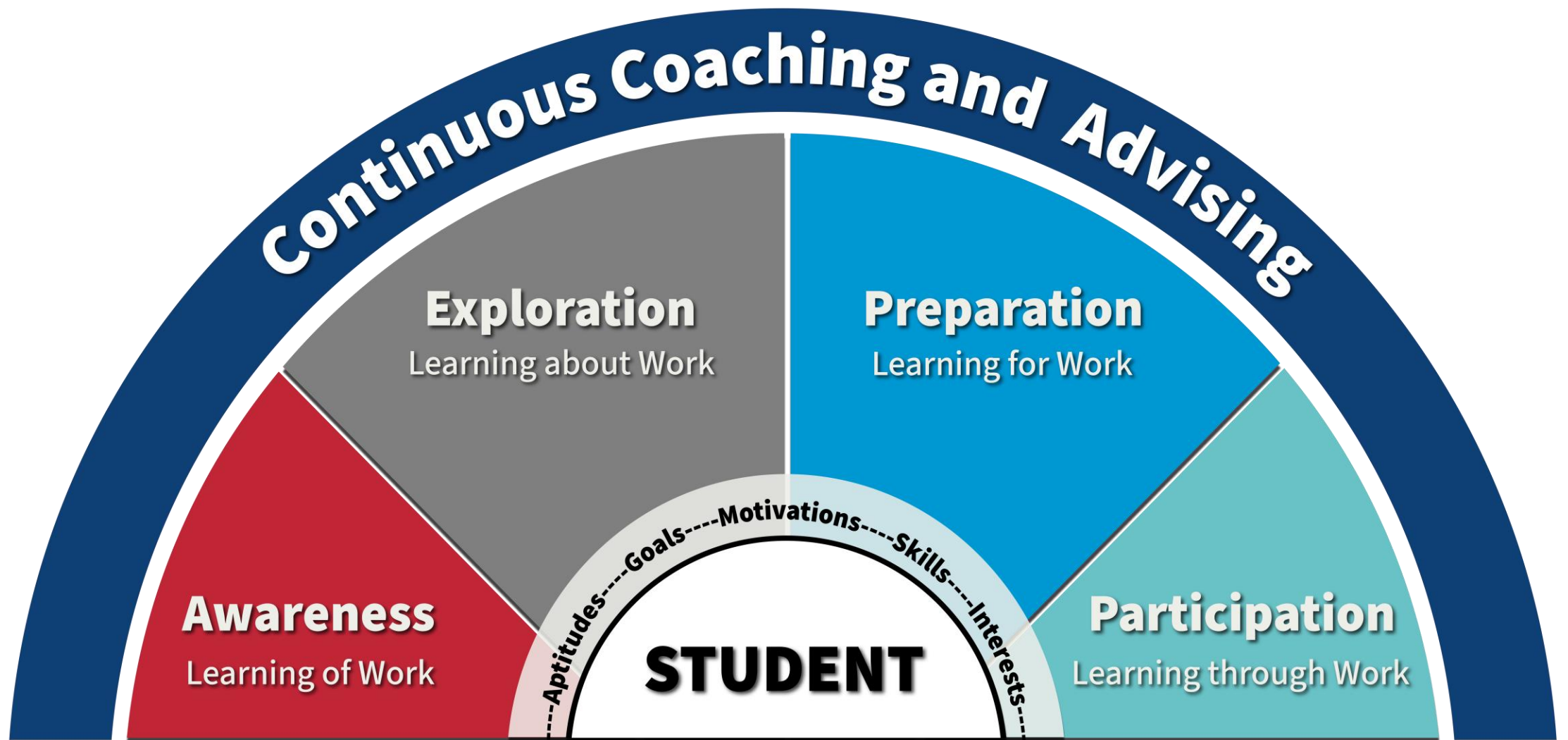


Career Advising and Mentoring

Effective local career advising plans enhance the student experience by offering accessible and engaging career exploration and planning journeys. Through hands-on learning, personalized advising, and mentorship, students gain the knowledge, confidence, and skills needed for informed future decisions.



Career Connected Learning



Supporting Teachers and Administrators

- Facilitate professional learning and technical assistance opportunities in collaboration with the Ohio Department of Education and Workforce and Ohio Department of Higher Education.
- Communicate with education partners in the region regarding Career-Technical Articulation Verification (CTAV) and the process for students to access Career-Technical Assurance Guide (CTAG) credit.
- Support the growth of higher education partners' compliance with CTAG and ITAG approvals.



Regional Plan – Timeline

- Assess, develop, and publish a regional plan with stakeholders that identifies local needs by December 31, 2026.
- Analyze regional and local labor market data to identify opportunities and needs for career-technical education pathways and assist education partners in planning programs to address the opportunities and needs.
- Provide quarterly professional learning opportunities based on state, regional, and/or local labor market data.



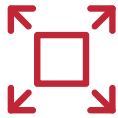
Expanding the CPSN

- Realignment of support for students with disabilities in Career-Technical Education (CTE).
- In partnership with the Department's Office of Exceptional Children.
- Consultants transition from State Support Teams.
- Tighter alignment of workforce opportunities to student needs.



Industry-Recognized Credentials

The Case for Change: Ohio's Credential Landscape



The System Has Grown Beyond Its Signal

Ohio's credential list is too large and provides too many options to clearly signal workforce value.



Employer Voice is Perceived to be Diluted

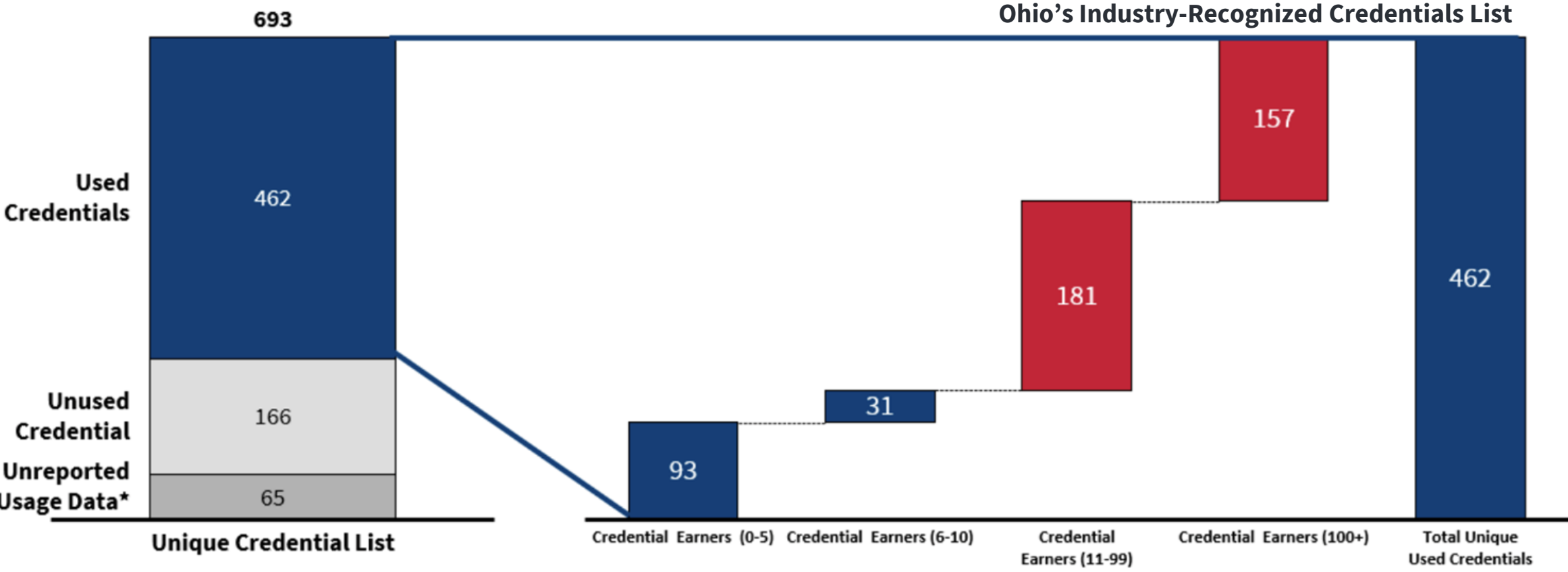
Many listed credentials lack strong employer recognition, weakening alignment and credibility.



“Value” Lacks a Common Definition

Without a shared, data-driven framework, decisions are inconsistent and vulnerable to pressure.

The Case for Change: Ohio's Credential Landscape



*A total of 65 credentials have assigned point values but no usage data was reported



So far, we have engaged...

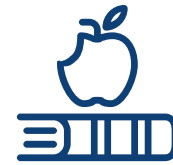
1,000+ stakeholders across focus groups, interviews, and a survey.



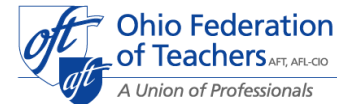
Business Community



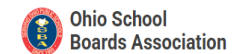
State Agencies



Educators



Education Ecosystem



Balancing the Needs of Stakeholders Across the State

Success will depend on balancing all stakeholder perspectives, rather than optimizing for only one, and understanding where they may have needs or priorities that pull in opposite directions.

We should prioritize credentials whose curriculums set a high bar in terms of technical content, hands on performance and/or challenging test requirements.



Exploration and foundational skill credentials remain important, and assessment design must ensure equitable access for students with disabilities.

Our future design must maintain a high bar for value, but create multiple, supported pathways so all students can reach it.

A short, focused credential list that is easy to understand “on a page,” with consistent signals aligned to statewide priorities.



A broader credential list with more variation allows for differences in student needs, school capabilities, and regional workforce demands.

We must keep the system simple and focused at the top, while allowing structured flexibility beneath it.

The system should drive major improvement in student outcomes, alignment, and impact.



The system must be realistic to implement and sustain, accounting for cost, capacity, and resource constraints.

A high-impact future state is the goal, but we must build a path that schools can realistically execute.



Ohio's K-12 Industry-Recognized Credential List Redesign Project

DEW and Ohio Excels recognized a need to modernize Ohio's K-12 industry-recognized credential system to improve alignment with labor-market demand and support high school student economic mobility via access to high-quality credentials. We mobilized this project to deliver the below outcomes:



Transparent System

A data-driven credential evaluation framework that establishes clear, evidence-based eligibility criteria and is recognized by employers across priority industry sectors



Refreshed Credential List

A weighted and economy-aligned credential list that focuses on credentials with proven value for employment, earnings, and career advancement



Sustainable Governance

A review process to evaluate, approve, and refresh credentials over time, ensuring list stays aligned to changing industry demand



Stronger Career Pathways

A direct link between industry credentials and in-demand jobs, ensuring High School students earn credentials that lead to meaningful postsecondary and career opportunities

Bringing Together State and Public Data to Inform Value

The value framework will utilize national, public datasets and labor market intelligence tools as well as state agency-specific datasets within the value framework.

Labor Demand & Workforce Signals

What the market says
should have value.



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**Credential
Value**

Observed Outcomes

What happens to people
who earn the credential.



Credential Data



Employment Data

** Unlocking value in a way other states are not



We Plan to Measure Value Across Multiple Components

Breaking down labor demand and workforce signals and observed outcomes to value components that can be measured with the identified data.



New Credential Transition Timeline

Beginning in the 2026-27 school year, ninth grade students using Industry-Recognized Credentials as a pathway to graduation will use credentials on the revised list.

New credential framework will be available for students in higher grades.

	2026-27 (Y2)	2027-28 (Y3)	2028-29 (Y4)	2029-30 (Y5)
Freshmen (9)	Only new	Only new	Only new	Only new
Sophomores (10)	Old or new	Only new	Only new	Only new
Juniors (11)	Old or new	Old or new	Only new	Only new
Seniors (12)	Old or new	Old or new	Old or new	Only new



What Success Will Look Like

By 2029-30, all Ohio districts will offer credentials eligible for graduation that emphasize value and opportunities that help students succeed after high school.

In order to achieve this, beginning in Fall 2026, DEW will support every LEA to:



Review the redesigned list of high-value, in-demand credentials to understand offerings



Develop a comprehensive plan to ensure access to high-value credentials



Communicate any changes clearly and effectively to students and families



Execute the plan to ensure all students have access to high-value credentials

DEW will provide phased support to help districts transition from the current credential list to the redesigned list beginning in the 2026-27 school year.



Suite of Supports for New Credential Implementation

As districts move through this transition, DEW will provide a full suite of supports to guide districts through creating and implementing their credential plans, including:



Tools and Resources

- Tools to review current credentials
- Guidance to select and evaluate new ones
- Ready-to-use materials to support communication with families and partners
- Credential Implementation Toolkits with comprehensive credential and bundle info

Additionally, DEW will be hosting state and regional convenings and trainings aligned to resources.

COMMENTS

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Next DEW Public Meeting

Thursday, July 23, 2026 (*tentative*)

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