Ohio Perkins V Plan

2024

Ohio **Department of Education & Workforce**

Table of Contents

Introduction

The need to prepare all students for the economy of tomorrow is greater than ever. Jobs are rapidly changing and require different education, credentials and skill sets than man workers currently possess. 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.* Ohio's strategy for building a skilled and educated workforce must include strategies to 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 engaged in a fundamental and bold shift, infusing its education system with a career focus designed to achieve two game- changing goals:

- Ensure that, each year, the state increases the percentage of graduates who are enrolled and succeeding in post-high school learning experiences, including adult career- technical education programs, apprenticeships and/or two-year or four-year college programs; serving in the military; earning living wages; or engaged in meaningful, self- sustaining vocations; and

- Ensure 65 percent of Ohioans ages 25-64 have postsecondary credentials.

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. 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. Ohio's businesses, large and small, share a seat at the table for these conversations. Ohio's students today, more than ever before, are ready to reap the benefits from being better prepared for college and careers.

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.

Department of Education & Workforce

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 each student will know more about career possibilities, imagine his or her future, and be excited and engaged in learning in the context of his or her aspirations. In this future, each student master's greater academic and career knowledge and skills and emerges more prepared for success than ever before.

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 nationally recognized credit transfer system between secondary and postsecondary education, 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 four-year Perkins V Plan.

Plan Development and Consultation

A.1. **Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.**

The Ohio Departments of Education and Workforce (ODEW) and the Ohio Department Higher Education (ODHE) developed the Perkins State Plan collaboratively with feedback from a variety of stakeholders across the state. Stakeholders were selected through collaborative efforts with professional organizations representing business, industry and the education community. This work was completed in three phases.

Beginning in April and May of 2019, four topically focused workgroups began meeting approximately one time per month, with more meetings scheduled as needed. The topical workgroups collaborated on details of the state plan, including policy development and implementation timelines. The workgroups deeply studied the contents of the Perkins V legislation, reviewed current Ohio policies and made recommendations for how Ohio will address these requirements in the Perkins V State Plan.

Recommendations from the topically focused workgroups were used by an internal working group to draft the contents of the state plan. In addition to drafting sections of the state plan, the internal workgroup, comprised of staff from across the Ohio departments of Education and Higher Education, created and updated relevant guidance, ensuring the appropriate changes were made to data and reporting and information technology systems. The group then communicated the work to relevant internal stakeholders.

The stakeholder committee then reviewed the content of the plan and provided feedback to the internal working group and topical work groups. Topics reviewed included accountability; local needs assessments and applications; programs of study to be developed and/or supported by the state; and implementation timelines, ensuring all Ohioans have access to the programs supported through Perkins and connections to other programs across the state. Members of the stakeholder group represented all stakeholder requirements outlined in the Perkins V legislation. Feedback from the stakeholder committee was summarized and provided to the internal working group and topical workgroups for consideration of relevant edits and updates.
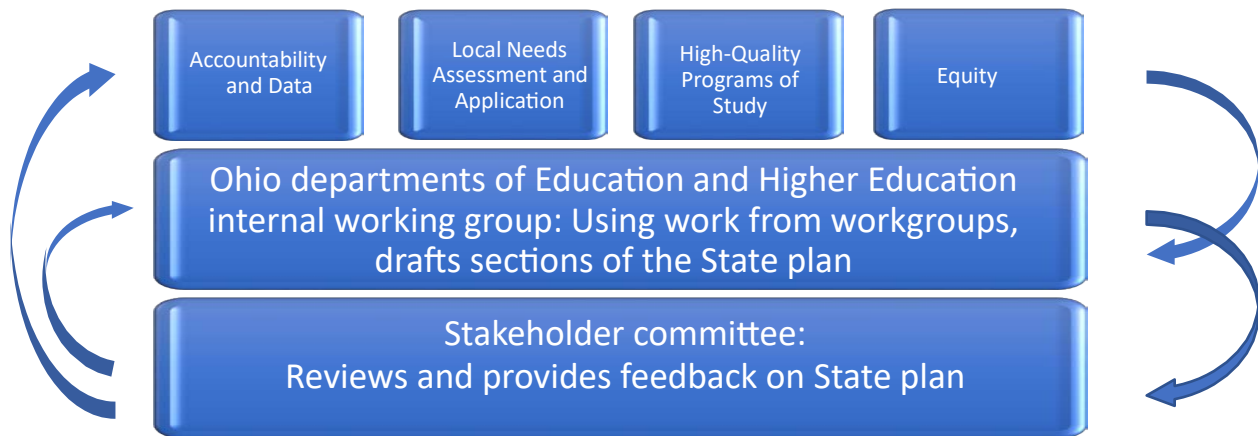
Topical Working Groups

The agencies organized and facilitated workgroups on specific topics required in the law. These groups met monthly, with additional meetings scheduled as needed. Topics include:

Equity (workgroup ongoing)
- o Facilitator: Ben Williams, National Alliance for Partnerships in Equity
- o Key ODEW staff: Leah Amstutz, Brenna Bartlett, Crystal Dortch, Cheryl Krohn, Amy Szymanski and Becky Crance
  - ▪ Purpose: Provide input on equity labs, data and support needed at the local level to enact the equity provisions in the law.
  - ▪ Representatives collaborate with other workgroups to ensure equity provisions are being carried throughout the plan.

External members:
- o Joyce Malainy, Career-Technical Education Center of Licking County
- o Ben Carter, Canton City Schools
- o Amy Schakat, Southwestern City Schools
- o Laura Gale, Great Oaks Career Campus
- o Joel King, Warren County Career Center
- o Dan Murphy, RG Drage Career Center
- o Sharon Mastroianni, EHOVE Career Center
- o Dennis Blatt, Washington County Career Center
- o Jesse Maxfield, Mad River Local Schools

- ▪ Keith Horner, Apollo Career Center

Local Needs Assessment and Application
- o Facilitator: Tawanna Fields-Mphande, Education Program Specialist, Office of Career-Technical Education
- o Key ODEW staff: Leah Amstutz
- o Key ODHE staff: Brett Visger, Anthony Landis
- o Purpose: The state is required to develop templates for the needs assessment and application. This group will:
  - ▪ Provide input and feedback on templates for the needs assessment and application;
  - ▪ Provide input and recommendations on the supports local Perkins recipients need to successfully complete the needs assessment and use the results to make any changes indicated by the needs assessment.

External members:
- o Cory Stein, Terra State Community College
- o Marisa Rohn, Stark State Community College
- o Katie Good, Washington State Community College
- o Frank Polen, Buckeye Career Center
- o Ken Porter, Ashtabula County Technical and Career Campus
- o Kip Crain, Wayne County Career Center
- o Bob Timmons, Polaris Career Center
- o Nancy Luce, Upper Valley Career Center
- o Glenn Faircloth, Lorain County Joint Vocational School
- o Krista Gearhart, Canton South High School
- o Liz Jenson, Kettering City Schools
- o Nathan Runyan, Akron City Schools
- o Peggy Reeves, Medina County Career Center
- o Terri Sandu, Lorain Community College

Data and Accountability
- o Facilitators: Chris Woolard, Senior Executive Director for Performance and Impact Shelby Robertson, Accountability and School Performance Administrator
- o Key ODEW staff: Kelsey Stephens, David Ehle, Leah Amstutz
- o Key ODHE staff: Brett Visger, Anthony Landis
  - • Purpose: Provide input on accountability measures, data collection supports, and reports needed to implement the data and accountability provisions of Perkins V.

External members:
- o Brian Bachtel, Six District Compact
- o Ron Matter, Penta Career Center
- o Brook Click, Penta Career Center
- o Matt Meyer, Upper Valley Career Center
- o Marcy Roll, Upper Valley Career Center
- o Mary Beth Freeman, Delaware Area Career Center

Department of Education & Workforce

- Cheryl Mellen, Delaware Area Career Center
- Krista Gearhart, Canton Local
- Joshua Jennings, Global Impact STEM Academy
- Kyle Newton, Warren Local
- William Nye, Grand Valley School District
- Amy Pogacsnik, Medina County Career Center

High-Quality Programs of Study
- Facilitator: Graham Wood, Program Administrator, Office of Career-Technical Education
- Key ODEW: Graham Wood
- Key ODHE: Brett Visger, Anthony Landis, Paula Compton
- Purpose: Review and provide feedback on existing programs of study, with the intent of:
  - Ensuring existing programs of study meet the requirements of law;
  - Reviewing labor market data, including futuring data, to suggest areas where the state may need to add additional programs of study;
  - Reviewing labor market data to suggest areas where programs may need to be phased out;
  - Reviewing and providing feedback on Quality Program Standards; and
  - Reviewing and providing input on Annual Program Review processes for ensuring programs are of high quality.

External members:
- Roger Wright, Four Cities Compact
- Julie Sanford, Sylvania City Schools
- Michelle Patrick, Springfield Clark Career Technology Center
- Jerome Brockway, Ashtabula County Technical and Career Campus
- Kyle Copley, Scioto County Career-Technical Center
- Kevin Kratzer, Southern Hills Career-Technical Center
- Carrie Fife, Pickaway-Ross Career Center
- Tracy Green, Lorain County Community College
- Lada Gibson-Shreve, Stark State Community College
- Loleta Collins, Edison State Community College
- Marcy Green, Cuyahoga County Career Center
- Sonja Pluck, Madison Local Schools

Internal Working Group
The internal working group was charged with drafting sections of the state plan and considering recommendations from the topical workgroups and feedback from the stakeholder committee. This committee coordinated with working group facilitators and stakeholder committee facilitators to consider feedback.

- Facilitator: Leah Amstutz, Director, Office of Career-Technical Education
- Purpose: To share and discuss outcomes from topical and stakeholder engagement meetings, assist with drafting and reviewing plan sections and coordinate with the

Ohio Department of Higher Education.

Internal Members:
- o Steven Tate (Office of Learning and Instructional Strategies)
- o Neeta Agrawal (Office of Learning and Instructional Strategies)
- o Shelby Robertson (Office of Accountability)
- o Kelsey Stephens (Office of Data Quality and Governance)
- o Anthony Landis (Ohio Department of Higher Education)
- o Paula Compton (Ohio Department of Higher Education)
- o Brett Visger (Ohio Department of Higher Education)
- o Shannon Teague (Office for Improvement and Innovation)
- o Cheryl Krohn (Center for Teaching, Leading and Learning)
- o Amy Szymanski (Office for Exceptional Children)
- o Susannah Wayland (Office of Integrated Student Supports)
- o Matthew Imperato (Office of Integrated Student Supports)
- o Becky Crance (Office of Career-Technical Education)
- o Diane Neal (Office of Federal Programs)
- o Scott May (Office of Federal Programs)
- o Jason Wagner (Office of Chief Legal Counsel)
- o Toby Lichtle (Office of Communication and Outreach)

Note: This group sought expertise from other staff from the ODEW and ODHE as needed throughout the plan development process

Stakeholder Engagement Committee
The committee reviewed and provided feedback on key topics in the Perkins Four-Year State Plan, including accountability, local needs assessments and applications, programs of study to be developed and/or supported by the state, implementation timelines, ensuring all Ohioans have access to the programs supported through Perkins, and connections to other programs across the state.

Facilitators: Kate Kreamer, Advance CTE and Alisha Hyslop, Association for Career-Technical Education

Purpose: To review all materials in advance and share relevant information with their constituents to garner feedback to share at meetings. Additionally, share relevant opportunities for engagement (such as meetings and public comment periods) with the groups they represent.

External Members:

Secondary Educators
- o Rich Baird, North Union Local Schools
- o Greg Edinger, Vanguard-Sentinel
- o Josh Gallagan, Delaware Area Career Center
- o Krista Gearhart, Canton Local Schools
- o Alicia Henry, Flex High School of Ohio
- o Heather Powell, Williamsburg High School
- o Sarah Taylor, Great Oaks Career Center

- o Suzanne Wittmer, Mad River Local Schools
- o Diane Simmer, Firelands Local Schools

Postsecondary Educators
- o Michael Evans, Ohio Association of Community Colleges
- o Cassie Rickenberg, Northwest State Community College
- o Lauren Massie, Career-Technical Education Center of Licking County
- o Crystal Jones, Clark State Community College

Parents, Students and Community Representatives
- o Rev. Landon Adams, Alpha Rho Lambda Education Foundation
- o Jackie Arendt, Ohio Parent Teacher Association
- o Lisa Newman, Mt. Healthy Preparatory and Fitness Academy
- o Reese White, Delaware Area Career Center

Business and Industry
- o Eric Burkland, Ohio Manufacturer's Association
- o Roger Geiger, National Federation of Independent Business – Ohio
- o Gordon Gough, Ohio Council of Retail Merchants
- o Lisa Gray, Ohio Excels
- o Claudia Kovach, City Machine Technologies, Inc.
- o Craig Sernik, Northeast Ohio Consortium Council of Governments
- o John Sherwood, Governor's Office of Workforce Transformation

State Staff
- o Leah Amstutz, ODEW
- o Devin Babcock, Office of Governor Mike DeWine
- o Amy Dumbaugh, Ohio Department of Job and Family Services
- o Senator Theresa Gavarone, Ohio Senate
- o Julie Hance, Opportunities for Ohioans with Disabilities
- o Christine Kohler, Ohio Department of Youth Services
- o Representative Susan Manchester, Ohio House of Representatives
- o Susannah Wayland, ODEW

This committee met to provide input on the state plan according to the schedule below.

June 2019:	Overview of the law and requirements, current Career-Technical Education system across the state and the transition plan.
August 2019:	Local needs assessment and application discussion.
September 2019:	Equity discussion.
November 2019:	Data, accountability and program quality discussion.
February 2020:	Review final draft of the state plan, discuss public comment, finalize draft submission to governor's office.

Ohio Stakeholder Engagement Summary

Plan Development with Stakeholder Consultation			
Meeting Date	Location	Meeting Name	Attendees/Registrants
July 23-25, 2018	Ohio ACTE, Hilton Easton	2018 Connections to Education	200
September 18, 2018	Ohio University/Dublin Campus	Lead *for* Equity in Perkins V	38
September 18,2019	Webinar	Perkins V Webinar	18
September 19, 2019	Webinar	Perkins V Webinar	10
September 27, 2018	The Lodge at Hocking College	Regional Meetings	21
October 5, 2018	Columbus CC-Delaware	Regional Meetings	71
October 19, 2018	Great Oaks	Regional Meetings	43
November 1, 2018	Mahoning County CTC	Regional Meetings	41
November 5, 2018	Penta Career Center	Regional Meetings	46
March 3, 2019	(RG Drage Auditorium)	Perkins V Regional Meetings	39
March 11, 2019	Sinclair Community College	Perkins V Regional Meetings	62
February 7, 2019	Owens Community College	Perkins V Regional Meetings	64
February 11, 2019	Columbus City Southland Facility	Perkins V Regional Meetings	71
February 14, 2019	Washington County Career Center	Perkins V Regional Meetings	25
November 19, 2018	Conference Call	Perkins V Conference Calls	14
December 4, 2018	Conference Call	Perkins V Conference Calls	24
December 18, 2018	Conference Call	Perkins V Conference Calls	26
January 15, 2019	Conference Call	Perkins V Conference Calls	14
January 29, 2019	Conference Call	Perkins V Conference Calls	19
February 12, 2019	Conference Call	Perkins V Conference Calls	No record
February 26, 2019	Conference Call	Perkins V Conference Calls	39
March 12, 2019	Conference Call	Perkins V Conference Calls	No record
March 28, 2019	Conference Call	Perkins V Conference Calls	10
April 17, 2019	Conference Call	Perkins V Conference Calls	6
April 29, 2019	Conference Call	Perkins V Conference Calls	14
May 14, 2019	Conference Call	Perkins V Conference Calls	No record
May 29, 2019	Conference Call	Perkins V Conference Calls	6
June 13, 2019	Conference Call	Perkins V Conference Calls	8
June 27, 2019	Conference Call	Perkins V Conference Calls	4
July 11, 2019	Conference Call	Perkins V Conference Calls	5
July 25, 2019	Conference Call	Perkins V Conference Calls	7
August 8, 2019	Conference Call	Perkins V Conference Calls	9
August 22, 2019	Conference Call	Perkins V Conference Calls	10
September 5, 2019	Conference Call	Perkins V Conference Calls	6
September 19, 2019	Conference Call	Perkins V Conference Calls	9
October 3, 2019	Conference Call	Perkins V Conference Calls	14
October 31, 2019	Conference Call	Perkins V Conference Calls	17
November 14, 2019	Conference Call	Perkins V Conference Calls	23
July 31, 2019	Ohio ACTE, Hilton Easton	Equity Workgroup	26
September 9, 2019	Ohio Department of Education	Equity Workgroup	19
June 27, 2019	Ohio Department of Education	High Quality Programs of Study Workgroup	13
July 31, 2019	Ohio ACTE, Hilton Easton	High Quality Programs of Study Workgroup	17
August 29, 2019	Ohio Department of Education	High Quality Programs of Study Workgroup	19
October 30, 2019	Conference Call	High Quality Programs of Study Workgroup	11
June 27, 2019	Ohio Department of Education	Comprehensive Local Needs Assessment Workgroup	11
July 31, 2019	Ohio ACTE, Hilton Easton	Comprehensive Local Needs Assessment Workgroup	20
August 20, 2019	Ohio Department of Education	Comprehensive Local Needs Assessment Workgroup	20
September 23, 2019	Skype Session	Comprehensive Local Needs Assessment Workgroup	14
September 27, 2019	Ohio Department of Education	Comprehensive Local Needs Assessment Workgroup	19
July 31, 2019	Ohio ACTE, Hilton Easton	Data & Accountability Workgroup	27
September 5, 2019	Delaware Career Center	Data & Accountability Workgroup	18
September 25, 2019	Conference Call	Data & Accountability Workgroup	17
January 15, 2019	Ohio Department of Education	Data & Accountability Workgroup	13
October 8, 2019	Skype Session	Perkins V Kick-Off Secondary /Postsecondary	215
November 11, 2018	Skype Session	Perkins Re-authorization and FCS Post-secondary	7
October 17, 2018	Ohio State University	Ohio Ag Ed Community Meeting	18
July 29, 2019	Ohio ACTE, Hilton Easton	2019 Connections to Education / CTE Updates	125
July 30, 2019	Ohio ACTE, Hilton Easton	2019 Connections to Education / Perkins Roundtable	40
September 12, 2019	Penta Career Center	Mock Equity Lab	15
June 28, 2019	Ohio Department of Natural Resources	Perkins V Comprehensive Stakeholder Engagement	36
August 27, 2019	Ohio Department of Natural Resources	Perkins V Comprehensive Stakeholder Engagement	24
November 22, 2019	Ohio Department of Natural Resources	Perkins V Comprehensive Stakeholder Engagement	19
February 3, 2020	Ohio Department of Natural Resources	Perkins V Comprehensive Stakeholder Engagement	17

Ohio Department of Education & Workforce

A.2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career- technical education, postsecondary career-technical education, and secondary career-technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V).

The state plan was developed in collaboration between ODEW and ODHE. The ODEW is responsible for secondary education in Ohio, while the Department of Higher Education coordinates postsecondary education, which includes universities, colleges and adult career centers. No objections were made to the development of the state plan.

A.3. Describe opportunities for the public to comment in person and in writing on the State plan (Section 122(d)(14) of Perkins V).

To disseminate the plan and provide opportunities for public comment, ODEW, in collaboration with the ODHE, conducted two public hearings on the State Perkins V plan.

The following groups were informed about the hearings through various channels, including social media advertising that was published 30 days prior to the first hearing: teachers, faculty, specialized instructional support personnel, paraprofessionals, school leaders, college and career center administrators, authorized public chartering agencies and charter school leaders employers, labor organizations, parents, students, and community organizations.

The following text was provided:

The ODEW is holding public hearings on Ohio's four-year (FY2020-2023) Career-Technical Education plan, *Strengthening Career-technical education for the 21st Century Act (Perkins V)*. This law reauthorizes the Carl D. Perkins Career-technical education Act of 2006, known as Perkins IV. Perkins V makes key changes to implementing Career-Technical Education programs and administrative processes.

A draft of Ohio's plan will be available on the ODEW's website; and the department will present and take comments during the two public-comment hearings:
- Wednesday, December 4, 10 a.m., Pike County Career Tech Center, 175 Beaver Creek Rd. Piketon; and
- Wednesday, January 8, 10 a.m., Sandusky High School/Career Center, 2130 Hayes Ave., Sandusky. For answers to general questions about the public hearings, contact Rhedeshia Young-Willingham or call (614) 387-6001.

Department of Education & Workforce

Perkins V requires each eligible agency desiring assistance for any fiscal year under the Act to prepare and submit a State plan to the Secretary. Each eligible agency must develop its State plan in consultation with key stakeholders, the Governor, and other State agencies with authority for career-technical education, consistent with section 122(c) of the Act.

Each eligible agency shall make the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval under this subsection. In the plan the eligible agency files under this subsection, the eligible agency shall provide an assurance that public comments were considered in the development of the State plan. Section 122(a)(3)(4).

A draft of Ohio's plan will be shared, and public comment taken during the hearings. For more information go to <u>Perkins V webpage</u>*. Further information can be obtained* <u>Rhedeshia Young-Willingham</u> *or call* (614) 387-6001.

The following audiences were notified prior to the hearings:
- K-12 principals;
- Community school principals;
- Community school superintendents;
- Public school superintendents;
- Education associations;
- Ohio public libraries;
- Perkins V Stakeholder Committee (September 2019);
- Ohio technical Center directors;
- Community college stakeholders.

The following means of communication were used:
- EdConnection (53,719);
- Social Media – Twitter;
- Facebook advertisement;
- GovDelivery (171,965);
- Postsecondary email List Serves.

In addition to public hearings, the state plan was posted on the Perkins V page of the Ohio Department of Education website, with a survey link clearly identified and available for public comment.

Public Hearing Process

The two hearing locations were selected to geographically represent the north and south regions of the state. The director of the Office of Career-Technical Education at the ODEW and the senior director who oversees postsecondary career-technical education presented formal information and monitored the discussion and questions at each of the three-hour hearings. The draft plan was posted on the ODEW and ODHE websites seven days prior to the hearing. Additionally, paper copies were available at each hearing site.

Department of Education & Workforce

Names of those attending were documented via a sign-in sheet. Those giving formal, oral testimony (limited to five minutes per person, per site) also signed a separate sheet. Spoken testimony was audio taped. An option of written (regular mail, submission at the site or email) also was communicated. Any written comment received by 5 p.m. on Jan. 10, 2020, 40 days from the plan posting date, was accepted into record.

Spoken testimony was transcribed by a court reporter and combined with written testimony that is provided verbatim in Appendix A.6 of this plan with a synthesis of the formal testimony topics and respective responses from the state. The appendix also includes data with specific numbers of attendees at each hearing.

Additionally, the Office of Career-Technical Education provided two staff members to take handwritten notes of public hearing informal comments and questions. This informal discussion, along with formal testimony, was studied and used to form the final Perkins V plan. Likewise, both before and after public hearings, input was solicited and received from various constituent professional associations, such as the Ohio Association of Career-Technical Superintendents, Ohio Association of City Career-Technical Schools, Ohio Council of Chief Academic Officers of Two-Year Colleges and Ohio Association for Career-Technical Education. Input from these groups was considered by those drafting the plan and their views were communicated to the state leadership who finalized the plan.

Program Administration and Implementation

B.1.a. **Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career-technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V).**

Ohio is engaged in a wide variety of workforce development activities aligned to the education and skill needs of Ohio employers, as identified by the state workforce development board. In many respects, these activities are changing the culture of the education system and the way business and industry interface with that system. The Governor's Office of Workforce Transformation, whose mission is to connect Ohio's business, training and education communities to build a dynamically skilled, productive and purposeful workforce, is a driving force for this change. The Office of Workforce Transformation coordinates the activities of the state's workforce development board. Collaboration between business, government and education is happening more than ever before in the context of the following education and workforce development activities.

State-Supported Workforce Development Activities

- **Career Connections**
  Career Connections is a joint initiative between ODEW, OWT, ODHE and OhioMeansJobs.

Career Connections began in 2012 by providing a framework for students to develop a vision and realistic plan for their futures – from kindergarten through grade 12 and beyond. Career-focused learning strategies are embedded into Ohio's Learning Standards for English language arts, mathematics, science and social studies, allowing teachers to easily integrate career-related information into their daily classroom instruction. Career Connections aligns the many efforts around college and career readiness to support students to be challenged, prepared and empowered.

- **OhioMeansJobs-Readiness Seal**
  The OhioMeansJobs-Readiness Seal is a formal designation students can earn on their high school diplomas and transcripts indicating they have the personal strengths; strong work ethic and professional experiences businesses have identified as important employability skills. The Readiness Seal includes 14 competencies a student can demonstrate across at least three work- or community- based learning experiences, as certified by adult mentors.

- **Work-Based Learning**
  Work-based learning is a coordinated sequence of experiences designed to provide students with real- world learning through partnerships with local business and industry. These learning activities help a young person explore careers and choose an appropriate career path.

  ODEW maintains and shares tools to aid businesses and schools in creating and managing work-based learning opportunities for students.

- **ApprenticeOhio**
  Apprenticeships are an integral part of Ohio's Career-Technical Education work-based learning framework. ApprenticeOhio is a one-stop resource for apprenticeship information. Current and prospective apprentices and employers can use this tool to learn more about becoming an apprentice or sponsoring a registered apprenticeship program.

  Registered apprenticeship programs teach high-level skills for today's workplace. Ohio has more than 600 registered apprenticeship programs in diverse fields such as construction, energy, healthcare, manufacturing and utilities. Ohio is committed to facilitating student access to the proven advantages of registered apprenticeship training. The Ohio State Apprenticeship Council registers and monitors apprenticeship programs to ensure quality and safety.

  Quality pre-apprenticeship programs provide an important bridge to apprenticeships for Ohioans who may lack the skills or experience to take that step on their career paths. The pre-apprenticeship program teaches basic technical and job-readiness skills for a designated apprentice occupation or sector to prepare students for a formal registered apprenticeship training program.

  Though pre-apprenticeship training is not subject to laws governing the registered apprenticeship system, it has a direct effect on stakeholders in that system. For the benefit of

its stakeholders – the workers, employers and apprenticeship sponsors of Ohio – the Ohio State Apprenticeship Council has established a means to identify and publicly recognize quality pre-apprenticeship training.

- **Ohio's In-Demand Jobs List**
  Ohio's In-Demand Jobs List is comprised of the jobs for which there is the greatest need and that pay a living wage. The list allows the state to align resources and policies to address the critical workforce needs of employers. Educators and trainers can use this information to tailor workforce training programs to meet the future hiring needs of employers and allow businesses to grow.

- **Business Advisory Councils and Career-Technical Advisory Committees**
  To help build relationships between businesses and schools, Ohio law (Revised Code section 3313.82) requires every school district and educational service center to have a business advisory council. Recently, the Ohio General Assembly enacted Ohio Revised Code section 3313.821, which directs the superintendent of public instruction, in consultation with the Governor's Executive Workforce Board, to develop standards for the operation of business advisory councils established by the boards of education of school districts or the governing boards of educational service centers throughout the state.

  Business advisory councils foster cooperation among schools, businesses and the communities they serve, ensuring the work of educators aligns with the needs of businesses. This cooperation can make a local education system more aware of the local labor market, promote work-based experiences within businesses, increase the awareness among students of career opportunities, and help students prepare for successful learning and employment. Business advisory councils include local and regional business leaders who are familiar with business and industry needs and partner with district leaders to plan and carry out the council's work.

  Ohio law (Ohio Administrative Code section 3301.61) directs career-technical education programs to develop and maintain career-technical advisory committees reflecting career fields and authorized by local boards of education. Committees engage business and industry and postsecondary representatives and use input from professional associations, labor, government and the community. Advisory committees identify new and emerging careers; advise current programs on curriculum, assessment, work-based learning, facilities and equipment; engage educators to improve and expand programs; and ensure the quality of the program using the Department of Education's Quality Program Standards.

- **Industry Credential Initiatives**
  To support career-focused learning, the state's most recent biennial budget included a series of initiatives and requirements designed to incentivize the earning of industry-recognized credentials. The following are explanations of these new initiatives.

  1. ***Notifying Students of Industry Credential Opportunities:*** Ohio now requires each school district to notify students who are enrolled in relevant, career-technical education

courses about industry-recognized credential opportunities.

2. ***Industry Credential Payment and Reimbursement ($11 million):*** Each school district now must pay for the cost of any student's industry-recognized credential. The district can then seek reimbursement from ODEW for the costs when the student earns the credential. The biennial budget appropriated $11 million in each fiscal year for this purpose.

3. ***Innovative Workforce Incentive Program ($21 million):*** The budget legislation created the Innovative Workforce Incentive Program to promote high school students earning industry- recognized credentials in priority industry sectors. The program will identify credentials eligible for an additional $1,250 to be paid to the educating entities. These incentive dollars will be paid to a school district that reports a student as earning a credential from the Innovative WorkforceIncentive Program list.

4. ***Equipment Grant for Ohio's Top Jobs-*** The biennial budget allocated $100 million over two fiscal years, to aware competitive grants to schools to establish or expand Career Technical Education (CTE) and/or Industry Credential programs. With priority for programs that support careers on Ohio's Top Jobs list and establish or expand credentialing programs from the Governors' Office of Workforce Transformation Innovative Workforce Incentive Program list.

5. ***TechCred ($30 million):*** This program provides resources for postsecondary incumbent worker training that leads to a technology-focused career-technical credential. It is administered through the Development Services Agency, and the chancellor of the Department of Higher Education is responsible for developing the list of eligible credentials.

- **Comprehensive Local Needs Assessment**
  Ohio will use the comprehensive local needs assessment (Appendix A.3) to ensure programs of study align to, and are validated by, local, regional and statewide workforce needs and economic priorities. The comprehensive local needs assessment will be completed by each local recipient every two years and will be a required element to start a new program or to renew existing programs. The comprehensive local needs assessment will ensure labor market alignment, high-quality programs, and equity and access for all populations. In addition, the program application and renewal process will require alignment with Ohio's In-Demand Jobs List. If a pathway program does not align to the list, a narrative with supporting evidence showing local or regional demand will be required.

  The listed activities highlight some of the formal ways business and industry are involved in the career preparation of students in Ohio. Throughout the design and maintenance of Career-Technical Programs of Study, as provided by the Departments of Education and Higher Education, business and industry partners are invited and encouraged to share their needs. These processes are discussed in detail in the response to question B.2.a, including the involvement of futuring and advisory panels.

B.1.b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career-technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

The OWT, ODEW, ODHE, OOD, the Ohio Department of Aging (ODA), and ODJFS have developed a shared vision and goals that support the creation and execution of the Workforce Innovation and Opportunity Act combined plan.

Vision:
> An Ohio where business, training and education are aligned to meet the needs of employers, individuals and their communities.

Goals:
- Coordinate efforts across entities (public, private, local and state) to reduce unnecessary duplication and maximize resources.
- Leverage technology and data to create efficiencies and improve services and outcomes.
- Deploy locally driven programs that produce results.
- Invest in and promote education and training for jobs that:
  - Empower people with 21st century skills and strengthen Ohio's strategic economic advantage;
  - Ensure our state has a workforce to support the health and well-being of Ohioans, their families and communities.

Ohio's Career-Technical Education programs are positioned to assist the state in meeting these goals by infusing the following guiding principles set by the Governor's Office of Workforce Transformation into the delivery of programs through its secondary and postsecondary workforce development programs.

- **Guiding Principle 1:** Connect business and education to make significant progress toward the vision. Agencies must work to connect business and education efforts throughout the state to build a dynamically skilled, productive and purposeful workforce.
- **Guiding Principle 2:** Create a culture of continuous learning to empower Ohioans to succeed in the 21st century workplace and meet business needs. Agencies must provide opportunities for individuals to continuously learn, upskill and reskill, and create a culture that encourages continuous learning.
- **Guiding Principle 3:** Build career pathways to prepare Ohioans for future jobs. Agencies must build career pathways that offer on ramps and off ramps for educational attainment to suit the individual needs and aptitudes of Ohio's students and job seekers while preparing them for successful and purposeful careers.
- **Guiding Principle 4:** Leverage data for accountability to pursue continuous innovation and improvement of workforce initiatives while remaining accountable to the taxpayer. Agencies must consistently collect data and measure the results.

- **Guiding Principle 5:** Coordinate workforce efforts to prevent duplication and increase efficiency and effectiveness. Agencies must collaborate with partners and governments to coordinate workforce efforts for the benefit of Ohio's job seekers and businesses.

Moreover, this work is guided by *Each Child, Our Future*, Ohio's shared plan for its preK-12 education system, which envisions that each Ohio student is *challenged*, *prepared* and *empowered* for his or her future success. Ohio's career-technical education programs assist in supporting meeting the needs of the whole child through integrating the plan's three core principles in the secondary and postsecondary Career-Technical Education system, as follows:

1. **Equity:** Each child has access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family background and/or income.
2. **Partnerships:** Everyone, not just those in schools, shares the responsibility of preparing children for successful future.
3. **Quality Schools:** Schools are an important destination where many individuals and factors come together to serve the student, including school leaders, teachers, curriculum, instruction, student supports, data analysis and more.

B.1.c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career-technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

Ohio is submitting its plan for Career-Technical Education as part of a WIOA Combined State Plan. The decision to collaboratively develop and submit this combined plan is a direct result of the two supporting goals for the state's strategic vision:
- Coordinate efforts across entities (public, private, local and state) to reduce unnecessary duplication and maximize resources;
- Leverage technology and data to create efficiencies and improve services and outcomes.

The following state agencies participated in three, combined state plan strategy and writing sessions to ensure alignment of plan elements and utilization of collaborative resources:
- ODEW
- ODHE;
- OWT;
- ODJFS;
- OOD; and
- ODA.

Department of Education & Workforce

The sessions resulted in the identification of strategies to align programming and initiatives across agencies to the state's strategic vision. The immediate goal was to produce a comprehensive plan for Ohio's future workforce with aligned supporting strategies. The sustainable result will be a common vision, language and system of supports for future collaboration.

To support its strategic workforce vision and four goals, Ohio has developed the following strategies and action items for implementation or expansion. As shown, Goal 1 relates directly to the alignment of core program resources while Goals 2, 3, and 4 primarily relate to promoting in-demand occupations and career pathways.

Goal 1: Coordinate efforts across entities (public, private, local and state) to reduce unnecessary duplication and maximize resources.

Strategy: Promote consistency across core programs

Action Items:

- **Combined State Plan.** Ohio's Combined State Plan includes the core programs of WIOA, W-P, JVSG, Aspire Adult Education and Literacy, Carl D. Perkins Act, VR programs, and SCSEP. This united approach will further support the State's efforts to promote consistency, reduce unnecessary duplication, and maximize resources.

- **In-Demand Jobs List.** As discussed in the **response to Section II Strategic** Elements (a) Economic, Workforce, and Workforce Development Activities Analysis, (1) Economic and Workforce Analysis, (A) *Economic Analysis*, (i) Existing Demand Industry Sectors and Occupations, the State has created an In-Demand Jobs List that includes sectors and occupations with greater than average projected job openings or growth, along with median wages equal to or greater than 80 percent of Ohio's median wage. It influences how Ohio invests in its education and training programs as well as its how it promotes career pathways to students within the K-12 system. The State will use the In-Demand Job List across all core programs to foster cross-agency workforce alignment, promote consistent training investments and curricula development, and encourage comparable career planning services.

- **Critical Jobs List.** The Critical Jobs List is informed by Ohio experts, including the Governor's Children's Initiatives and RecoveryOhio. It includes sectors and occupations that have been identified as crucial to the health and wellness of Ohioans. Included jobs must provide long-term career pathways. The Critical Jobs List will be available on the TopJobs portal and will be utilized across all core programs in a manner similar to the In-Demand Jobs List to further promote alignment of services and resources.

- **Industry-Recognized Credentials of Value.** Supporting the In-Demand Jobs List and the Critical Jobs List, the State is developing a uniform listing of credentials and certifications that are required to secure and maintain employment within the identified sectors and occupations. Additionally, Ohiowill explore creating

consistent methods and approaches for the core programs to use when vetting and approving training providers that offer instruction for the Industry-Recognized Credentials of Value.

- **Inter-Agency Listing of Workforce Programs.** OWT has recently identified and inventoried all workforce-related programs across the State's cabinet agencies. The detailed register includes information about each program's name, population served, primary activities, lead agency, partners and stakeholders, funding levels and sources, and data tracking and reporting systems. The Inter-Agency Listing will help increase State staff's awareness about the various types of workforce services that are available throughout Ohio, further promoting consistency, cooperation, and collaboration among the core programs.

- **WIOA Regional Plans.** The State has fully embraced the regional planning efforts allowed under WIOA. It has created 10 distinct regions that represent Ohio's unique labor markets. Each has created its own WIOA Regional Plan. They will be modified in the upcoming year reflect the most current demographics, needs, and strategies. The State will continue to encourage the local workforce areas that comprise each of the regions to actively identify how to streamline processes, provide consistent services, and eliminate duplicative efforts.

Goal 2: Leverage technology and data to create efficiencies and improve services and outcomes.

Strategy: Using technology effectively

Action Items:

- **Improved Customer Experience.** Ohio is committed to continuously improving services and outcomes for its customers. It recently secured a vendor to make critical changes to OhioMeansJobs.com. Rather than arbitrarily prescribing to the vendor the specific modifications to be made, the State will conduct stakeholder surveys and forums to hear directly from customers about what they would like to see changed. The goal is to improve the customer experience, making the technology solutions more intuitive and easier-to-use.

- **Virtual Services.** Ohio currently has a variety of virtual workforce services, including job-searching, upskilling, and career-pathing activities available on OhioMeansJobs.com. Additionally, the State is developing virtual classrooms for its Aspire Adult Education and Literacy program to increase its ability to reach customers who may have transportation and/or childcare barriers that prevent them from fully participating in a traditional setting. Moreover, these virtual services will also be helpful in rural areas where programs and services may not be readily available at a physical location.

- **Workforce Supply Tool.** Another mechanism that supports Ohio's strategy of using technology effectively is the recently developed Workforce Supply Tool. As discussed in the **response to Section II Strategic Elements (a) Economic, Workforce, and Workforce Development Activities Analysis. (1) Economic and**

Department of Education & Workforce

Workforce Analysis, (B) *Workforce Analysis,* **(iv) Skills Gaps**, this tool provides businesses with information on students currently enrolled in high demand fields, as well as projections for individuals who currently possess skills and educational requirements in these occupations. Employers are able to obtain specific contact information for educational programs that train individuals in their particular sectors and training providers are able to identify similar programs and better coordinate degree and certificate curricula.

- **Workforce Success Measures Dashboard.** The State has created its online Workforce Success Measures Dashboard found at https://workforcesuccess.chrr.ohio-state.edu/home. Spotlight pages provide statewide or county-level snapshots of workforce program participation and outcomes, including contextual information regarding demographic and labor force statistics. Programmatic data is reported for (1) job placement, (2) skills development, (3) wage enhancement, and (4) value to businesses. This innovative tool will enable the State and its key stakeholders to continuously monitor progress and outcomes across the core programs, promoting efficiencies and improved accountability.

Goal 3: Deploy locally driven programs that produce results.

Strategy 1: Identify local business needs

Action Items:

- **Ohio's Industry Sector Partnerships.** Ohio's Industry Sector Partnership Grant Program will help fund collaborative efforts between local business, education, training provides, and community stakeholders that are invested in improving their region's workforce. The grant will invest in local collaboration that benefits Ohio residents and Ohio job creators. Industry sector partnerships design and implement workforce strategies for specific sectors in individual regions.

- **Business Advisory Councils in Local School Districts.** Ohio law requires that every school district and educational service center to have a Business Advisory Council. To increase quality and accountability, the State recently established specific standards regarding these Councils' roles and responsibilities. Business Advisory Councils should (1) *advise* local school districts on changes in the economy and job market and the area in which future jobs are most likely to be available, (2) *advocate* for the employment skills most critical to business and industry and the development of curriculum to teach these skills, and (3) *aid and support* local school districts by offering suggestions for developing a working relationship among businesses, labor organizations and educators. These new unified standards will better align education and training programs with local business needs.

- **Inter-Agency Business Teams.** Ohio is encouraging its Local Workforce Development Boards to implement Memorandums of Understanding (MOUs) with additional partners beyond the core programs, such as JobsOhio, the

Ohio **Department of Education & Workforce**

Ohio Department of Veterans Services, and local and regional economic development organizations. The Inter-Agency Business Teams will promote a more collaborative approach to business relations, including consistent outreach methodologies, transparency among partner organizations, and packaging of collective services is used at the local level.

Strategy 2: Increase Access to Services

Action Items:

- **Public Libraries.** Currently, Aspire classes are held at 69 libraries across Ohio, greatly increasing access to adult education and Literacy services. To improve access to other workforce development services, especially in rural areas with limited public transportation options, each Local Workforce Area has created strategic MOUs with its local library system. Collaborative efforts included in these MOUs range from the sharing of information and training on WIOA programs and library resources to allowing library space for WIOA case managers to provide services to businesses and job seekers. In some local areas, the library may be a partner in the OhioMeansJobs center or a member of the local workforce development board or both.

- **LinkedIn Learning.** In addition to physical locations such as libraries, the State is also investing in technology to further increase access to workforce services. All Ohioans with a library card are able to take unlimited, free online training courses through LinkedIn Learning (which is typically a paid service). Customers may use either a computer or mobile device to participate in over 15,000 courses such as software development, data analytics, and cyber security that are taught by industry experts.

- **Community College Acceleration Program.** Ohio's community colleges serve as critical entry points for individuals to gain and improve skills that lead to long-term employment and continued career advancement. However, some persons may discontinue their postsecondary education prior to securing a credential or diploma. To help students remain in school, Ohio is implementing the Community College Acceleration Program. Under it, the State will use Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T) funding to match 50 percent of community college expenditures for financial, academic, and personal support services provided to students in need. The Community College Acceleration Program is currently being offered at five test locations.

- **Centers for Training Excellence.** The Ohio Technical Centers (OTCs), formerly known as Adult Workforce Education Career Centers, have provided an opportunity since the 1980s to offer a cost efficient and educationally effective way to train and upgrade the skills of employees at local companies within their service areas. OTCs that qualified for this distinction were granted additional funding to offer a common core of training and student support services. In 2016, ODHE in collaboration with Career and Technical Education Superintendents, Directors and

Treasurers reimagined this original concept known as "Full Service Centers" to be more inclusive of all OTCs with a specific focus around customized/contract training and business consultation services. OTCs that are recognized as Centers for Training Excellence (CTXs) are in the prime position to quickly respond to the needs of local and regional businesses across the State.

Goal 4: Invest in and promote education and training for jobs that:

- Empower people with 21st century skills and strengthen Ohio's strategic economic advantage;and
- ensure our state has a workforce to support the health and well-being of Ohioans, their families and communities.

Strategy 1: Expand career opportunities through education and training

Action Items:

- **Innovative Workforce Incentive Program.** To inspire youth to identify paths to success through career- focused learning, the State will be providing $12.5 million in funding to schools to help students earn industry-recognized credentials. Of this total, $4.5 million will be used to support start-up grants that support additional program offerings and $8 million will be used to pay for the credentialing assessments so that students do not have to pay these fees out-of-pocket. Students can earn industry-recognized credentials while in school through comprehensive Career-Technical Education programs, through programs dedicated specifically to credentials for students in their senior year, or through existing courses that integrate the content needed to successfully obtain the credential.

- **Readiness Seals for High School Graduates.** To ensure that every student is prepared for careerand college when they graduate from high school, Ohio recently adopted new graduation standards for the class of 2023 and beyond. Students will prepare for their future by completing course requirements, demonstrating a competency in English and math, and earning new Readiness Seals in key areas that show foundational and well-rounded knowledge, skills, and competencies. These include the OhioMeansJobs Readiness Seal, a College-Ready Seal, A Military Enlistment Seal, and a seal earned by achieving an Industry-Recognized Crednetial.

- **Success Bound.** The SuccessBound initiative began in 2017 under a grant earned from JP Morgan Chase to better engage and inspire students about the variety of exciting careers available in Ohio. The multi-pronged approach includes schools, businesses, students, families, and communities. The State will continue to use this innovative program to further raise student awareness about career-preparation opportunities available through College Credit Plus, Choose Ohio First, OTCs, community colleges, career-technical education options, intentional academic coursework options, and apprenticeship programs.

- **Work-Based Learning Toolkit.** To help its high school educators obtain firsthand experience in the fields of study that they are interested in or teaching,

the ODEW is currently improving their work-based learning toolkit. It is planned to include activities such as hands-on training, internships, and externships that will enhance and improve the students' and instructors' ability to explain, coach, and demonstrate to students how particular skill sets are used on the job.

- **College Credit Plus.** The State has developed its College Credit Plus initiative that establishes clear pathways for students to earn college credit and expands the program to include students in grades 7 through 12 who are deemed college-ready. Under College Credit Plus, students will be able to take college courses from local community colleges or universities, allowing them to earn high school and college credits at the same time. They will be provided with a wider range of class options and will be able to complete general education college requirements while in high school.

- **Choose Ohio First.** The State will prepare a workforce ready for STEMM (Science, Technology, Engineering, Mathematics, and Medicine) occupations, through its Choose Ohio First initiative that will invest $28 million this year and $40 million next year. It provides postsecondary students with increased access to and awareness about available careers in innovative industries such as aerospace, medicine, computer technology, and alternative energy. A portion of the funding will be used for competitive scholarship funding at Ohio's colleges and universities to support undergraduate and qualifying graduate students, further facilitating the completion of baccalaureate degrees in cost effective manner. In 2019, ODHE announced a new scholarship for degree and certificate programs designed to strengthen Ohio's workforce in fields such as coding and cybersecurity. It also promotes the recruitment of underrepresented STEMM student groups including women and students of color.

- **Applied Bachelor's Degree Programs.** In 2017, the State established a program allowing its community colleges, State community colleges, and technical colleges to offer Applied Bachelor's Degrees. This expanded approach increases Ohioans' access to higher education degree opportunities. A complete listing of all approved degree programs is found at https://www.ohiohighered.org/program-approval/public.

- **Experiential Learning.** Ohio increased access to apprenticeships by allowing an OTC, community college, higher education institution, or local workforce board to serve as a registered sponsor for an approved program which reduces the time businesses must spend filling out paperwork. The State will now explore creating additional avenues for work-based training, such as flexible apprenticeships, internships, and co-op programs that will enable individuals to earn while they learn.

- **TechCred.** Ohio announced its TechCred program in October 2019 to help businesses invest in new technology skills for their employees. TechCred will help businesses better prepare their existing workforces for jobs in today's advanced, technology-infused economy. It gives employees the ability to earn technology-

focused credentials; making them more valuable and leading to improved job security and increased career advancement opportunities. Using the TechCred program, businesses will be able to identify the employees whose skills they want to improve for more advanced positions in technology-focused jobs, such as advanced manufacturing and information technology. Credentials eligible for the program must be short-term, industry-recognized, and technology-focused. They will be suggested by businesses and approved by ODHE. The State will reimburse employers up to $2,000 per earned credential.

- **Industry-Recognized Credentials of Value.** Ohio will work with key employers, sector partnerships, business associations, trade organizations, and others to identify credentials of value that are needed to fill jobs in its in-demand and emerging industries. The primary focus will be to classify specific credentials that provide entryway into employment along with additional "stackable" credits that may be obtained later, leading to additional certifications and further career advancement. Moreover, as discussed under Goal 1 above, Ohio will explore creating consistent methods and approaches for the core programs to use when vetting and approving training providers that offer instruction for the Industry-Recognized Credentials of Value.

Strategy 2: Provide targeted assistance for key populations within the labor force

Action Items:

- **Ohio College2Careers.** The State has implemented its new Ohio College2Careers program to ensure college students with disabilities have the support they need to complete their degree and/or credential, earn higher wages, and meet the demands of tomorrow's labor market. The program embeds an OOD VR Counselor at the disability services offices at 15 public colleges and universities. They assist students with disabilities by providing additional supports such as career exploration, career counseling, assistive technology, resume and interview preparation, and placement at internships and permanent employment. Ohio College2Careers also expands OOD's business relations staff at the career services offices at these same institutions, coordinating employment efforts for students with disabilities and better connecting them to OOD's expansive employer partner network.

- **Vocational Apprenticeships.** Ohio is established as a Disability Inclusion State and Model Employer of Individuals with Disabilities. As such, all State agencies are required to increase efforts to recruit, hire, and advance people with disabilities. To support this effort, the State has developed an internship/apprenticeship program for students and adults with disabilities to assist them in gaining access to State government employment. It is planned that OOD will fund approximately 40 internship opportunities annually under this initiative, creating a strong recruitment pipeline for permanent employment.

- **Jobs for Recovery.** To help individuals with mental health and substance abuse disorders, the State has established the Jobs for Recovery Program. Under it, OOD will

Department of
Education &
Workforce

embed a VR Counselor as an active member of the drug court team, providing support and assistance to help impacted individuals secure a job and remain employed.

- **Ohio's Plan to Raise Literacy Achievement.** The State will increase the Literacy levels through Ohio's Plan to Raise Literacy Achievement that includes the following five elements:
    - Proven practices will be used by and shared among educational entities to provide language and literacy instruction and interventions to all learners.
    - Educational entities will implement a Multi-Tiered System of Supports with fidelity and make data driven decisions to meet the needs of all learners.
    - Teacher capacity will be aligned so that all learners will have access to high-quality, evidence-based language and literacy instruction with interventions to meet their individual needs.
    - Families will be more equipped and empowered and will become more engaged partners in the language and literacy development of their children.
    - Community collaboration will allow for more children to experience language-rich literacy-based environments outside of school and prior to entering school.

- **Aspire.** To assist adults with low Literacy levels, Ohio will continue to offer Adult Education and Literacy programs virtually and in-person at locations across Ohio, including public libraries.

- **Skills Training for Older Workers.** The State actively uses its SCSEP to provide training opportunities for older adults, targeting both in-demand and critical jobs. Through SCSEP, older adults develop individual employment plans based on each customer's particular skills, experiences, and interests.

- **Military Strategic Implementation Team (MSIT)**. ODHE created MSIT to work with Ohio's public institutions to conduct a thorough review of current institutional policies and practices, and to improve the process for awarding college credit for military training, experience, and coursework. These efforts have resulted in an infrastructure and system that is welcoming and responsive to the needs of veterans.

- **Alternative Service Points.** To improve accessibility to programs for low-income individuals, the State will develop alternative delivery mechanisms, such as providing workforce services at public libraries or using technology to deliver education and training coursework. It will also work to expand skill training offerings at the OTCs and community colleges located within and near the Appalachian Region.

- **Career-Tech in Correctional Institutions**. Career-technical programs are offered in youth and adult correctional facilities in Ohio. The prison agencies – Ohio Department of Rehabilitation and Correction, through the Ohio Central School System, and the Ohio Department of Youth Services, through Buckeye United School District - collaborate with the Office of Career-Technical Education, ODEW, to receive career-technical support from Federal Perkins and State dollars.

- **O.N.E. Stop Recidivism.** To help individuals with re-entry into the workforce, Ohio has implemented its Offender Network for Employment to STOP (O.N.E. STOP) Recidivism program in select adult and all juvenile correctional facilities across the State. Prior to release, individuals are able participate in a variety of workforce services, including career planning, education and training courses, and job search activities. Upon release, they may seamlessly transition services any OhioMeansJobs Center. The State will explore expanding O.N.E. STOP Recidivism to additional facilities to provide increased access to services.

- **Bridges**. Ohio's new Bridges program will allow young adults who age out of foster care to request support toward independence any time up until their 21st birthday, promoting education and encouraging young adults to pursue life-long careers.

- **Migrant Education Program.** The State helps the few migrant and seasonal farmworkers who temporarily reside in Ohio by providing targeted assistance to migrant youth. The Ohio Migrant Education Center, funded in part by the Federal Migrant Education Program, supports local education agencies in developing supplemental instruction and supportive services that are designed to help youth stay in high school and achieve a diploma or equivalent as well as master English as a Second Language.

- **Active Re-Employment Engagement.** Ohio has developed Active Re-Employment Engagement processes to help long-term unemployed individuals return to work more quickly. These initiatives include the proactive identification of unemployed persons who may be at risk of not returning to work in their former occupations. Through the State's comprehensive Reemployment Services and Eligibility Assessments (RESEA) program, these individuals are provided with one-on-one services with an employment professional at one of the many OhioMeansJobs Centers. Additionally, all other unemployed persons are assisted through the Unemployment Compensation Reemployment Services (UCRS) program. They are provided with an online orientation to OhioMeansJobs Center services and are invited to actively participate in the variety of education, employment, and training services that are available to help them return to work more quickly.

- **Initiatives to Combat Substance Misuse.** In early 2019, Ohio created its "Strategies for Helping Individuals Impacted by Opioid Use Disorder: A Toolkit for Ohio's Public Workforce System" to help guide the core partners as they assist persons affected by substance misuse. Working together, the partners will prepare workers for jobs that help prevent and mitigate substance dependency, provide education, training and

Department of Education & Workforce

supportive services to individuals in treatment; and develop recovery-friendly workplaces.

The immediate product is a collaborative vision for Ohio's future workforce with aligned goals and supporting strategies. The sustainable result will be a common language and system of support for implementation and future collaboration.

B.1.D. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

The delivery of career-technical education in Ohio is a multi-faceted undertaking that engages ODEW and ODHE, traditional middle schools and high schools, community (charter) schools, career centers, Ohio Technical Centers, correctional institutions, community colleges and universities. These entities work in robust collaboration to form a workforce training and development infrastructure that is vital for the state's citizens and its businesses.

ODEW serves as the fiscal agent and coordinating body for this plan and the Perkins grant. The agency also works with 90 career-technical planning districts that serve Ohio's 612 school districts and 319 community (charter) 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 (charter) schools to be members of career-technical planning districts. Of Ohio's 90 Career-Technical Education planning districts, 49 are led by joint vocational school districts. A joint vocational school district 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 joint vocational school district is funded in part through tax levies in all participating counties. Generally, the joint vocational school districts provide most 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 districts* or *compacts*. *Comprehensive districts* are single districts that provide all career-technical opportunities to students either spread across multiple buildings or in concentrated buildings specifically devoted to career-technical programs. *Compacts* are groups of districts that contractually share responsibility without creating a separate joint vocational school district, sharing resources and opportunities across district lines. The ODEW provides oversight and leadership to all secondary Career-Technical Education programs regardless of structure.

ODHE 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 ODHE 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. ODHE 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 Graduate Equivalency Degree to a PH.D, ensuring all Ohioans have easy access to a high-quality, affordable higher education.

Allocated state leadership funds will be used to conduct the following state leadership activities to drive and support continuous improvement of Career-Technical Education in Ohio, including the identification and reduction of disparities and performance gaps.

Technical Assistance
ODEW and ODHE will provide technical assistance through both off-site and on-site services. Administrative staff for both agencies will provide technical assistance to all secondary school districts offering state-approved career-technical programs and all postsecondary Perkins participants. Technical assistance will involve collaborative efforts between state staff, local administrators, instructors and the local business community.

Targeted technical assistance for secondary schools will focus on:
- Identification and closure of equity gaps discovered in the Regional Equity Labs;
- Data-driven decision-making as a result of the comprehensive local needs assessment;
- Increasing and implementing high-quality work-based learning opportunities for students;
- Annual program monitoring through the Quality Program Review process;
- Quality Program Standards, including program design, instructional delivery and strategies to enhance learner performance.

Targeted technical assistance for postsecondary institutions will focus on:
- Identification and closure of equity gaps discovered in the Postsecondary Equity Workshops and through institutional self-evaluation results specific to the issue of closing equity gaps;
- Career awareness, career development and career pathway support;
- Strengthening program quality standards by ensuring consistency in program review processes.

Targeted technical assistance for correctional institutions will focus on:
- Identifying and meeting the unique needs of correctional programs and learners;
- Evaluation of programs, monitoring of Perkins recipient data and program approval renewal processes.

Technical assistance will encompass a broad range of state-supported activities aligned to the Perkins V required uses of state leadership funds. Activities are listed below and grouped according to the six categories of analysis, discovery and implementation found in the comprehensive local needs assessment (Appendix A.3):

1. Evaluation of student performance;

Department of Education & Workforce

2. Size, scope and quality;
3. Labor market alignment;
4. Programs of study;
5. Recruitment, retention and training of career-technical education educators;
6. Improving equity and access.

1. **Evaluation of Student Performance**
State Approved Career-Technical Education Assessment System
Ohio's Career-Technical Education programs use career field pathway end-of-course exams as a valid and reliable assessment of technical content. The statewide career-technical education testing system complements the local districts' systems for assessing student academic performance. In addition to measuring the technical skill attainment of students, the state testing system supports seamless transitions between secondary and postsecondary education by integrating the assessments into statewide articulated credit transfer agreements and offer every option from a Graduate Equivalency Degree to a Ph.D., ensuring all Ohioans have easy access to a high-quality, affordable higher education. Allocated state leadership funds will be used to conduct the following state leadership activities to drive and support continuous improvement of career-technical education in Ohio, including the identification and performance data and driving continuous improvement efforts.

State-Determined Levels of Performance
To continuously make meaningful progress toward improving the performance of all career-technical education students, including subgroups and special populations, the state will use Perkins leadership funds to monitor, evaluate and create improvement tools to be used at the local level across the state. Activities include, but are not limited to:

- Using the state career-technical planning district report card to evaluate local district performance and the results of improvement efforts;
- Managing the Quality Program Review process to ensure programs meet the state's 'in compliance' benchmark;
- Piloting regional equity labs to assist districts in evaluating and interpreting performance target data to ensure all students have meaningful access to and are engaged in high-quality career-technical education programs and performing to their potential in those programs;
- Using Quality Program Standards for career-technical education to identify gaps in indicators directly related to student achievement;
- Identifying thematic disparities and gaps in subgroups and special populations performance and developing targeted assistance that can be used across all affected districts;
- Holding programs accountable for performance measures targeting student attainment of technical and academic knowledge and skills.

Department of Education & Workforce

2. Size, Scope and Quality

Career-Technical Education Program Review

Ohio law requires the ODEW and the lead district of each secondary career-technical planning district to conduct an annual review for each Career-Technical Education program within the district. The intent of the Career-Technical Education program review is to maximize the use of resources improving the quality of career-technical education programs.

Programs that do not meet benchmarks must participate in the appropriate performance improvement planning process, as identified by ODEW, using the Quality Program Standards for Career-Technical Education Programs. The instrument, developed in collaboration with education support agencies, establishes indicators for each of 10 standards. In addition to the review and examination elements contained within the document, Quality Program Standards serve as a foundation for state staff consultation, program improvement efforts, statewide professional development and curricular upgrades by encouraging the following activities:

- A career-technical planning district report card aligned with the state-determined performance indicators for use as a tool for program quality evaluation and continuous improvement;
- Data-driven decision-making resulting from the comprehensive local needs assessment and program application process to drive program quality, equity and alignment to local, regional and state economic demand;
- State-level career field advisory councils that include business and industry representatives, secondary and postsecondary academic and technical educators and representatives of other relevant state agencies, along with other statewide stakeholders, will provide input into all aspects of program design, development, delivery, assessment and evaluation at the state level;
- Local career field advisory committees that include business and industry representatives will be a required component of approved secondary career-technical programs;
- Ohio Career Field Technical Content Standards developed and updated with validation from business and industry and both secondary and postsecondary academic and career-technical educators;
- State-approved programs of study developed in collaboration with business and industry representatives and both secondary and postsecondary academic and career-technical educators;
  - Secondary and postsecondary institutions will hold an institution-specific meeting of stakeholders at least once per year to plan for the efficient and effective delivery of Career-Technical Education programs and services and will collaboratively update their local application every two years;
- Tech Prep consortia will focus on providing services to Career-Technical Education students at all stages in their pathways to ensure preparedness for postsecondary education and employment for more students of diverse backgrounds;
- Ohio will emphasize pathways leading to STEM (Science, Technology, Engineering,

and Mathematics) and other high-skill, high-wage and in-demand pathways based on workforce and economic development needs in the state by coordinating and leveraging initiatives such as:

- o Approval and renewal of programs based on labor market alignment identified in the comprehensive local needs assessment;
- o Collaboration with the Department of Job and Family Services to provide job postings and future- demand data by region;
- o Reserve fund grants to spur innovation and identify promising Career-Technical Education programs, including those that prepare individuals for non-traditional fields.

3. **Labor Market Alignment**
   Industry Relevant Career-Technical Education Programs

   The state will support student understanding of all aspects of an industry through:

   - Industry-validated career field technical content standards;
   - Expansion of work-based learning opportunities including, but not limited to, apprenticeships, pre- apprenticeships and job placements designed to create sustained interactions with industry or community professionals in real workplace settings.
   - Development of work-based learning resources;
   - Aligning state Career-Technical Education pathways with high-wage, high-skill and in-demand occupations;
   - Monitoring of adherence to secondary Quality Program Standards; and
   - Approval for state-weighted funding based on secondary program assurance to deliver the broad knowledge and skills that relate to all aspects of an industry within a career field.

Coordination with the Workforce Innovation and Opportunity Act

Perkins postsecondary recipients will partner with the Ohio Means Jobs center in their respective areas to assist in the delivery of workforce services and provide information or support on how to access educational opportunities offered at these institutions. This collaboration is part of the Workforce Innovation and Opportunity Act's Combined State Plan efforts to better serve Ohioans who might be identified as needing assistance, preparing them for workforce opportunities.

4. **Progress Toward Implementing Programs of Study**
   The purpose of programs of study is to ensure, through collaboration between secondary and postsecondary institutions, that Career-Technical Education programs will:

   - Support 100 percent graduation rate from high school and the successful transition to and through the completion of postsecondary education, including matriculation without the need for remediation;
   - Provide rigorous coursework at the secondary and postsecondary levels that will prepare learners for the attainment of diplomas, industry credentials and/or college degrees without remediation;

Department of Education & Workforce

- Provide all learners with the appropriate academic, technical and workplace readiness skills toenable them to graduate from high school and transition seamlessly to postsecondary pathways and the workplace;
- Eliminate duplication of coursework between secondary and postsecondary systems;
- Meet the workforce needs of Ohio's economic growth industries;
- Support pathways leading to science, technology, engineering and mathematics and other high-skill, high-wage and in-demand occupations; and
- Ensure employer-validated skills are defined broadly, to enable workers to move laterally withincareer fields and are specialized, where appropriate, to enable workers to secure positive occupational placements in positions needed by employers.

ODEW, in collaboration with the Department of Higher Education, will:
- Develop and disseminate a program of study template to be used for both state- and locally developed program of study samples;
- Disseminate the following criteria for development of a program of study:
  - Programs are aligned with state, regional and local economic growth priorities and demandsfor employment and prepare students for careers that generate sustaining wages;
  - Programs meet a need for Career-Technical Education programs by industries in the state and availability of the program within the career-technical planning districts;
  - Districts support all aspects of a quality program by maintaining a system that measures program quality and provides for continuous development;
  - Programs comply with guidelines from other state agencies, as appropriate, regarding coursework, licensure and instruction;
  - Programs address the State Board of Education-approved Career Field Technical Content Standards;
  - Programs reinforce ODEW-approved learning standards in mathematics, English language arts, science and social studies;
  - Multiple measures are used to assess student attainment of academic and technical content standards 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;
  - Technical and academic course offerings are designed in an ODEW-approved sequence of courses/program of study that meet state-approved graduation requirements;
  - Establish career-technical advisory committees to engage business and industry and postsecondary representatives that consider input from professional associations, labor, government and the community;
  - Program coursework includes articulated credit related to the secondary program of study and postsecondary career fields;
  - Students have access to career and technical student organizations;
  - Programs meets all state and federal requirements regarding access,

Department of Education & Workforce

non-discrimination and meeting of performance expectations for special populations, including preparation for careers in industry sectors requiring technical expertise;
- o Districts receiving state career-technical education supplemental funds for career-technical education programs and courses shall annually report performance data;
- o Facilities and equipment shall support instruction of the technical and academic content standards and reflect current and emerging technology in the career-technical education program;

- Provide technical assistance to aid local recipients in developing local programs of study;
- Review and approval locally developed programs of study;
- Assure that programs of study align with and support other statewide seamless transition initiatives; and
- Support career and technical student organization that:
  - o Foster both academic and technical learning based on Ohio's Learning Standards and Career Field Technical Content Standards;
  - o Provide opportunities through a variety of activities to demonstrate both academic and technical knowledge and skill identified in Ohio's Learning Standards and Career Field Technical Content Standards;
  - o Recognize learners for their accomplishments and contributions; and
  - o Address the needs of Career-Technical Education learners in grades 7-12.

Local Implementation of Programs of Study
The state will support implementation of programs of study in the following ways:

- Review and monitor local programs of study through the five-year renewal process;
- Provide technical assistance and professional development to local districts as needed as they develop local programs of study;
- Develop program of study samples that emphasize the integration of technical and embedded academic content and include a sequence of courses that address Ohio's Learning Standards, as well as the technical content standards appropriate for a seamless pathway from secondary to postsecondary education;
- Support educator professional development opportunities that emphasize integration of academic and technical instruction; and
- Support districts in implementation of the recently enacted expanded graduation requirements; these rigorous requirements will be applied to both career-technical and academic students in all student groups who enter the ninth grade on or after July 1, 2023.

Articulation Agreements
The state will support eligible recipients in developing and implementing articulation agreements in the following ways:

- Identification of essential elements and criteria to be used locally and statewide for development of articulation agreements;

- Development of the Career-Technical Articulation Verification, an electronic platform allowing the exchange of data between the departments of Education and Higher Education to facilitate postsecondary career-technical transfer credit opportunities;
- Automation of Career-Technical Credit Transfer into the Program of Study Application;
- Alignment among Programs of Study Career-Technical Credit Transfer elements, Ohio Transfer Assurance Guides, Transfer Modules, Stackable Certificates and Ohio's Partnership for Continued Learning recommendations;
- Communication of common definitions and processes for transfer and dual enrollment/credit opportunities using established state definitions and recommendations provided by Ohio's Partnership for Continued Learning;
- Development and dissemination of a statewide placement policy for non-remedial postsecondary English and mathematics courses; based on a common understanding of what competencies and skills are necessary to anticipate learner success in beginning college-level courses, which will be spearheaded by the work of the Department of Higher Education Articulation and Transfer Advisory Council's Secondary to College Articulation Committee; and
- Support of the design of a system that will remove barriers to full participation of secondary and higher education institutions in dual enrollment/credit programs.

Information about Programs of Study

The following will be disseminated statewide via ODEW and ODHE websites to encourage recipients throughout the state to collaborate where applicable:

- Sample programs of study;
- State criteria for local development of a program of study; and
- State-approved programs of study implemented by local districts.

Additionally, information on adopted programs of study will be disseminated through other electronic communications and state-sponsored meetings and conferences.

Use of Technology

The use of both instructional technology and state-of-the-art industry technology will be expanded and supported by the state in the following ways:

- Establish and monitor secondary Quality Program Standards that include the use of both instructional technology and state-of-the-art industry technology;
- Ensure secondary programs provide adequate facilities and equipment to support the use of technology in the instructional delivery of state-adopted technical and academic content standards;
- Assure classroom practices reflect current and emerging technology used by business and industry within career fields as a compliance factor both relative to qualify as a Perkins subrecipient and for state-weighted career-technical funding; and
- Require programs to meet quality standards regarding the use of technology as part of the state approval process for all postsecondary institutions and accrediting organizations where industry program accreditation is sought.

- Enable postsecondary institutions to use resources from Regionally Aligned Priorities in Delivering Skills (RAPIDS) to ensure regions are purchasing necessary equipment to provide skill training that meets labor market demand..

Allow businesses to train potential and incumbent employees on new and emerging technologies within their industries using the TechCred initiative.

Program of Study Monitoring and Compliance

All Perkins planning, compliance and monitoring guidance will require recipients to:

- Document local stakeholder committee participation and discussions that have occurred regarding the dissemination of information about programs of study to counselors, learners and their families (if applicable);
- Conduct and document a local needs assessment that includes, at a minimum, the requirements set forth in Section 134 of the Perkins V Act;
- Emphasize STEM and other high-skill, high-wage and in-demand programs of study;
- Include special populations as a target audience for program of study counseling and information dissemination; and
- Encourage collaboration with partner education agencies (for example, educational service centers, associate districts, education organizations, Tech Prep) in disseminating programs of study information.

For the state monitoring process, recipients will produce examples of their information dissemination on programs of study, which will be evaluated against the following criteria:

- Engagement of stakeholders;
- Identifying and improving results from the required local needs assessment;
- Emphasis on STEM and other high-skill, high-wage and in-demand programs;
- Addressing of special population needs; and
- Engagement of partner entities as additional disseminators of programs of study information.

5. Recruitment, Retention, and Training of Faculty and Staff

To increase the quality, quantity and diversity of career-technical educators, Ohio will:

- Collaborate with the career-technical education community to recruit and retain instructors who:
  - Represent underrepresented groups, especially in new and emerging areas;
  - Have experience in business and industry;
  - Have sufficient academic and pedagogical knowledge; and
  - Are skillful in working with all learners, including special populations.
- Support a supplemental licensure route for educators holding current teaching licenses and experience related to the career fields in which they will be teaching;
- Support a second supplemental licensure route without additional postsecondary requirements for those with current teaching licenses who can pass a content-

knowledge test in one of five high-demand career fields:
- o Agriscience;
- o Family Consumer Science;
- o Integrated Business;
- o Marketing; and
- o Technology Education.
- Support postsecondary teacher preparation programs and an initial licensure route for business and industry professionals that is time and cost-effective;
- Align alternative career-technical educator preparation programs with the Ohio Resident Educator Summative Assessment, allowing them to be exempt from certain portions of the process; and
- Offer licensure programs throughout the state that are flexible and structured around traditional school schedules.

ODEW and ODHE will ensure quality teacher preparation programs by maintaining:
- Teacher and administrator licensure program standards for career-technical teacher preparation programs;
- Licensure standards for career-technical teachers;
- Teacher licensure programs that are competency-based and can be completed in tandem with teaching experience;
- Consistent discussions with a network of career-technical teachers about critical issues impacting career-technical teacher preparation programs; and
- Support for career-technical preparation programs emphasizing quality career-technical education through use of the quality program standards.

Professional Development for Educators

ODEW and ODHE will support and foster professional development for preservice and practicing career-technical teachers, postsecondary faculty, administrators, and career and academic counselors according to the ODEW and Perkins standards for professional development. Professional development activities will be evaluated to examine who is being served and the extent to which career-technical education goals are being achieved. Ohio's Quality Program Review and Quality Program Standards will align and share in the development and use of professional development activities. An emphasis in professional development will be placed upon:

- Integration of coherent and rigorous academic and career-technical content standards in local programs of study and instructional practices;
- Knowledge and skills that enable educators to address the individual and special needs of learners in rigorous curriculum that lead to STEM and other high-skill, high-wage or in-demand careers;
- Access, engagement and maintenance of high performance for special populations to all career- technical pathways;
- Providing integrated student support that addresses the comprehensive needs of students, such as incorporating accelerated and differentiated learning opportunities supported by evidence-based strategies for special populations;
- Instructional delivery that balances between inquiry-based classroom and

laboratory instruction, experiential learning and engagement in the relevant career and technical student organizations;
- Evaluating student performance data to make informed programming and classroom decisions.

6. Improving Access and Equity

Equitable Access, Enrollment and Outcomes

Through a system whereby expectations for student outcomes, performance indicators and provider accountability are the same regardless of population served, Ohio will make every effort to ensure students who are members of special populations are provided the necessary supports and services needed for success in both academic and career-technical coursework.

The state will require all subrecipients to describe, as part of the locally developed and state-approved comprehensive local needs assessment and application, how students who are members of special populations will:
- Have equitable access to and enrollment in high-quality career-technical education programs;
- Meet or exceed state-adjusted levels of performance;
- Be prepared for high-skill, high-wage and in-demand occupations.

Local subrecipients will be required to identify barriers to access and enrollment for members of special populations. Additionally, local subrecipients will be required to identify gaps in student outcomes for special populations and will be responsible for implementing strategies to address these gaps. Ohio will support implementation at the state and local levels using the following strategies and activities:
- Facilitate secondary equity labs and postsecondary workshops with local recipients to identify gaps in access, engagement and outcomes for special populations. These labs will support recipients by:
  - Providing local recipients with data regarding enrollment and performance measures, disaggregated by special populations and subgroups;
  - Aiding local recipients in ensuring all students, including those who are members of special populations, have equitable access to and are enrolling in career-technical
  - education programs aligned to their individual preferences, interests, needs and strengths;
  - Identifying barriers to experiential and extended learning experiences, such as work-based learning, career and technical student organization participation, and articulated credit, for all students, including special populations and subgroups.
- Provide technical assistance on using data to select and implement strategies for program improvement, including the expansion and development of appropriate

Department of Education & Workforce

services specific to special populations, as identified by local needs. Maintain ongoing collaboration between ODEW's Office of Career-Technical Education and Office for Exceptional Children and ODHE to collectively provide technical assistance to local recipients regarding recommendations and requirements for students with disabilities participating in Career-Technical Education programs;

- Support the work of five regional career-technical planning district consultants who are based out of the regional state support team offices and provide direct technical assistance and professional development to identified districts with regard to students with disabilities participating in career- technical education programs;
- Maintain a network of Career-Technical Education teacher preparation program providers emphasizing the need to provide strategies to preservice and in-service Career-Technical Education teachers (particularly those without pedagogical experience) to effectively instruct members of special populations;
- Support the provision of high-quality career exploration and guidance opportunities for all students, including members of special populations, through the OhioMeansJobs K-12 Backpack, Student Success Plan, and other personalized learning tools into which the Backpack and Student Success Plan may be integrated;
- Provide technical assistance, program performance evaluation and professional development to the educational leadership and instructional staff of Ohio's state-operated correctional facilities, with regard to the delivery of Career-Technical Education programs;
- Maintain ODEW Equity in Career-Technical Education webpage as a resource for local recipients in identifying and selecting evidence-based practices for addressing the needs of special populations participating in career-technical education;
- The state reserve fund should be used to spur innovation and identify promising career-technical education programs, including those that prepare individuals for non-traditional fields;
- Support ongoing development and alignment of the data collection systems for secondary and postsecondary Career-Technical Education programs to improve data-driven decision-making and strategic planning with regard to special populations;
- Require subrecipients, as part of their comprehensive local needs assessments, to consider within their delivery of Career-Technical Education programs supports and/or services to address the needs of:
  o Pregnant or single parent students;
  o Students who are experiencing homelessness, students and/or families who are economically disadvantaged, and students who are in, or have aged out of, the foster care system;
  o Students with at least one parent deployed in active military service;
  o English learners;
  o Students with disabilities who receive specialized support services as required by individualized education programs; and

- Students who are members of special populations as to support their effective transitions from secondary to postsecondary programs.
- Subrecipients also will be required to consider:
  - How they will encourage increased participation of special populations in career and technical student organizations;
  - How they will identify and encourage participation in high-quality work-based learning experiences for special populations;
  - How their allocation funds will be used to promote preparation for special populations in non- traditional fields;
  - How secondary and postsecondary programs will prepare members of special populations to earn diplomas, degrees and/or credentials and;
  - How they will provide professional development activities for leadership and instructional staff with regard to serving special populations.

As part of the state accountability system, if subrecipients fail to meet at least 90 percent of an agreed-upon performance level for any Perkins performance indicator, they will be required to develop and implement improvement plans with special consideration to access, enrollment and outcome gaps for special populations.

Non-discrimination for Special Populations
The state will provide consultant services for secondary and post-secondary leadership on civil rights compliance. These services will include ongoing technical assistance and professional development to district leadership related to equitable access, non-discrimination and improving outcomes for members of special populations. In addition, the state will perform on-site monitoring of civil rights compliance at several career-technical planning districts and colleges per the Methods of Administration document. All subrecipients will provide certificates of assurance of non-discrimination as part of their local plans. The state will facilitate, as needed, the provision of Title IX professional development to coordinators and state staff in cooperation with the federal Office of Civil Rights.

State Correctional Facilities
Using Perkins leadership funds, the State will continue to provide a 1 percent set-aside to support approved career-technical programs operated within the 28 state-operated secure correctional facilities. Currently, funds are distributed evenly to the Department of Youth Services and Department of Rehabilitation and Correction, the agencies that operate secondary and adult career-technical programs in correctional facilities. These programs served 5,570 incarcerated adults and 1,750 incarcerated youth in Fiscal Year 2018. Funds will be used to improve programs through modernization efforts, including support for programs that serve non- traditional learners, and purchase equipment and provide professional development for teachers, including in- service activities for newly hired faculty. As specified in the Perkins Act, no funds from this set-aside will be used for administrative costs.

ODEW and ODHE will collaborate with the Department of Youth Services and Department of Rehabilitation and Correction to provide consultant services for technical assistance to career-technical programs operated by state corrections agencies, including, but not limited to:

Department of Education & Workforce

- Funding approval;
- Program development and approval;
- Comprehensive program performance evaluation;
- Professional development in-service activities;
- Strategic planning assistance.

Federally Assisted Program

To assure compliance with Section 427(b) of the federal General Education Provisions Act, local recipients will be required to assess their Career-Technical Education programs and include in the Perkins application a description of the steps the applicant proposes to take to ensure equitable access to and participation in those programs referenced in Section 427(b). A requirement for state approval of a local application will include an assessment by state staff that activities funded by Perkins do not impede equitable access, participation or potential success based on gender, race, national origin, color, disability or age. The state will evaluate the steps outlined in the application and recommend any necessary changes or additions as part of a standardized approval process.

Implementing Career-Technical Education Programs and Programs of Study

B.2.a. **Describe the career-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)**

Secondary Career-Technical Education Programs of Study

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. Ohio's programs of study include a nonduplicative series of courses that span secondary and postsecondary levels, have multiple entry and exit points, and culminate in a diploma, credential and/or degree. Programs of study developed by ODEW and ODHE are responsive to Ohio's in-demand occupation data, as identified by the Bureau of Labor Market Information and disseminated through OhioMeansJobs.com.

Department of
Education &
Workforce

Career Technical Education
Career Fields
and Pathways

Agriculture and Environmental Systems	Arts and Communications	Business and Administrative Services	Construction Technologies
Agribusiness and Production Systems Industrial Power Technology Animal Science and Management Agriculture, Food and Natural Resources Bioscience Horticulture Natural Resource Management	Media Arts Performing Arts Visual Design and Imaging	Business and Administrative Services	Structural Systems Mechanical, Electrical and Plumbing Construction Design and Management

Education and Training	Engineering and Science Technologies	Finance	Government and Public Administration
Early Childhood Education Teaching Professions	Engineering and Design	Finance	Government and Public Administration

Health Science	Hospitality and Tourism	Human Services	Information Technology
Medical Bioscience Exercise Science and Sports Medicine Health Information Management Allied Health and Nursing	Culinary Arts Hospitality	Barbering Cosmetology Family and Community Services	Information Support and Services Interactive Media Network Systems Programming and Software Development Cybersecurity

Law and Public Safety	Manufacturing	Marketing	Transportation Systems
Criminal Justice Firefighting Emergency Medical Services	Manufacturing Operations	Marketing	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 process that includes industry, business, educators and other subject matter experts. These standards and subsequent courses are updated on a five-year cycle, unless industry changes warrant an earlier review, and are developed using the following three-step process:

   Step 1: **Research and Development –** Engage subject matter experts (educators and industry partners) in reviewing current standards and identifying areas of the standards needing to be updated or enhanced.

   Step 2: Futuring/Advisory Panels – Panelists contribute perceptions regarding changes in the workplace, employment trends, changes in technical skill

Ohio Department of Education & Workforce

requirements, needed workplace readiness skills and available industry-recognized standards and credentials. The 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 Department of Higher Education, 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.

Step 3: Development of Courses – Standards are then organized into courses, in consultation with secondary and postsecondary faculty as well as the 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 Learning 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 Education 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.

Department of Education & Workforce

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. Ohio has chosen work-based learning as one of the federal program quality indicators, and this indicator will be added to Ohio's program review system. These additions to Ohio's accountability system will enhance students' learning experiences by increasing work-based learning opportunities.
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 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 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 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 and in specialized areas.

Program of Study Requirements

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, and specify an example set of aligned postsecondary courses in the pathway.

All standards, courses, assessment requirements and credentials are available on ODEW. During 2019-2020, Ohio updated standards for Health Science programs and assessments for Construction programs as part of the state's regular standards review cycle. During 2020-2024, Ohio plans to update standards and assessments for the following career fields:

Ohio Department of Education & Workforce

- Transportation;
- Human Services;
- Law and Public Safety;
- Business and Administrative Services, Finance and Marketing;
- Agricultural and Environmental Systems;
- Hospitality and Tourism.

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, provide 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, improvement and alignment with labor market needs.

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

Standard 5: Curriculum and Program Design: The Career-Technical Education program includes foundational and specialized courses designed to prepare each student 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 an experiential learning program that connects the technical knowledge and skills learned in both the classroom and laboratory to the workplace.

Standard 9: Leadership Development/Career and Technical Student Organizations: Students participate in Intracurricular career and technical student organizations that promote cognitive knowledge and skill and leadership development..

Standard 10: Student Access: Career-Technical Education programs serve each student 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.

Ohio Department of Education & Workforce

Postsecondary Career-Technical Education Programs

Ohioans can access certificate and degree programs after high school through Ohio Technical Center programs, as well as community colleges and universities. These programs provide multiple entry and exit options, allowing students to access programming in the ways that best suit their career needs. Ohio's robust articulation and transfer system (outlined in the response to question C.ii. below) ensures programs of study are seamless between and across the secondary and postsecondary systems. Ohio implements processes that create alignment between secondary Career-Technical Education and postsecondary technical course outcomes, allowing a student to meet the desired competencies of the postsecondary program for articulated credit. These pathways serve secondary students, traditional-age college students and returning adults, helping them attain credentials (technical certificates, certification, licensure, applied associate or bachelor's degrees) in their selected pathway. Students in postsecondary career-technical education can enter from articulated pathways in secondary programs, but just as many enter independent 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 Career-Technical Education programs in Ohio. Applications for technical designation are reviewed by ODHE 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 Perkins program, Ohio's focus is on technical certificates, licensure and two-year applied associate degree programs. Still, through Ohio's articulation and transfer process, these credentials and the programs associated with the coursework may articulate into apprenticeship and bachelor's degree programs.
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 Certificates/Short-Term Technical Certficate:** 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 ("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:

- o At least one course (three semester credit hours) in the English Composition and Oral Communication area (for example, First Writing, Second Writing, Public Speaking);
- o 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:
  - o 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);
  - o At least one course (three semester credit hours) in the Social and Behavioral Sciences area (for example, Communication, History, Economics, Political Science, Psychology, Sociology);
  - o At least one course (three semester credit hours) in the Natural Sciences area (for example, Anatomy, Biology, Chemistry, Environmental Science, Physics, Physiology).

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 ODEW, 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 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; and
- 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 Safety is an embedded certification for the Manufacturing Skills Standards Council 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 ODHE criteria. In the case of colleges, institutions also are developing specific certificate with labor market value embedded within degree 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-technical education for special populations;
   iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

Secondary Career-Technical Education Program Approval Process and Criteria
Local districts, schools and joint vocational school districts submit new or renewal applications for secondary Career-Technical Education pathway programs through the Career-Technical Education-26 electronic system. Approval is contingent upon complying with the Ohio Career-Technical Program of Study Assurances, which address a variety of quality elements that are derived from and aligned to Ohio Revised Code, Ohio Administrative Code and Perkins legislation and are approved by the State Board of Education. Approved applications are valid for a five-year period and follow a rolling renewal schedule based on approval date.

Required elements for approval are:

- A minimum of least four testable Vocational Tech Prep courses and a minimum of 450 hours from a single pathway;
  - Middle school courses (Vocational Middle School or Vocational Tech Prep codes) must show a continuation to a high school program (can be grade 7 and/or grade 8 courses).
- A minimum of three semester credit hours of college credit opportunities aligned to the technical content of the pathway;
- Secondary-recommended non-career technical courses shall identify all non-technical courses that are appropriate to the career pathway to show integration of academic courses that enhance the program of study;

- Postsecondary-recommended non-career technical courses through the first four semesters of the degree/certificate track. The pathway also identifies recommended academic and technical electives in the same or related field within a pathway;
- Evidence supporting alignment to labor market demand; and
- Evidence of equitable access for each student.

Application are completed by the local districts, schools and joint vocational school districts and are reviewed for approval by the following entities:

- Ohio Tech Prep;
- Career-Technical Planning District;
- ODEW; and
- Community school sponsor, if applicable

Continuous Improvement for Secondary Career-Technical Education Programs
Ohio promotes continuous improvement for its programs of study through the Quality Program Review. The intent of the Quality Program Review is to maximize the use of resources improving the quality of Career- Technical Education programs. The Career-Technical Education Program Review is an annual process. The district conducts a self-review in the first two years of not meeting benchmarks in the compliance system. In the third year, a district implements identified improvement strategies with the assistance of the career-technical district and ODEW. The fourth and fifth years require additional on-site reviews by the Department of Education and Workforce, in collaboration with the career-technical planning district if a career-technical education program is not in compliance with the targets established for the performance indicators.

Expanding Access for Secondary Career-Technical Education Programs
Through the use of equity labs, continued technical support and professional development, Ohio is focused on expanding access to career technical education programs for special populations. The initiatives will support the development of strategies to make continuous progress toward reducing the identified access gaps for special populations.

The criteria for approving locally developed programs of study or career pathway local applications expands access for special populations by requiring:

- Acknowledgement of potential special population access gaps for the requested pathway;
- Strategies for increasing equitable access to the program or pathway for special populations;
- Description of the necessity for the program or career pathway in promoting equitable access for special populations;
- Proposed strategies to provide equitable access for special populations; and
- Alignment of the career pathway or program of study with high skill, high wage, in-demand jobs for special populations.

Department of
Education &
Workforce

Secondary Career-Technical Education Programs Integration of Employability Skills

Employability competencies are embedded within the Career Field Technical Content Standards for each area. The competencies are included in the courses for each program of study and each end-of-course assessment. Districts have a variety of resources for teaching employability skills, including the use of career and technical student organizations to enhance students' learning experiences.

Career and technical student organizations are a partnership of students, teachers and industry representatives working together to ensure the nation has a skilled workforce. Student learning is enhanced through contextual instruction, leadership and personal development, applied learning and real-world application. Career and technical student organizations work as an integral component of the classroom curriculum and instruction. In addition, students have opportunities to hold leadership positions at the local, state and national levels and attend leadership development conferences to network with other students and business and industry partners.

Career and technical student organizations are a critical component of each program of study. Ohio Administrative Code ensures students have access to career and technical student organizations and districts are encouraged and supported to participate in career field-appropriate organizations to help gain leadership and employability skills.

Postsecondary Program Approval for Colleges

At the postsecondary level, institutions 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 Department of Higher Education to be eligible for state funding and 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 are also reviewed, and poor outcomes for these groups are factors considered in review processes. The Department of Higher Education will engage institutions in data review to inform continuous improvement to ensure students have effective academic and technical skill attainment.

Ohio's colleges and universities must go through a program approval process. All institutions seeking approval or authorization to offer instruction must demonstrate the following institutional and program standards are met during the review (more specifics can be found 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 [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 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, curriculum and its alignment with expectations for the discipline; need for the degree; and 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 [Department of Higher Education website](#).
7. **Chancellor's approval**: The request and public comments are forwarded to the chancellor of the Department of Higher Education for final approval.

Postsecondary Program Approval for Ohio Technical Centers

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 Center 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 Center 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 approved list by completing the [New Industry Credential Submission Form](#).

2. **Review**: ODHE 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) requires approval for program, facilities, curriculum, faculty, student-teacher ratios or other items.

    f. **Credit, transfer and placement**: The institution must indicate the 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.

Ohio **Department of Education & Workforce**

The 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 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.

Expanding Access for Postsecondary Career-Technical Education Programs
Through engagement with postsecondary subrecipients on equity populations as well as continued technical support and professional development, Ohio is focused on expanding access to postsecondary career technical education programs for special populations. The initiatives will support the development of strategies to make continuous progress towards reducing identified access gaps for special populations. Institutions will be engaged to consider how effective these approaches are in improving access for special populations.

Postsecondary Career Technical Education Programs Integration of Employability Skills
All postsecondary career technical programs rely on business advisory councils in the development of learner outcomes, ensuring program content is embedded with employability competencies. The Department of Higher Education's approval process ensures consideration of employability skills during review. Finally, outcomes data and accreditor requirements allow for measurement of job placement, which stands as the ongoing balance that employability skills are fully integrated. Review processes by accreditors, triggered by low placement rates, create opportunities to address gaps.

C. i. 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;

Secondary Career-Technical Education Program Communication
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 uses 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/Caregivers
Ohio employs three main mechanisms for communicating directly with parents and caregivers and students about programs of study.

1.   **Agency Websites**: All information regarding approved programs of study can be found on the ODEW website and is available to parents and caregivers 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 Department of Higher Education also posts information on programs of study and career pathways on its website. Resources on the Department of Higher Educations website include videos, webinars and presentations.

Both ODEW and ODHE use social media and email as additional means of communication. Parents and caregivers and students may sign up for ODEW'S general email list and receiver information and updates via email.

2. **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 and 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 is also available at 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 Workforce Innovation and Opportunity Act 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.

3. **State Law Requirements (Dual Credit):** State law requires that families have the opportunity to learn about the state's dual enrollment program, College Credit Plus, on an annual basis. In addition to ODEW and ODHE 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 Career-Technical Education programs of study. ODHE's website provides dedicated space to transparently share requirements of College Credit Plus to students and families.

Representatives of Secondary and Postsecondary Education
Ohio has several mechanisms for communicating information regarding programs of study to secondary and postsecondary educators and administrators. Detailed information about programs of study is posted on the ODEW. Website resources include standards for all courses within each program of study, resources for assessments, industry-recognized credential information and career and 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;

- ODEW 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, issues a regular newsletter to interested parties;
- ODEW communicates with and through the state's professional associations for career-technical educators, including the Ohio Association for Career-Technical Education, the Ohio Association of Career-Technical Superintendents and Ohio Association of Comprehensive and Compact Career-Technical Schools.

- ODHE regularly communicates broadly about the importance of career- technical education to constituents through emailed newsletters, social media and its website.
- ODEW'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-technical information. Finally, HigherEd Highlights is a weekly video series that promotes high points occurring in higher education.
- ODEW and ODHE 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 eleven meetings during a typical program year:
  - Fall and Spring Ohio Career-Technical Administrators Association meetings;
  - Summer Ohio Association for Career-Technical Education conference;
  - Annual regional meetings;
  - Annual Career Connections conference;
  - Fall and Spring Postsecondary Perkins meetings.

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:
1. Career Connections Advisory Council;
2. New Skills for Youth Cross Sector Team;
3. Sector advisory councils;
4. Ohio Association for Career-Technical Education Council of Presidents;
5. Faculty panels for the Secondary Career-Technical Alignment Initiative;
6. Quarterly meetings with career-technical education association leadership (associations meet with state superintendent and other career-technical leadership staff).

Multiple Languages: The Department ensures all documents on the Department website can be translated from English into other languages.

Department of Education & Workforce

Special Populations
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 regarding 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 ensure 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 in the least restrictive environment.

ii. facilitate collaboration among eligible recipients in the development and coordination of career-technical education programs and programs of study and career pathways that include multiple entry and exit points;

Career-Technical Education Programs Multiple Entry and Exit Point Options
Ohio has four mechanisms in place to ensure collaboration among Perkins recipients to provide seamless educational and training pathways for learners with multiple entry and exit points.

1. **Career-Technical Credit Transfer** – The language in section 3333.162 of the Ohio Revised Code requires ODHE and ODEW to develop policies and procedures ensuring that students at an adult career-technical education institution or secondary Career-Technical Education institution can transfer agreed-upon technical courses completed there (that adhere to recognized industry standards) to any public institution of higher education "without unnecessary duplication or institutional barriers."

   Students are guaranteed the transfer of applicable credits among Ohio's public colleges and universities and equitable treatment in the application of credits to admissions and degree requirements. Career-Technical Credit Transfer helps more high school and adult career-technical students go to college and enter with college credit. Technical credit saves students money and time, and Ohio business and industry will benefit from more employees with higher education and advanced skills. Students who successfully complete specified technical programs are eligible to have

technical credit transfer to public colleges and universities. This transfer of credit is described in Career-Technical Assurance Guides, which are advising tools that assist students moving from Ohio secondary and adult career-technical institutions to Ohio public institutions of higher education.

2. **Ohio College Tech Prep** – The six Ohio College Tech Prep Regional Centers serve as liaisons to Ohio's 90 career-technical planning districts, 23 community colleges,14 universities, and 52 adult career centers to ensure high-quality career-technical education programs for students. The regional centers work with their education partners to increase student access to quality Career-Technical Education pathways that provide opportunities to earn college credit while in high school.
The College Tech Prep Regional Centers are jointly managed by ODHE and ODEW's Office of Career-Technical Education.

3. **Career-Technical Education 26 Application Assurances** – New applications or renewals of existing secondary Career-Technical Education pathway programs are facilitated through the Career- Technical Education-26 application process. Approval is contingent upon complying with the Ohio Career-Technical Program of Study Assurances, which address a variety of quality elements that are derived and aligned to Ohio Revised Code, Ohio Administrative Code, Perkins IV/V and are State Board of Education approved.

The assurances assist applicants in confirming that: Technical and academic course offerings must be designed in an Ohio state department of education approved sequence of courses/program of study that meets state approved graduation requirements, creates an educational pathway for grades seven through twelve, and identifies a high-school pathway, a postsecondary pathway, and employment options OAC 3301-61-03 (D)(9).

4. **One Year Option and CTAG's** - ODHE has developed tools that facilitate articulation and transfer at the postsecondary level, enabling students to leverage credentials – credit and non-credit – to additional postsecondary credentials. These mechanisms value all learning and provide multiple entry and exit points for learners engaging in postsecondary credentials.

iii. Describe how the eligible agency will—
Use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career-technical education with such needs, as appropriate;

Secondary Career-Technical Education Program Alignment to Labor Market Data
Perkins V focuses on aligning programs of study to high-wage, high skill and in-demand occupations. In the comprehensive local needs assessment, local leadership teams will provide an analysis of how career- technical education programs are meeting workforce and economic development needs on the state, regional or local levels. The assessment will look at how different resources are used to determine which career- technical education programs of study are made available for students.

The comprehensive local needs assessment (Appendix A.3) provides an unprecedented opportunity to ensure programs of study are aligned to, and validated by, local, regional and statewide workforce needs and economic priorities. Ohio will continually review the alignment between in-demand occupations and the state's career pathways. The alignment will be a resource for local recipients to use when aligning programs of study to local in demand occupations.

Programs of Study that do not Meet the Statewide Criteria for "In-demand Occupation"
Local recipients will be required to ensure the program of study meets the requirements of the Perkins V legislation. Recipients will need to display local or regional demand to be permitted to use Perkins funds for these specific pathways. Applications will include answers to narrative questions and must show they meet four of six elements of evidence.

Narrative Questions
1. What drove your decision to apply for or renew this program of study?
2. What career pathway would you expect students to follow who graduate from this pathway?
3. Programs of study must be tied to labor market demand. How does this program of study align to local labor market needs?

Elements of Evidence
1. 25 percent of students participating in work-based learning experiences.
2. 50 percent of students placed in industry-relevant jobs or programs within six months after graduation.
3. 70 percent of students attaining 12 points of industry-recognized credentials in the relevant career field.
4. Documented job openings in local area (county and surrounding counties) indicating openings for at least 85 percent of students in average program cohort.
5. More than 90 percent post-program placement (not limited to industry relevance).
6. At least two letters from industry partners indicating future intent to hire students from the pathway.

As part of the Career-Technical Education-26 process, local districts, schools and joint

vocational school districts will be required to upload applicable state, regional or local employment data and provide narrative justification for the program. Local implementation of career pathways and programs of study will be subject to:

- Adherence to the review and monitoring by the state;
- Renewal of approvals every five years; and
- Adherence to the Career-Technical Programs of Study Assurances.

The state will maintain open communication and collaboration with local districts, schools and joint vocational school districts in the development of career pathways and programs of study. This will be accomplished by widely vetting the state criteria in the Perkins planning process and disseminating the criteria through state websites and statewide meetings and conferences. The state will continue providing technical assistance and professional development to local schools and districts as needed as they develop local career pathways and programs of study.

iv. Describe how the eligible agency will—
Ensure equal access to approved career-technical education programs of study and activities assisted under this Act for special populations;

Improving Access for Special Populations in Secondary Career-Technical Education Programs
A primary focus of the Ohio Perkins V transition and four-year plans, with an initial focus on students in special populations, is:

- Improving access;
- Enrollment and engagement; and
- Performance for all students.

To support districts in ensuring students have meaningful access and are engaged in high-quality Career- Technical Education programs, ODEW piloted regional equity labs in year one for secondary career-technical programs. Participants in the equity labs reviewed and analyzed data in three main categories: access, engagement and enrollment, and performance. Participants identified performance gaps for students in special populations and identified the largest or most pressing gaps and performed a root cause analysis. Participants clearly articulated a commitment to advancing equity with a plan to specifically address and continually make meaningful progress toward improving the performance of special populations. During the equity labs, participants completed data analysis, discovery and goal-setting activities and exercises that will be useful in fulfilling the Perkins V local needs assessment (Appendix A.3) and local application (Appendix A.1) requirements for equity. The career-technical planning districts are encouraged to set ambitious and achievable goals, collaborate on best practices and share resources. It is not feasible or realistic to expect districts to correct all inequities at once, but it is an expectation that career-technical planning districts identify the greatest opportunities for growth, create plans and commit to improving Ohio's equity in education.

The Root Cause Analysis performed during these labs will provide information for multiple

resources that will be made available on the Equity web page. This web page will include,

- Equity Gap Root Cause Toolkit for each special population and subgroup;
- Best practices for addressing equity gaps;
- Pedagogy tips for implementing a more equitable experience for students;
- Schedule of equity activities; events; webinars and trainings; and
- Urban Expansion link for equity in instructor recruitment, onboarding and retention.

During the second year of the plan, ODEW will pilot training for equity ambassadors within the secondary career-technical planning districts, who will serve as in-district equity support. These ambassadors will be invited to engage in professional development with the ODEW in the form of webinars and labs to create and develop ongoing equity plans. These ambassadors will be offered training potentially addressing:

- Equity awareness education;
- Research strategies to address equity labs root causes for focused gaps on specific demographic groups;
- Support in selecting the strategies with the most meaningful impact & viability using local resources;
- Support in creating metrics and evaluation plans.

Year three, ODEW will conduct another round of regional equity labs. These labs will provide the secondary career-technical programs and the equity ambassadors an opportunity to dive deeper into their data analysis in the three main categories:

- Access;
- Engagement and enrollment; and
- Performance.

Participants will be provided with district data and be asked to bring additional data and materials for a more comprehensive view of their district equity gaps. Activities will include addressing the most meaningful equity gaps and planning new strategies to make continuous progress in closing these gaps using best practices.
Participants will leave the labs with a five-year equity plan that will be used as a tool for the Perkins V local needs assessment (Appendix A.3) and local application (Appendix A.1).

Over the four years of the state plan, Ohio will continue to focus on improving equal access to programs of study for all students. The Department of Education will use its experiences with the equity labs to provide more resources and support for local recipients in ensuring all students have equal access to programs of study. The state plans to partner with relevant organizations in developing multiple professional development opportunities that will build on the success of the equity labs to provide teachers and school administrators meaningful resources**.**

Reference Appendix A.4 Equity Lab Guidance Document

Department of Education & Workforce

v. Describe how the eligible agency will—
coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

Implementation of career pathways and programs of study will be monitored through a state-established review process and must adhere to ODEW Career-Technical Program of Study Assurances. The assurances are developed from applicable sections of Ohio Revised Code and Ohio Administrative Code.

ODEW and ODHE work collaboratively with state workforce development agencies to ensure pathways are aligned to high-wage, high-skill and in-demand jobs. Local recipients are encouraged to collaborate with local workforce development boards to ensure specific programs of study are aligned to local and regional workforce needs.

vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work- based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities;

Ohio recognizes the critical need to connect businesses with qualified people to fill high-demand job openings. Secondary and postsecondary schools need to work in partnership with business and education to identify opportunities to expose and inform students of Ohio's most in-demand jobs. By fostering collaboration and awareness, the education and training system will be in a better position to fill the gaps. This is a key element for preparing a skilled and productive workforce in Ohio.

The Ohio College Tech Prep Centers
The six Ohio College Tech Prep Regional Centers serve as the liaison to Ohio's 90 Career-Technical planning districts, 23 community colleges, 14 universities, and 52 adult career centers to ensure high-quality Career- Technical Education programs for students. The regional centers work with their education partners to increase student access to quality Career-Technical Education pathways that provide opportunities to earn college credit while in high school. The College Tech Prep Regional Centers are jointly managed by ODHE and ODEW's Office of Career-Technical Education.

Work-Based Learning Resources

Ohio has selected work-based learning as a measure of program quality for career-technical education. Work- based learning experiences are conducted at a work site during or after school. They are designed to provide authentic learning experiences to students that link academic, technical and professional skills. Business and education partners work together to evaluate and supervise the experience, which must be documented with training or learning plans and evaluation forms.

ODEW's Work-Based Learning webpage includes resources for business and community partners, schools, educators and families and students to assist in initiating the student-industry relationship and creating a seamless process for the experience.

SuccessBound

To address career-focused opportunity knowledge gaps, Ohio has launched SuccessBound. SuccessBound is an educational approach and communication strategy that brings together Ohio's strong business and education partnerships to engage and inspire students about career opportunities.

- SuccessBound businesses collaborate with schools to develop the local workforce. They invest in schools to create educational pathways and provide work-based learning experiences that prepare students for jobs that are available now. They communicate openly with schools about what skills students need to have when they graduate.
- SuccessBound students take active roles in planning their futures by exploring career interests early and considering how to align their interests to careers. They consider what education and training is needed to reach their goals. They respond to financial concerns by earning free college credits in high school and following a pathway that allows them to work in a related field while continuing their education. These students dedicate themselves to long-term goals and commit to continuous lifelong learning.
- SuccessBound families support the pathways that help their students meet their goals. They encourage districts to find ways for the students to gain the skills they need. They are aware of the demands of their local economies, and they encourage businesses and schools to prepare students to work in those economies. They encourage lifelong learning.
- SuccessBound communities communicate with schools about the needs of the local economy. They actively foster collaboration between schools and businesses to help grow the local workforce.

Ohio Means Internships and Coops (OMIC)
At the postsecondary level, the Ohio Department of Higher Education has worked to build linkages between coursework and the workplace through Ohio Means Internships and Co-ops. Through this initiative, the Department of Higher Education distributes financial and technical assistance resources to strengthen work- based learning opportunities for college and university students at employers. This includes guidance on ways in which faculty can work with employers to ensure students have meaningful learning experiences in their placements. These grants have built institutional capacity and provided resources to support student wages. In 2014, the 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 collaborated 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.

vii. improve outcomes and reduce performance gaps for career-technical education concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

Equity Labs and Comprehensive Local Needs Assessment
The comprehensive local needs assessment will assist districts in identifying performance gaps for Career-Technical Education concentrators and members of special populations, allowing the state to identify thematic performance gaps and develop targeted assistance that can be used to benefit all local recipients. While some initiatives may be applicable at the state level, the process enables districts to recognize gaps and develop strategies at the local level using state-provided geographic information system spatial data mapping tools and disaggregated state-determined indicator reports.

ODEW is integrating equity-focused requirements across statewide processes associated with career-technical education. The Department piloted equity labs with local Perkins recipients during the transition year to identify access, engagement and performance gaps, analyze causes of those gaps, and create plans to reduce those gaps in coming years. The equity labs provided the opportunity for local recipients to work with the Office of Career-Technical Education in a facilitated environment to complete the equity section of the comprehensive local needs assessment (Appendix A.3). The work performed in the equity labs "trained the trainer," allowing local recipients to complete the remaining five sections of the assessment in collaboration with their local stakeholders. Piloted equity labs served as a developmental model for sustainable implementation throughout the Perkins V four-year period.

Urban Expansion Team
The Urban Expansion Team provides career-technical support to Ohio's eight largest urban school districts. These districts were selected for additional support due to their size, the diverse populations they serve, and the challenges associated with successfully implementing career-technical programming in a large urban setting. Targeted areas of support are:

Department of Education & Workforce

- Challenges surrounding recruitment and retention;
- Expansion of career-technical programming;
- District planning and goals; and
- Reduction of participation and performance gaps.

Office for Improvement and Innovation
ODEW's Office for Improvement and Innovation oversees and is part of the State System of Support. The State System of Support is in place to assist schools and districts in increasing student outcomes and achievement. This system includes educational service centers, state support teams, instruction technology centers and direct supports from the Department. This system uses the Ohio Improvement Process as a framework to establish systemic collaborative structures designed to support development and implementation of focused goals and a strategic plan looking at both students' academic and non-academic needs. The continuous improvement cycle becomes the process for district and school core work and is used to implement, monitor and evaluate their goals and strategic plan.

The Office for Improvement and Innovation also provides information and support for vulnerable student populations, including children who are homeless, in the foster care system or involved in the justice system.

State Support Teams
When targeting areas to improve achievement, schools and districts can access resources through a state support team to assist and support their efforts.

State support teams are comprised of local and regional Ohio educators with a history in school improvement, preschool and special education. ODEW coordinates 16 regional teams.

The state support team expands a district's leadership team to add specially trained educator experts to work to improve climate and learning outcomes for all students. The state support team uses research-based practices to help build custom solutions with the district team for central office staff, building administrators and teachers and partners to design concrete measures. These solutions boost organizational efficiency and provide coordination and support for common barriers in school improvement and services for low-performing students.

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)

Career-Technical Education Student Postsecondary Credit Options
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 postsecondary credit opportunities 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.
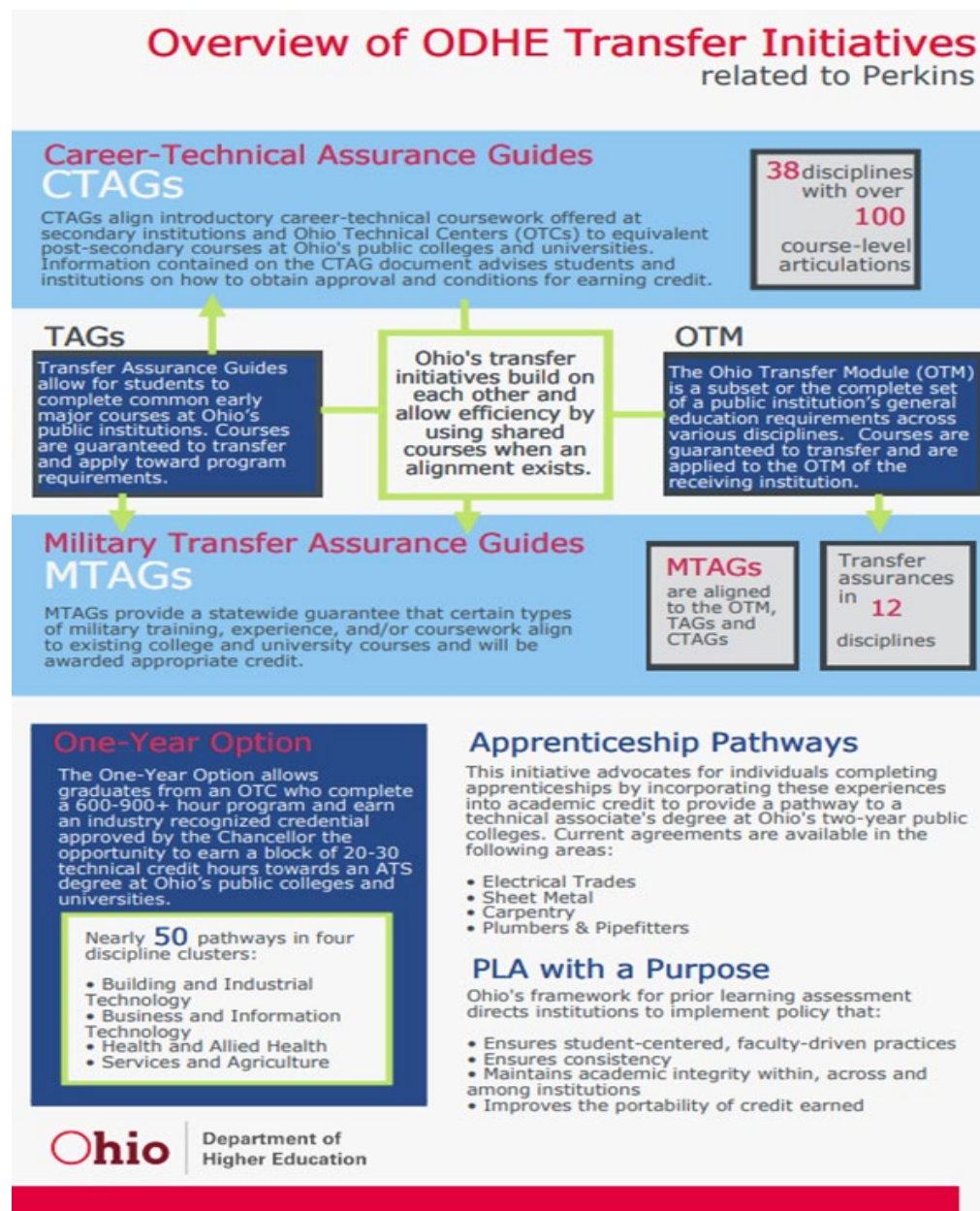
Dual Enrollment: College Credit Plus

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 simultaneously by taking courses from Ohio colleges or universities. The purpose of this program is to enhance students' career readiness and postsecondary successes, while providing a wide variety of options to college-ready students at no or limited cost 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 Career-Technical Education pathways to meet high school graduation requirements. ODEW and ODHE maintain guidance for families, districts and postsecondary institutions on how students can access College Credit Plus courses, including career-technical education courses, on the agencies' websites.

Articulated Credit: Career-Technical Assurance Guides

In addition to College Credit Plus, Ohio career-technical students can earn postsecondary credit through the state's extensive credit articulation system. Career-Technical Assurance Guides 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 from the Career-Technical Assurance Guides process. The initiative is a collaborative effort between ODHE, ODEW and Ohio's public institutions of higher education. Aligned and agreed-upon technical courses provide students with opportunities to earn college credit without unnecessary duplication or institutional barriers.

The Career-Technical Articulation Verification technical initiative is a collaborative effort between the ODEW and ODHE to eliminate the barriers of the previous paper-based process and streamline post-secondary career-technical transfer credit opportunities. New technology will allow the electronic exchange of data between the two agencies into the Higher Education Information system. The integration of Ohio Department of Education's Career-Technical Education-26 application process and Ohio Department of Higher Education's Course Equivalency Management Systems will allow for the automation of the submission and approval of secondary courses that align to Career-Technical Assurances Guides.

Career-Technical Assurances Guides are developed using a faculty-led, five-step process:

Step 1: Defining – Faculty panel meets to define the learning outcomes;
Step 2: Agreeing – Statewide surveying seeks to obtain agreement on the learning outcomes;
Step 3: Matching – Faculty match, or align, ODEW Career Field Technical Content Standards to each of the learning outcomes and distribute a second endorsement survey statewide;
Step 4: Submitting – Institutions with similar or equivalent courses must submit course materials to determine if there is an alignment with the newly created the Career-Technical Assurance Guides; and
Step 5: Reviewing – Faculty review panels validate course materials.

Students who successfully complete secondary technical courses with approved the Career-Technical Assurance Guides will earn equivalent credit at postsecondary institutions with comparable courses.

Competency-Based Options: Work-Based Learning
ODEW and ODHE 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 ODEW website. Students can demonstrate mastery of competencies identified in their training plans to earn credit in academic and technical coursework.

E. Describe how the eligible agency will involve parents, academic and Career-Technical Education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its Career-Technical Education programs. (Section 122(d)(12) of Perkins V)

Topical stakeholder committees were assembled to review and provide feedback on key topics in the Perkins Four-Year State Plan, including equity, local needs assessment, data and accountability, programs of study to be developed and/or supported by the state, high-quality programs of study, implementation timelines and connections to other programs across the state. Members of the stakeholder committees were expected to:

- Attend all meetings, either in person or virtually;
- Review materials in advance and share relevant information with their constituents to receive feedback;
- Share their feedback, as well as any comments received from the groups they represent; and
- Share opportunities for engagement with the groups they represent.

To assist in the plan development process, Ohio created a state plan stakeholder engagement committee and appointed all required stakeholders necessary to develop the full four-year state plan. Positions and organizations represented are described in A.1. of this plan. In addition to the established functions of business advisory councils described in B.1.a, they are included as a required stakeholder group for many sections of the comprehensive local needs assessment process.

Ohio's Quality Program Standards for Career-Technical Education Programs were created as an instrument to guide and facilitate continuous program improvement with a common set of standards for all secondary career- technical education programs. Standards surrounding school and community relations and program planning and evaluation guide programs in the involvement of all stakeholders in the planning, development, implementation and evaluation of its Career-Technical Education programs.

F. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.

Reference Appendix A.1 Local Application Template

G. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.

Reference Appendix A.2 Local Needs Assessment Guidebook Reference
Appendix A.3 Local Needs Assessment Template

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: 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: 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;
- Include the opportunity for students to earn relevant credentials of value as appropriate for the technical area;
- Integrate academic content as appropriate for the course;
- Integrate career and technical student organizations, to the extent possible;
- Integrate work-based experiences, to the extent possible; and
- Assess the attainment of technical skills within the program using the appropriate technical

Department of Education & Workforce

assessment, as identified in the program and assessment matrix.

Quality: Programs must meet the state's "in compliance" benchmark, as outlined in the state's annual program review process. For FY20, this requires the state-determined percentage 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 the state-determined placement rate. Programs that do not meet the benchmarks for placement and technical skill must participate in the appropriate corrective action planning process, as identified by ODEW. Perkins recipients must examine student performance data by subgroup and special populations. 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-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;
- Join a Perkins consortia if they do not generate enough credit hours or clock hour full-time equivalents to be eligible Perkins concentrators 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 Department of Higher Education's program approval processes;
- Provide equal access to high-quality career-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 willprovide them with high skills and opportunities to earn high wages within in-demand occupations;
- Provide adequate and appropriate services of support that may assist students with program completion.

Quality: Ohio Perkins postsecondary institutions must:
- Hold relevant institutional and program accreditation by an accrediting body recognized by the United States ODEW;
- Continue to maintain accreditation and academic standards of high quality for programs and

student support services offered by the institutions as defined by their accreditors;
- Have submitted all pertinent student and program information based on the 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 (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 Department of Higher Education's Career Technical Credit Transfer Assurance Guides and College Credit Plus standards;
- Be able to demonstrate the ability to adequately place students in further education and related employment; and
- 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.

I. Meeting the Needs of Special Populations
   a. **1.Describe the eligible agency's strategies for special populations, including a description of how individuals who are members of special populations—**
      II.   **will be provided with equal access to activities assisted under this Act;**
      III. **will not be discriminated against on the basis of status as a member of a special population;**
      IV.   **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;**
      V.   **Will be provided with appropriate accommodations; and**
      VI.   **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. _Each Child, Our Future_ renews Ohio's commitment to creating the learning conditions that ensure each child is challenged, prepared and empowered.

To support this, ODEW is integrating equity-focused requirements across statewide processes associated with Career-Technical Education. The Department piloted equity labs with local Perkins recipients during the transition year to identify access, engagement and performance gaps, analyze causes of those gaps, and create plans to reduce those gaps in coming years. Additionally, all state-approved secondary career-technical education programs must meet all

state and federal requirements regarding 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.

ODEW's Office of Career-Technical Education and Office for Exceptional Children collaborate extensively on cross-agency activities with Opportunities for Ohioans with Disabilities. Teams from the Office of Career-Technical Education and Office for Exceptional Children 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 memorandum to career- technical educators regarding the provision of special education services in career-technical pathways.

Additionally, the Office for Exceptional Children finances and supports the work of five regional career- technical planning district consultants at the state support team offices. The primary 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-technical centers on the development of a communications plan.

To ensure students with disabilities are being appropriately served in career-technical education programs, the Office for Exceptional 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 from the Offices for Exceptional Children and Career-Technical Education also connect with, and engage in, statewide initiatives to support this population. For example, representatives serve on the Ohio Employment First Taskforce and the National Technical Assistance Center on Transition's 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 improving services for this population. Additionally, the offices worked together to ensure students participating in secondary career-technical education courses are provided relevant accommodations per their individualized education programs when taking technical assessments.

Ohio **Department of Education & Workforce**

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

Ohio piloted regional career-technical education equity labs for secondary career-technical programs as part of the completion of the local needs assessment. These labs were facilitated by ODEW staff and required each of the career-technical planning districts to bring a team of local stakeholders together. Teams identified by each career-technical planning district include local educators and administrators, workforce development professionals, Tech Prep Center regional staff, school counselors and other participants identified by the lead district. State staff guided local teams through a series of facilitated activities to identify and plan for equity. Activities included:

- Data analysis and review
  - ODEW developed 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 was 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 identified all access, engagement and performance gaps between student subgroups and subpopulations. This information is used as the basis for local equity planning and shared with local stakeholders as part of the local needs assessment process.
- Root cause analysis
  - Local recipients identified the largest and/or most pressing gaps to be addressed in their local applications. Teams then conducted root cause analyses on their identified gaps.
- Planning for equity
  - Teams developed goals and action plans to address their identified gaps, as well as plans to evaluate their successes and adjust plans as needed each year. The resulting plan is included as part of the local needs assessment and application.

In the future, continued support will be provided through technical assistance offerings and further in-person interactions.

The Department of Higher Education's Equity Workshops were developed to assist postsecondary institutions in understanding how equity gaps within the data and institutional practices can be identified and modified to reflect institutional missions of serving all students and staff in an equitable manner. The Workshops were done in conjunction with National Alliance for Partnerships in Equity and focused on the following:

- Review of the National Alliance for Partnerships in Equity Program Improvement Process for Equity as a model for institutional improvement within the Perkins Comprehensive Local Needs Assessment;
- Apply an equity lens to the Perkins Comprehensive Local Needs Assessment process within Ohio;

Department of Education & Workforce

- Analyze existing institutional data to identify equity gaps in participation, concentration, andcompletion of student subpopulations;
- Understand how to complete a grounded root cause analysis.

Institution representatives have the responsibility of taking what they learned in the workshop and explaining it to their Perkins stakeholder teams and then using what they've learned to identify gaps in quantitative and qualitative data helping institutions to design strategies and goals to close equity gaps. The Department of Higer Education will continue to work with institutions using what has been learned through the workshops to continually throughout the Plan to provide technical assistance and support in closing equity gaps.

Postsecondary Strategies to Support Equal Access, Opportunity and Success
The Department of Higher Education will ensure all participating institutions have non-discrimination clauses that promote equal access to individuals enrolling at their schools. The clause should emphasize that 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." These non-discrimination clauses will be posted on websites and other relevant materials with an emphasis on serving students, staff members (faculty, administrators, counselors) and the public at large.

Further, the Department of Higher Education will make it a priority to collaborate with the state's chief student affairs officers at 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.
This collaboration will have an overall focus on equity and closing equity gaps within these special population areas. These efforts will help postsecondary institutions focus strategies and tactics to improve access and outcomes for special populations.

J. Preparing Teachers and Faculty

i. **Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career-technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)**

Competent, caring teachers are the single greatest contributor to a child's success in school. Principals are a close second. Effective principals know how to inspire teachers, serve as instructional leaders and transform a school's culture. Excellent educators use high-quality, culturally responsive instructional practices to enhance each child's learning experience.

A responsive education system has a highly effective teacher in every classroom and a highly effective leader at the helm of every school. The following strategies are aimed at producing highly effective teachers and leaders who are supported by the best instructional supports.

A steady stream of highly effective new teachers is necessary to educate Ohio's increasingly diverse body of students who have nuanced learning needs. Although Ohio has many teacher preparation programs, national indicators signal that the supply of teachers might be decreasing. In the face of this looming shortage, today's classrooms present increasingly complex challenges for current and new teachers. More children enter Ohio's classrooms with exposure to trauma. Changing state demographics mean children and families bring greater cultural diversity into the classroom. As a result, more children need personalized learning and differentiated instruction that is culturally relevant. Ultimately, teachers need school leaders who understand how to create and sustain an environment where all students — and all caring, committed adults — grow and learn.

In addition to the Career-Technical Education specific initiatives found in Recruitment, Retention, and Training of Faculty and Staff (B.1.d.5.), the state has developed the following strategies to ensure a steady talent pool of highly effective teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel and paraprofessionals. Efforts will be needed at the state level to address the educator career continuum. Illustrated below, the continuum begins when a prospective teacher candidate enters an educator preparation program. It ends when an educator retires or exits the system.

Growing and attracting excellent candidates: In conjunction with key educator stakeholder groups, Ohio and its partners are taking steps to attract more individuals to the teaching profession. Low morale, limited compensation and other issues have discouraged individuals from becoming teachers. At the same time,many educators are motivated and impassioned by positively touching the lives of children, and jobs in education are among the most stable in the economy.

The state also supports school and district efforts to groom prospective teacher candidates to stay in their communities and teach in their local schools. Many regions across Ohio have created

and applied "grow your own" programs. The programs expose local candidates to the teaching profession at a young age and recruit them back to teach after they earn initial licensure. This strategy has been effectively used to recruit individuals from under-represented groups.

Culturally Responsive Educators: Ohio is addressing its equity issues by taking actions to ensure each student has access to an effective teacher. During piloted equity labs, state staff is engaging with local recipients in analysis of teacher educator demographic data to identify disparities in relation to student populations. As local recipients develop strategies to ensure a culturally responsive environment for all students, they are encouraged to take advantage of state resources for culturally responsive practices. The state has developed a culturally responsive practices program to assist educators, administrators and support staff in improving instruction for special populations.

A culturally responsive practices program is an approach that encompasses and recognizes both students' and educators' lived experiences, culture and linguistic capital. Culturally responsive educators reflect on their students', as well as their own lived experiences, culture and linguistic capital to inform, support and ensure high-quality instruction. They have high expectations of their students and demonstrate positive attitudes toward student achievement; they are committed to involving their students in multiple phases of academic programming, thereby supporting the unique abilities and learning needs of each student and fostering student success.

The culturally responsive practices program includes four courses (listed below), which are available through the ODEW's Learning Management System and the Ohio Leadership Advisory Council. Learning can be facilitated in professional learning communities and is supported with facilitator guides and train-the-trainer opportunities. It also can be accessed by an individual through the online learning platforms.

The four courses include:

- Introduction to Culturally Responsive Practice;
- Cultural Responsiveness;
- Socio-Political Awareness;
- Academic Achievement.

Strengthening and refining teacher preparation: In collaboration with colleges of education and teacher preparation programs, Ohio is improving preservice training and individualized preservice supports. Examples include requiring sharpening the focus of preparation programs to better address differentiation, instructional practices (including trauma-informed practices), cultural relevancy and student supports. Ohio's Resident Educator Program, regarded as a national model, provides additional early service supports to teachers as they aspire to full licensure.

ODHE prepares Ohio Educator Performance Reports on an annual basis. The report can be used to inform and enhance teacher preparation practices. The report permits the public to view aggregate data for all graduates statewide and by institution and program area. School districts and charter schools can use the report to make informed decision about hiring. Students interested in pursuing educator preparation programs can use the report to make decisions regarding which program to attend. Institutions of higher education can use the report to inform continuous improvement efforts,

program planning, and research. The data will also assist state and institutional leaders in identifying trends to guide development of targeted improvements in educator preparation programs throughout Ohio. ODHE will continue its current practice of regularly convening representatives from schools, colleges, and ODEW to review report data and format and continuously address improvement opportunities related to emerging research and information learned from key state and national efforts.

Leveraging alternative preparation programs: In the face of a looming educator shortage, state- and federally approved alternative teacher preparation programs can help expand the talent pool. Some of the best alternative programs apply rigorous selection processes, emphasize personalized preservice training and deliver in-service supports that continue once the teacher is assigned to the classroom.

Successful school leaders create the conditions necessary for teachers to excel and students to succeed. They provide clear direction, analyze data, visit classrooms, transform building culture, review school and system goals and cultivate an environment of continuous learning that engages teachers in their professional learning at every step of the way. However, identifying and developing effective leaders is no easy task.

Finalizing new principal standards and refining the preparation process: To help, Ohio revised its standards for principals. These define what principals need to know and be able to do and emphasize a leader's role in building a collaborative learning culture for students and caring, committed adults. The newly revised standards will drive improvements to principal preparation programs and the state's principal evaluation system.

Supporting school leaders: In turn, the state is providing additional technical assistance to help in-service principals build capacity and hone their skills. To that end, Ohio increased its support for principal mentorship programs that pair new and seasoned principals together. The experienced principal provides ongoing counsel and support. The program helps new principals provide high-quality, actionable feedback to teachers. It also helps them creatively manage school schedules so that teachers can collaborate, reflect, adjust lessons and practice new approaches.

Supporting leader recruitment: The state is working with educational service centers and other education intermediaries to offer technical assistance aimed at helping schools and districts identify candidates who are likely to become effective principals.

As Ohio shifts to recognize the importance of all four equal learning domains, educators need to implement instructional practices that reflect and maximize a student's understanding of those domains. The most effective instructional practices are personalized, culturally relevant and directly engage the student in the experience.

Sharing best practices: At the state level, steps are being taken to share and disseminate instructional best practices with teachers, including curriculum, instructional approaches and materials that are informed by research, the school's individual needs, local community standards, student composition and teacher capacity. Educators also should have access to options for delivering the best digital and personalized learning (building on the Future Ready Framework). Options include project and case-based learning, STEM and STEAM (science,

Department of Education & Workforce

technology, engineering, the arts and math) or other similar instructional techniques that challenge students to solve problems creatively through an integrated approach to learning. To effectively teach, educators must know how to individualize and differentiate instruction to meet the learning needs of students with disabilities, students of all cultures, English learners and gifted students.

Partners play a critical role in ensuring an abundant supply of educator talent. This starts with higher education, which has the greatest hand in preparing tomorrow's teachers and school leaders. Business, industry and community partners enrich professional learning opportunities for educators and transform instructional delivery through real-world experiences.

Fiscal Responsibility

C.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

Secondary Career-Technical Education Program Approval Process and Criteria
In the first year, subrecipients will use Ohio's Comprehensive Continuous Improvement Plan, an electronic tool for grant approval, as means to submit four-year applications for local Perkins implementation and annual approval as Perkins recipients. For subsequent years, a comprehensive electronic system will be developed for the comprehensive local needs assessment and application approval. Recipients will be required to complete the comprehensive local needs assessment every two years and adjust the local application, where applicable, based on identified improvement opportunities.

Assigned state staff will review secondary local applications for completeness and compliance with Perkins requirements. To secure final approval, applications must a) ensure that resources are targeted to promote academic achievement and technical skill attainment, including skill attainment that leads to a recognized postsecondary credential; and b) ensure the comprehensive needs assessment under section 134(c) takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. State staff approving applications will be trained in the use of criteria designed specifically for Perkins V approval.

Applicants must follow all requirements of section 134 of the Perkins Act. All required and permissible uses of funds, as described in the Perkins Act, apply under Ohio's Four-Year Plan. A description of results from the comprehensive local needs assessment must include, at a minimum:

- Student performance gaps among subgroups and how those gaps will be addressed;
- Work-based learning opportunities;
- Decision-making progress for offering programs based on local needs assessment and review of alignment to current labor market information and a description of

any new programs being offered;

- Integration of academic and career-technical education content through use of Ohio's Learning Standards and opportunities for postsecondary credit in high school;
- Process for recruiting, retaining and professionally developing teachers, faculty, administrators, specialized instructional support personnel and all other relevant parties;
- Strategies for increasing access to and success in career-technical education programs for special populations, equitable and widespread career exploration and guidance for each student throughout their experience with career-technical education.

All expenditures must show alignment with the results in the following categories of the comprehensive local needs assessment and developed implementation strategies to close identified gaps. Applicants will be able to select the required uses of funds they wish to address. Highly encouraged expenditures will be those that directly connect to:

- Career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in career-technical education programs, in making informed plans and decisions about future education and career opportunities and programs of study;
- Professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals;
- Strategies for increasing access to and success in career-technical education programs for special populations;
- Within career-technical education, the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;
- Support for the integration of academic skills into career-technical education programs and programs of study to supports;
- Planning and execution of elements that support the implementation of career-technical education programs and programs of study that result in increasing student achievement of the local levels of performance established under section 113;
- Development and implementation of evaluations of activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

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 ODEW website and include the following:

Ohio Department of Education & Workforce

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.

Postsecondary Career-Technical Education Program Approval Process and Criteria
All postsecondary recipients approved to receive Perkins funds must agree to the operational standards established in consultation with all Ohio postsecondary institutions by the Department of Higher Education.

Department of Education & Workforce

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 the following institutional and program standards are met:

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

For these institutions to remain in good standing with their accreditors and the Department For these institutions to remain in good standing with their accreditors and the 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 Department of Higher Education through the proper channels, meeting all submission deadlines.

C. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

Secondary and Postsecondary Career-Technical Education Program Labor Market Alignment
Ohio has developed a comprehensive local needs assessment template (Appendix A.3) to assist Perkins recipients in ensuring a tight match between local program offerings and labor market needs. The Labor Market Alignment section of the assessment provides an opportunity for the recipient to investigate, analyze and provide findings and actions for the following questions:

- What are the highest projected growth industries in my region? What occupations are part of that industry?
- How are Career-Technical Education programs offered aligned to engage learners in the high-skill, high- wage or in-demand industry sectors or occupations in your region? How do Career-Technical Education program enrollments align to projected job openings for each industry sector?
- How are local stakeholders being consulted and engaged to ensure the career-technical education programs are aligned to high-skill, high-wage or in-demand industry sectors or occupations in the region (for example, pathway advisories, Business Advisory councils and program advisory boards)?
- How often does the local recipient receive information from the Workforce Innovation and Opportunity Act Board on plans for the county and region to enhance workforce and economic development opportunities? How often is this information reviewed to help determine what technical programs to develop?
- In evaluation of students enrolled in Career-Technical Education programs aligned with high-wage, high- skill or in-demand, what gaps exist?
- What are the Career-Technical Education programs that have under representations of the subpopulations?
- What systems and processes are in place to ensure equitable opportunities for students of subpopulations in programs and programs of study leading to high-skill, high-wage or in-demand industry sectors or occupations?

Recipients will be required to upload their comprehensive local needs assessments as a part of their local applications for Perkins funds. They also will be required to provide economic data, along with a narrative justification of state, local or regional need as a component of the Career-Technical Education-26 program approval and renewal process.

C.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-technical education at the secondary level, or career-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 Career-Technical Education Funding Levels
Ohio currently determines the split of funds between secondary, postsecondary and adult recipients via agreement between the ODEW and ODHE. 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 3-5 percent to secondary, postsecondary or adult recipients via competitive grant using the Reserve Fund. This grant will prioritize applications in which secondary and postsecondary partners are collaborating. Furthermore, the grant will target closing equity gaps in career-technical education programs on the secondary and postsecondary levels aligned to in demand jobs in the state.

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

Postsecondary Career-Technical Education Program Consortia Structure
For consortia formed at the postsecondary level, the consortium's fiscal agent will manage Perkins funds in the following manner:
- The Carl D. Perkins Act, Sec. 132 (a)(3)(B) states that funds allocated to a consortium 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.
- The consortia's fiscal agent will be responsible for accessing funds through the Department of Education's Comprehensive Continuous Improvement Plan budget system.
- The fiscal agent will be responsible for submitting all fiscal information to theDepartment's Comprehensive Continuous Improvement Plan budget system.
- Funds may not be reallocated to individual members of the consortia for purposes or programs benefiting only one member of the consortia.
- 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.
- Consortia partners must jointly decide on goals and strategies, determining how funding willbe used to address these specific goals and strategies at each Perkins-eligible institution.
- Consortia will operate as single entities, selecting one Perkins-eligible institution within the consortia to serve as the consortia's fiscal agent.
- The fiscal agent also will be responsible for submitting cash requests for funds throughthe system, as well as submitting budget information at the close of the year for the Final

Expenditure Report (FER).
- 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 to respond to state requests and inquiries.

C.3. **For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career-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-technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)**

Secondary Career-Technical Education Allocations to Career-Technical Planning Districts
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 career-technical planning districts. Allocations are distributed to the lead district of each career-technical planning district and distributed locally based on local application approval. 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 facilities reside. 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 then is 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 then are calculated and weighted based on poverty rate (70 percent) and population (30 percent).

The total allocation to secondary recipients via this formula is $29,591,169.98

C.4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career-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.

Postsecondary Institutions and Adult Career-Technical Education Allocations to Providers
The total allocation to postsecondary and adult institutions is $8,346,227.43. Of those funds, $3,793,739.75 is allocated for adult Career-Technical Education providers, and $4,552,487.68 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 Pell grants or are verifiably documented as economically disadvantaged (beneath poverty line, SNAP, TANF, etc.) through other state-approved means at a given institution. The colleges will use headcounts 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 then will 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.

C.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

Secondary Career-Technical Education Data Adjustment Processes
ODEW annually verifies any changes to school district boundaries or relationships within career-technical planning districts prior to releasing Perkins allocations to local recipients. Additionally, the Office of Career-Technical Education reviews the assignments of community schools to career-technical education planning districts. 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 then are 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 then are 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 Small Area Income and Poverty Estimate Program estimates in the districts in which they reside.

C.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-technical education Act of 2006 (Perkins IV).

ODEW will not submit an application for a waiver to the secondary allocation formula described in section 131(a).

C.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-technical education Act of 2006 (Perkins IV).

Postsecondary Career-Technical Education Alternative Allocation Formula
An alternative allocation formula is proposed by the Ohio Department of Higher Education for distribution of the postsecondary allocations. The proposed formula creates a single formula for both higher education and adult workforce education and has the effect of increasing the number of disadvantaged learners who can be reflected in the allocations. The alternative formula reflects not only Pell Grant recipients but also the following:
   A.   learners who are Pell Grant eligible; and
   B.   learners who are documented as economically disadvantaged under other state and federal aid initiatives, such as TANF/SNAP funding. In this alternative formula, all counts will be nonduplicative.

The addition of Pell Grant eligibility in combination with receipt of a Pell Grant captures more disadvantaged individuals for reasons such as:

- Not all learners collect the Pell Grant for reasons such as program length is less than Pell eligibility, so they simply don't apply; and
- Misunderstanding about the student aid process and an unwillingness to take out student loans.

In addition, by including other federal and state evidence of economic disadvantage in the formula, more economically disadvantaged individuals will be counted because some individuals do not apply

for Pell grants. Especially those participating at the Ohio Technical Centers because often they do not qualify for Pell grants because the length of their credential-based rather than degree-based educational programs do not qualify them for Pell grants. These individuals do, however, experience economic disadvantage that can be verified through other sources. This is a similar waiver request which was received under the prior Carl. D. Perkins Act: however, it is very specific to economically disadvantaged as opposed to all special populations' students, whom may not adequately reflect individuals in economic need.

C.8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) ofPerkins V, describe the process and criteria for awarding those funds.

Ohio's greatest education challenge remains equity in education achievement for each child. In preparing to increase equitable access, engagement, and outcomes for Ohio's students, particularly those that are included in special populations as defined in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Ohio has committed to assisting local recipients in identifying "equity gaps" in their local enrollment and performance data, particularly in career field pathways that are aligned to in-demand jobs. To foster and incentivize innovative strategies to address these gaps, Ohio will allocate 3-5 percent to secondary, postsecondary or adult recipients via competitive grant using the Reserve Fund.

This competitive grant will assist applicants and the state in identifying and promoting promising practices for equity in career-technical education delivery. The grant will prioritize applications that include collaboration between secondary and post-secondary partners, with strategies that focus on the promotion or expansion of programs of study aligned with state-identified high-skill, high-wage, or in-demand jobs. Additionally, the grant will support local recipients in the ongoing development and alignment of local data collection systems to improve data-driven decision-making and strategic planning regarding special populations and subgroups.

C.9. 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-Technical Education Act of 2006 (Perkins IV).

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

Department of Education & Workforce

Accountability for Results

D.1. **Identify and include at least one (1) of the following indicators of career-technical education program quality—**
a. **the percentage of career-technical education concentrators (see Text Box 6 for the statutory definition of a career-technical education concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;**
b. **the percentage of career-technical education concentrators graduating high school having attained postsecondary credits in relevant career-technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or**
c. **the percentage of career-technical education concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)**

The State of Ohio will use the percentage of Career-Technical Education concentrators graduating from high school having participated in work-based learning as an indicator of career-technical education program quality. Stakeholders representing the career-technical education community felt the work- based learning indicator provided equitable access for all students in all career pathways. Additionally, state policy already exists for industry credential and postsecondary credit attainment through the state report card and graduation requirements.

Work-based learning is defined as sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction. Experiences may include one or more of the following:

- Job Site Placement and Internship;
- Apprenticeship and Pre-Apprenticeship;
- Remote/Virtual Placement;
- Entrepreneurship;
- School-based Enterprise;
- Simulated Work Environment.

Students should accumulate 250 hours of work-based learning aligned to the program of study, graduation plan for students in the classes of 2023 and beyond, or student Success Plan beginning when students identify as ninth-graders. Students may accumulate hours across multiple types of work- based learning experiences.

Reference Appendix A.5 Work-based Learning Guidance Document

Department of Education & Workforce

2. Include any other measure(s) of student success in career-technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of "other" program quality measure(s) is optional for States.

The State of Ohio will use technical skill attainment as an additional measure of student success in career-technical education. Technical skill attainment measures the proportion of students passing state-approved end-of-course technical assessments. The assessments are designed to measure the skills and knowledge learned in a student's Career-Technical Education program.

3. Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

The State of Ohio will use the following equations for its quality indicators:

5S3 **Program Quality -** **Work-based Learning**	**Numerator:** Number of Career-Technical Education concentrators who participated in the reporting year in a state-defined work-based learning experience. **Denominator:** The total number of Career-Technical Education concentrators in the reporting year.
5S4 **Program Quality-** **Technical Skill** **Attainment**	**Numerator:** Number of Career-Technical Education concentrators who passed the state-recognized technical skill assessments aligned with their programs of concentration in the reporting year. **Denominator:** Number of Career-Technical Education concentrators who took the state-recognized technical skill assessment in the reporting year.

4. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

Department of Education & Workforce

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Indicators	Baseline Level	Performance Levels							
		PY 2021	PY 2022	PY 2023	PY 2024	PY 2025	PY 2026	PY 2027	PY 2028
Secondary Indicators									
1S1: Four-Year Graduation Rate	85.3%	88.0%	89.0%	90.0%	91.0%	95.8%	95.9%	96%	96.1%
1S2: Extended Graduation Rate	85.9%	90.0%	91.0%	92.0%	93.0%	97.4%	97.5%	97.6%	97.7%
2S1: Academic Proficiency in Reading Language Arts	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0)	86.0 (71.7%)	84.5 (70.41%)	85 (70.83%)	85.5 (71.25%)	86 (71.66%)
2S2: Academic Proficiency in Mathematics	54.0 (45.0%)	56.0 (46.7%)	58.0 (48.3%)	60.0 (50.0%)	62.0 (51.7%)	69.5 (57.91%)	70 (58.33%)	70.5 (58.75%)	71 (59.16%)
2S3: Academic Proficiency in Science	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0)	86.0 (71.7%)	86.5 (72.08%)	87 (72.5%)	87.5 (72.91%)	88 (73.33%)
3S1: Post-Program Placement	70.0%	71.0%	72.0%	73.0%	74.0%	93%	93.1%	93.2%	93.3%
4S1: Non-traditional Program Enrollment	17.0%	17.5%	18.0%	18.5%	19.0%	20.6%	20.7%	20.8%	20.9%
5S3: Program Quality – Participated in Work- Based Learning	12.0%	12.0%	13.0%	14.0%	15.0%	15%	15.25%	15.5%	15.75%
5S4: Program Quality – Technical Skill Attainment	66.0%	67.0%	68.0%	69.0%	70.0%	79.25%	79.5%	79.75%	80%

Department of Education & Workforce

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Indicators	Baseline Level	Performance Levels							
		PY 2021	PY 2022	PY 2023	PY 2024	PY 2025	PY 2026	PY 2027	PY 2028
Postsecondary Indicators									
1P1: Post-Program Placement	80.00%	80.00%	80.50%	81.00%	81.30%	86.31%	86.53%	86.74%	86.96%
2P1: Earned Recognized Postsecondary Credential	74.00%	74.00%	74.25%	74.80%	75.30%	76.94%	77.02%	77.10%	77.17%
3P1: Non-traditional Program Concentration	12.00%	12.00%	12.25%	12.75%	13.00%	22.06%	22.08%	22.19%	22.30%

Each eligible recipient shall agree to accept the state determined levels of performance for each year of the plan as local levels of performance or negotiate with the state to reach agreement on new local adjusted levels of performance, for each of the core indicators of performance. The level of performance shall be expressed in a percentage or numerical form and shall require the eligible recipient to continually make progress toward improving the performance of all career-technical education concentrators, including subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965 and special populations, as described in section 3(48).

D5. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include— a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);

To disseminate the state-determined levels of performance and provide opportunities for public comment, ODEW, in collaboration with the Department of Higher Education, posted the levels of performance table (D.2), along with a narrative description, including the numerator and denominator of each indicator (D.3.b) on the Perkins V page of ODEW website with a survey link clearly identified and available for public comment.

The public comment period for the State-determined levels of performance opened on December 5,2023, and closed on January 5,2024. This information also was included in the public hearing process for the State Perkins V Plan, as described in A.3.3.

B. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8.

The following tables provide a summary description of the baseline and progress expectations for each state-determined level of performance that meets the Perkins V statutory requirements. An explanation of the numerator and denominator is provided for each measure, except for the three academic indicators. For the academic indicators, a description of the calculation, aligned to ESSA, is provided in Appendix A.7.

1S1 **Student Graduation Rate - 4 Year**	**Numerator:** Number of Career-Technical Education concentrators who graduated within four years of the fiscal year in which they were first reported as ninth-graders (including summer graduates) in alignment to the graduation rate described in the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act. **Denominator:** Number of Career-Technical Education concentrators who were ninth graders in the same fiscal year as the numerator in alignment to the graduation rate described in the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act.

The draft performance levels begin with a baseline of 85.3 percent and increase to 91.0 percent in FY23. The baseline was established using the class of 2018 four-year graduation rate (published in September 2019). These performance levels are aligned to the interim goals established in Ohio's Every Student Succeeds Act plan for the 'All Students' group.

The FY25 performance level was set by showing meaningful progress of 10% from the average of the actual performance from the most recent complete program years of FY21 and FY22.

1S2 **Student Graduation Rate - Extended**	**Numerator:** Number of Career-Technical Education concentrators who graduated within five years of the fiscal year in which they were first reported as ninth-graders (including summer graduates) in alignment to the graduation rate described in the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act. **Denominator:** Number of Career-Technical Education concentrators who were ninth graders in the same fiscal year as the numerator in alignment to the graduation rate described in the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act.

The draft performance levels begin with a baseline of 85.9 percent and increase to 93.0 percent in FY23. The baseline was established using the class of 2017 five-year graduation rate (published in September 2019). These performance levels are aligned to the interim goals established in Ohio's Every Student Succeeds Act plan for the 'All Students' group.

The FY25 performance level was set by showing meaningful progress of 10% from the average of the actual performance from the most recent completed program years of FY21 and FY22.

2S1 **Academic Attainment –** **Reading/** **Language Arts**	The weighted average of individual student performance levels on each achievement test in all subject areas for grades 3 through 8, plus the English language arts alternate assessment for students in grade 10, and the applicable end-of-course assessments in English language arts for any student taking the end-of-course assessment for the first time. For the purpose of creating the Performance Index score, all applicable assessments (both standard and alternate) are included.
2S2 **Academic Attainment -** **Mathematics**	The weighted average of individual student performance levels on each achievement test in all subject areas for grades 3 through 8, plus the Mathematics alternate assessment for students in grade 10, and the applicable end-of-course assessments in Mathematics for any student taking the end-of-course assessment for the first time. For the purpose of creating the Performance Index score, all applicable assessments (both standard and alternate) are included.

2S3 **Academic Attainment -** **Science**	The weighted average of individual student performance levels on each achievement test in all subject areas for grades 3 through 8, and the applicable end of course assessments in science for any student taking the end-of-course assessment for the first time. For the purpose of creating the Performance Index score, all applicable assessments (both standard and alternate) are included. The FY25 performance level was set by showing meaningful progress of .50 from the average of the actual performance from the most recent completed program years of FY22 and FY23.

The draft performance levels are aligned to the method of measurement for academic achievement described in Ohio's approved ESSA plan. The Performance Index measures performance levels using a score range of 0 – 120, and the goals mirror this calculation. The baseline noted is a combination of all students' actual performance and career-technical student simulations, adjusted based on public comment and stakeholder input. The measures increase annually similar to the ESSA interim goals increase for English language arts and math.

Academic Indicator	Baseline	FY 2020	FY 2021	FY 2022	FY 2023
2S1: Academic Proficiency in Reading Language Arts	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0%)	86.0 (71.7%)
2S2: Academic Proficiency in Mathematics	54.0 (45.0%)	56.0 (46.7%)	58.0 (48.3%)	60.0 (50.0%)	62.0 (51.7%)
2S3: Academic Proficiency in Science	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0%)	86.0 (71.7%)

Ohio Department of Education & Workforce

3S1 Post-program Placement	**Numerator:** Number of status-known Career-Technical Education concentrators who left secondary education the previous year and, in the second quarter following the program year in which they left secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed. **Denominator:** Number of status-known Career-Technical Education concentrators who left secondary education the previous year.
While post-program placement has been a consistent measure from Perkins IV to Perkins V, the new definition of career-technical education concentrators will impact this measure. For this reason, the draft performance levels provided have been lowered to acknowledge the transition to more students being included in the required follow-up and calculation. Under Perkins IV, the performance levels for post-program placement ranged from 87 percent to 90 percent. The draft performance levels for Perkins V begin at 70 percent and increase to 74 percent by FY23. The FY25 performance level was set by showing meaningful progress of .10% from the average of the actual performance from the most recent completed program years of FY21 and FY22.	

4S1 Non-traditional Program Enrollment	**Numerator:** The number of Career-Technical Education concentrators, in the reporting year, enrolled in programs that lead to employment that is non-traditional for their gender. **Denominator:** The number of Career-Technical Education concentrators enrolled in the reporting year in programs with non-traditional designations. The FY25 performance level was set by showing meaningful progress of .10% from the average of the actual performance from the most recent completed program years of FY22 and FY23.
Non-traditional program enrollment (previously called non-traditional concentration) has been carried over from Perkins IV to Perkins V; however, the change in the definition of career-technical education concentrators also will impact this measure and should be considered when setting the performance levels. Under Perkins IV, the performance levels ranged from 18.5 percent to 35 percent (between the targets and actual percentages at the state level). With the shift in the career-technical education concentrator definition, the performance levels for Perkins V have been adjusted to account for the transition. The draft performance levels for Perkins V begin at 17.0 percent and increase to 19.0 percent by FY23. These draft performance levels were simulated using the class of 2018 graduation cohort as the baseline.	

5S3 **Program Quality -Work-Based Learning**	**Numerator:** Number of Career-Technical Education concentrators who participated in the reporting year in a state-defined work-based learning experience. **Denominator:** The total number of Career-Technical Education concentrators in the reporting year.

While many career-technical planning districts across Ohio have been offering work-based learning opportunities for their students, the approved definition and requirements and calculation of work-based learning is a new focus with Perkins V. With the increasing value placed on work-based learning, and the known transition to implement opportunities for students, the Perkins V performance levels range from 12 percent to 15 percent by FY23. There is no available data to simulate these performance levels — and Ohio will review the established performance levels after two years of implementation as allowed by Perkins V.

The FY25 performance level was set by showing meaningful progress of .25% from the average of the actual performance from the most recent completed program years of FY21 and FY22.

5S4 **Program Quality-Technical Skill Attainment**	**Numerator:** Number of Career-Technical Education concentrators who passed the state-recognized technical skill assessments aligned with their programs of concentration in the reporting year. **Denominator:** Number of Career-Technical Education concentrators who took the state-recognized technical skill assessment in the reporting year.

Technical skill attainment has been measured throughout Perkins IV and a part of Ohio's career-technical planning district report cards. The performance levels established in Perkins IV ranged from 74 percent to 77 percent. As the new definition for career-technical education concentrators also impacts this measure, the performance levels for Perkins V have been established at 66 percent to 70 percent by FY23. The Department worked with the testing vendor to establish a simulated baseline taking the new definition into account.

The FY25 performance level was set by showing meaningful progress of .25% from the average of the actual performance from the most recent completed program years of FY22 and FY23.

Department of Education & Workforce

1P1 **Post-Program Placement**	**Numerator:** Number of Career-Technical Education concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education; are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.); are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)); or are placed or retained in employment. **Denominator:** Number of Career-Technical Education concentrators who completed their programs in the reporting year.

The draft performance levels begin with a baseline of 80 percent and increase to 81.30 percent in FY23. The baseline was established by combining three years of trend data (FY17, FY18 and FY19) and calculating the average for postsecondary institutions that participate in Ohio's Perkins program. These institutions are: 1) community colleges; and 2) Ohio Technical Centers (career centers that offer non-credit technical certificate programs in clock hours). These proposed performance levels are based on goals associated with Ohio's workforce development initiatives, as well as Ohio's Attainment Goal.

The FY25 performance level was set by showing meaningful progress of .22% from the average of the actual performance from the most recent completed program years of FY21 and FY22.

2P1 **Earned Recognized Postsecondary Credential**	**Numerator:** Number of Career-Technical Education concentrators who receive recognized postsecondary credentials during participation in or within one year of program completion. **Denominator:** Number of Career-Technical Education concentrators who left postsecondary education in the prior reporting year.

The draft performance levels begin with a baseline of 74 percent and increase to 75.30 percent in FY23. The baseline was established by combining three years of trend data (FY17, FY18 and FY19) and calculating the average for postsecondary institutions that participate in Ohio's Perkins program. These institutions are: 1) community colleges; and 2) Ohio Technical Centers (career centers that offer non-credit technical certificate programs in clock hours). These proposed performance levels are based on goals associated with Ohio's workforce development initiatives, as well as Ohio's Attainment Goal.

The FY25 performance level was set by showing meaningful progress of .08% from the average of the actual performance from the most recent completed program years of FY21 and FY22.

Ohio Department of Education & Workforce

3P1 Non-traditional Program Concentration	**Numerator:** Number of Career-Technical Education concentrators from underrepresented gender groups in career-technical education programs and programs of study that lead to nontraditional fields. **Denominator:** Number of Career-Technical Education concentrators in a career-technical education program or program of study that leads to nontraditional fields during the reporting year.

The draft performance levels begin with a baseline of 12 percent and increase to 13 percent in FY23. The baseline was established by combining three years of trend data (FY17, FY18 and FY19) and calculating the average for postsecondary institutions that participate in Ohio's Perkins program. These institutions are: 1) community colleges; and 2) Ohio Technical Centers (career centers that offer non-credit technical certificate programs in clock hours). These proposed performance levels are based on goals associated with Ohio's workforce development initiatives, as well as Ohio's Attainment Goal.

The FY25 performance level was set by showing meaningful progress of .10% from the average of the actual performance from the most recent completed program years of FY21 and FY22.

C. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals, and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V). As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

The following summarizes both the strong alignment between the state-determined performance levels and the levels, goals and objectives of Perkins V and other federal and state laws.

- The Student Graduation Rates (1S1,1S2), based on the concentrator population, are aligned to the graduation rate interim and long-term goals established in Ohio's approved state plan under the Every Student Succeeds Act.
- The indicators of academic proficiency in Reading/Language Arts (2S1), Mathematics (2S2) and Science (2S3), based on the concentrator population, are aligned to the interim and long-term academic goals established in Ohio's approved state plan under the Every Student Succeeds Act.
- The State of Ohio Post-Program Placement indicator of performance is aligned with the Perkins 3S1 core indicator of performance (Post-Program Placement).
- The State of Ohio Non-traditional Program Concentration indicator is aligned with the corresponding Perkins 4S1 core indicator of performance (Non-traditional participation).
- The State of Ohio Work-Based Learning Indicator is aligned with the corresponding Perkins 5S3 Indicator of Program Quality. Required parameters of the work-based learning experience are aligned with the work-based learning requirement of an alternate State of Ohio graduation option.
- The State of Ohio Technical Skill Attainment measure, meeting requirements of one of the measures of program quality, is aligned to the technical skill measure on Ohio's career-technical

Department of Education & Workforce

planning district report card, as required by the Ohio Department of Education (Ohio Revised Code Section 3302.033).
- Ohio's Attainment Goal (1P1, 2P1, and 3P1) is offset to increase the number of Ohioans with postsecondary credentials that lead to employment. Ohio's emphasis on adult learnerstrategies is aligned to positively impact these measures. The attainment goal was established by Department of Higher Education in conjunction with postsecondary stakeholders at the state's colleges, universities, and adult career centers.

6. As part of the procedures for determining State determined levels ofperformance, describe the process that will be used to establish a baseline for those levels.

ODEW, in collaboration with the ODHE, calculated state baseline levels using current performance level data, when available, and simulated data based on the Perkins V concentrator definition for each core indicator of performance. Baseline levels, along with growth targets, then were shared with the data and accountability working group and the postsecondary Perkins fall meeting participants to gain consensus prior to disseminating for public comment.

7. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

Secondary state-determined performance levels were analyzed using the following methodology:
- **Don't Know** responses were ignored;
- **Strongly Agree** and **Agree** responses were combined;
- **Strongly Disagree** and **Disagree** responses were combined;
- Combined responses were compared to determine public approval/disapproval of each measure;
- Individual comments were analyzed to determine root cause of disapproval.

Analysis Summary

Secondary Indicators	Results	Comments
1S1: Four-Year Graduation Rate	50% or more supported all measures	
1S2: Extended Graduation Rate	50% or more supported baseline and years 1-2 50% or more did not support years 3-4	Measures too aggressive. Special populations should be excluded.
2S1: Academic Proficiency in Reading Language Arts	50% or more supported baseline. 50% or more did not support years 1-4	Measures too aggressive.

Ohio Department of Education & Workforce

2S2: Academic Proficiency in Mathematics	50% or more supported baseline and year 1 50% or more did not support years 2-4	Measures can be irrelevant to success in career tech.
2S3: Academic Proficiency in Science	50% or more did not support any measure	Measures are outside of career tech sphere of control.
3S1: Post-Program Placement	50% or more supported all measures	
4S1: Non-traditional Program Enrollment	50% or more supported baseline. 50% or more did not support years 1-4.	This should not be a measure. It is a personal choice and not in scope of control.
5S3: Program Quality – Participated in Work-Based Learning	50% or more did not support any measure.	Measures too aggressive without simulations. Not applicable for all careers.
5S4: Program Quality – Technical Skill Attainment	50% or more supported all measures	

Based on survey results and public comment, the data and accountability internal workgroup met to review data and prepare proposed revisions to present to the data and accountability external workgroup. The results of this collaboration were then sent to the Stakeholder Engagement Committee for final approval.

As a result of this collaborative process, performance levels were adjusted as indicated below for all three academic indicators, non-traditional program enrollment and work-based learning.

Secondary Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
2S1: Academic Proficiency in Reading Language Arts	87.8 (73.2%)	89.9 (74.9%)	91.9 (76.6%)	93.9 (78.3)	95.9 (80.0%)
2S1: Academic Proficiency in Reading Language Arts - Revised	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0)	86.0 (71.7%)
2S2: Academic Proficiency in Mathematics	88.2 (73.5%)	90.2 (75.2%)	92.1 (76.8%)	94.1 (78.4%)	96.1 (80.1%)
2S2: Academic Proficiency in Mathematics - Revised	54.0 (45.0%)	56.0 (46.7%)	58.0 (48.3%)	60.0 (50.0%)	62.0 (51.7%)
2S3: Academic Proficiency in Science	91.8 (76.5%)	92.7 (77.3%)	93.6 (78.0%)	94.6 (78.8%)	95.5 (79.6%)
2S3: Academic Proficiency in Science - Revised	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0)	86.0 (71.7%)
4S1: Non-traditional Program Enrollment	17.0%	17.5%	18.0%	18.5%	19.0%

Ohio Department of Education & Workforce

4S1: Non-traditional Program Enrollment - Revised	No change - workgroup felt these measures were appropriate.				
5S3: Program Quality – Participated in Work-Based Learning	25.0%	25.0%	26.0%	27.0%	28.0%
5S3: Program Quality – Participated in Work-Based Learning - Revised	12.0%	12.0%	13.0%	14.0%	15.0%

The responses to the postsecondary state-determined performance levels during the comment period were collected through an online survey mechanism. They were reviewed and assessed. The following is a summary of the results:

Postsecondary state-determined performance levels were analyzed using the following methodology:

- **Don't Know** responses were ignored;
- **Strongly Agree** and **Agree** responses were combined;
- **Strongly Disagree** and **Disagree** responses were combined;
- Combined responses were compared to determine public approval/disapproval of each measure;
- Individual comments were analyzed to determine root cause of disapproval.

Analysis Summary

Postsecondary Indicators	Baseline Level	Performance Levels			
		FY 2021	FY 2022	FY 2023	FY 2024
1P1: Post-Program Placement	83%	83.5%	84%	84.6%	85.1%
1P1: Post-Program Placement - Revised	80%	80%	80.50%	81%	81.30%
2P1: Earned Recognized Postsecondary Credential	81%	81.25%	81.80%	82.50%	83%
2P1: Earned Recognized Postsecondary Credential - Revised	74%	74%	74.25%	74.80%	75.30%
3P1: Non-Traditional Program Concentration	13%	13.25%	13.75%	14.30%	14.75%
3P1: Non-Traditional Program Concentration - Revised	12%	12%	12.25%	12.75%	13%

8. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),8 the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence- based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

The state annually will review and analyze state performance results for each core indicator of performance to identify disparities or gaps. For identified gaps, the state will develop and implement an improvement plan in consultation with appropriate stakeholders and stakeholder agencies and organizations. Implementation will occur the first program year succeeding the program year for which the state identified disparities or performance gaps.

The improvement plan will be based on state-collected Career-Technical Education data, evidence-based research and stakeholder feedback. As part of the plan development process, Ohio will require resources and support strategies to be identified and developed in collaboration with stakeholders. The state will use a process that mirrors the comprehensive local needs assessment to develop goals and improvement strategies. Potential resources and support strategies may include:
- Regional workshops;
- Webinars;
- Distribution of evidence-based or research-based strategies;
- Targeted professional development;
- Targeted assistance for outliers districts; and
- Prescribed improvement plans.

If no meaningful progress has been made prior to the third year, an evaluation of the local recipient's performance improvement efforts will be made. If the state determines a subrecipient is not properly implementing its responsibilities or is not making substantial progress, the state will provide technical assistance to the subrecipient focusing on implementation of improvement activities.
The state will determine whether to impose sanctions of withholding from the subrecipient all, or a portion, of the subrecipient's allotment, if a subrecipient meets any of the following conditions:
- Fails to implement an improvement plan;
- Fails to make any improvement in meeting the local adjusted level of performance for any ofthe core indicators of performance within the first program year of implementation of its improvement plan; or
- Fails to meet at least 90 percent of an agreed-upon local adjusted level of performance for the same core indicator of performance for three consecutive years.

Any determination regarding sanction will not be made without notice and opportunity for the local entity to have a hearing. In determining whether to impose sanctions, the state will consider:
- Exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the subrecipient; or
- The impact of the small size of the Career-Technical Education program operated by the

subrecipient on the subrecipient's reported performance.

If the state does withhold funds due to performance as described above, the state will use those funds to provide (through alternative arrangements) services and activities to students within the area served by the subrecipient.

Assurances, Certifications and Other Forms

Statutory Assurances

A. The eligible agency assures that:

1. It made the state plan publicly available for public comment[9] for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were considered in the development of this state plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the state. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area Career-Technical Education schools, and eligible institutions in the state with technical assistance, including technical assistance on how to close gaps in student participation and performance in career-technical education programs. (Section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the state plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other federal or state programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement Career-Technical Education programs and programs of study for individuals in state correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

Department of Education & Workforce

EDGAR Certifications

B. By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State Plan.
2. It has authority under state law to perform the functions of the state under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with state law.
5. A state officer, specified by title in Item C on the Cover Page, has authority under state law to receive, hold, and disburse Federal funds made available under the plan.
6. The state officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for state operation and administration of the Perkins program.

Other Forms

C. The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040)- https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
3. Certification Regarding Lobbying (ED 80-0013 Form): https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf

Budget

State Name: <u>Ohio</u>
Fiscal Year (FY): <u>2023</u>

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	**Total Perkins V Allocation**	Not applicable	$ 47,064,082.00
2	**State Administration**	5.0%	$ 2,353,204.10
3	**State Leadership**	10.0%	$ 4,706,408.20
4	• Individuals in State Institutions	1.0%	$ 470,640.82
4a	- Correctional Institutions	Not required	
4b	- Juvenile Justice Facilities	Not required	
4c	- Institutions that Serve Individuals with Disabilities	Not required	$
5	• Non-traditional Training and Employment	Not applicable	$ 75,000.00
6	• Special Populations Recruitment	0.54%	$ 25,414.60
7	**Local Formula Distribution**	85%	$ 40,004,469.70
8	• Reserve	3.63%	$ 1,452,162.25
9	- Secondary Recipients		
10	- Postsecondary Recipients		
11	• Allocation to Eligible Recipients	96.37%	$ 38,552,307.45
12	- Secondary Recipients	78%	$ 30,070,799.81
13	- Postsecondary Recipients	22%	$ 8,481,507.64
14	**State Match** *(from non-federal funds)*	Not applicable	$ 2,353,204.10

Department of Education & Workforce