

Quality Program Review Guidebook



Office of Career-Technical Education
2025-2026



**Department of
Education &
Workforce**

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Quality Program Review Overview

[Federal Perkins V law](#) and [Ohio Revised Code 3301-61-03 \(G\)](#), require that career-technical education (CTE) programs meet expectations for quality programs. Ohio's Quality Program Review (QPR) process ensures that each CTE pathway provides students with the skills, experience, and support that they need to succeed in high-skill, high-wage careers.

Each January, the Ohio Department of Education and Workforce reviews the most recent performance data for every approved CTE pathway. If a pathway does not meet the state target for one or more QPR indicators, it is designated as non-compliant for that measure. An Education Program Specialist (EPS) from the Department will notify each non-compliant district of the requirement to participate in the QPR process.

The QPR process gives districts time, space, and support to strengthen quality through data-based decision making. When CTE pathways continually improve, students benefit from aligned instruction, stronger industry connections, and smoother transitions into life after high school.

Who is Involved in QPR?

Continuous improvement needs support from those closest to the students. That's why each pathway forms a small team that must include:

- A building administrator
- The pathway instructor(s)
- A representative from the CTPD lead district
- Other helpful staff (EMIS, WBL, Special Populations), if applicable

An EPS from the Office of Career-Technical Education partners with the team throughout the review to make the process collaborative with the Ohio Department of Education and Workforce.

Quality Program Standards

The Career-Technical Education [Quality Program Standards](#) offer Ohio an opportunity to drive local program improvement with a common vision. The tool employs standards, indicators and criteria for an understanding of what is specifically needed for a pathway to reach exemplary levels. The benefits of this concept will be far-reaching, as students will be better prepared for careers and connections to post-secondary education. Moreover, this instrument is aligned with the work of the Office of Career-Technical Education and Ohio's 16 career fields.

The [Quality Program Standards](#) are the foundation of the Quality Program Review and are embedded in the self-assessment survey process. Understanding these standards and using best practices in program application is important to student success.

QPR Indicators

QPR focuses on three indicators of quality: **Technical Skill Attainment**, **Work-Based Learning**, and **Post Program Placement**. These indicators help to measure the impact of CTE programs. Please review the information in the image below which identified what students are being represented in the data and the current targets.

TECHNICAL SKILL ATTAINMENT

Technical Skill Attainment measures the percentage of CTE Concentrators in the reporting year who participated in and received a cumulative score of proficient or higher on the technical assessments aligned to their pathway. If less than 90% of the concentrators take a required technical assessment (participate), the pathway receives a demotion for the Technical Skill Attainment measure.

WORK-BASED LEARNING

Work-based Learning measures the percentage of career-technical education concentrators who were graduates in the graduation cohort and participated in a minimum of 250 hours of work-based learning.

POST-PROGRAM PLACEMENT

Post-Program Placement measures the percentage of status known CTE Concentrators who left Secondary Education the previous year and were enrolled in postsecondary education or advanced training, in military service, a service program, an apprenticeship or employed. If the status known is less than 85%, the pathway receives a demotion for this measure. If the status known is 95% or more, the pathway receives a promotion for the Post-Program Placement measure.

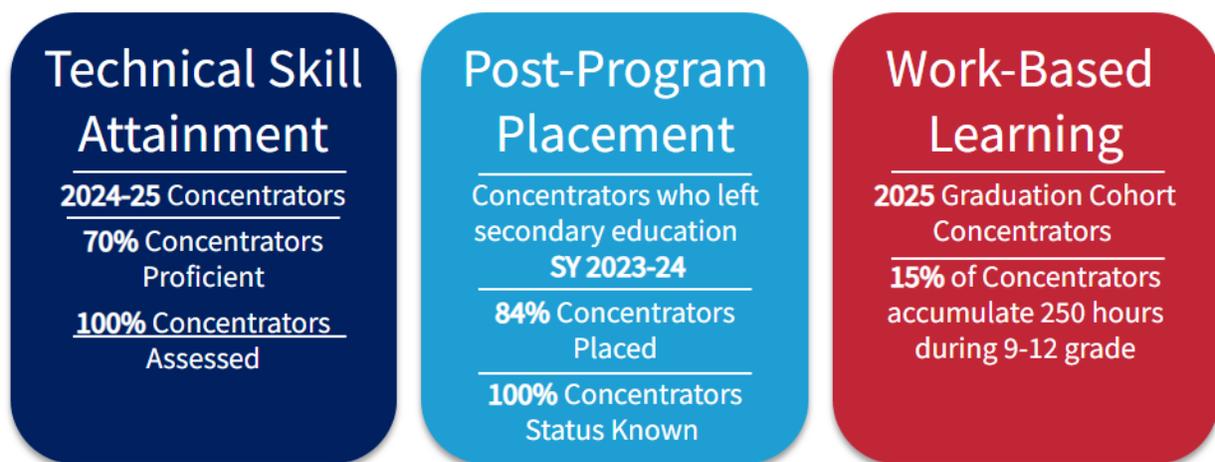


Figure 1: Ohio CTE Quality Program Review Indicator Information for 2025 Data.

QPR Horizon & Timeline

Technical Assistance Timeline 2025	
Timeframe	Key Activities
January 1 - 7	Monitoring application is updated with 2025 QPR Data Notification Non-Compliance is sent to districts Data Review & Schedule Meeting #1
January 15 - February 28	Schedule & Attend Meeting #1 Update and Complete QPR Self-Assessment Survey in MyOhio Monitoring Application
March 1 - 31	In-Person QPR Workshops Action Plan Development/Review
April 1 - 15	Finalize & Submit Action Plans in MyOhio Monitoring Application for Superintendent approval

Quality Program Review Process

The QPR process is designed to support continuous improvement over 1 – 5 years. Each pathway begins at **Year 1** when first identified as non-compliant and progresses annually as action steps are implemented and results are monitored.

IMPORTANT WORK-BASED LEARNING UPDATES

Beginning this year, Work-Based Learning performance is now evaluated using the current graduating cohort (Class of 2025), eliminating the previous two-year data lag. This change improves the usefulness and accuracy of local improvement strategies. Because the data reporting year shifted, 2024 WBL data is not included in this QPR cycle.

If a pathway is non-compliant for Work-Based Learning only, it will start in Year 1. This ensures districts have full support to improve WBL access and documentation aligned to updated expectations.

Year 1

1. **Review the data** in the MyOhio Monitoring application with the local QPR team and the assigned EPS to understand the noncompliant measure for the pathway.
2. **Identify the root cause** of the noncompliance measure and using **Ohio's Quality Program Standards** align it to a Standard and Quality Indicator.
3. **Complete the Quality Program Standards Survey** in the MyOhio Monitoring application. Mark the aligned Standard and Quality Indicator as “**Unsatisfactory – Create Issue**”
4. **Create an Action Plan** and upload it in the MyOhio Monitoring application. Only one Action Plan is needed for each noncompliant pathway even if it is noncompliant in multiple indicators.
5. **Implement the Action Plan** over the next year to continuously improve.

All Following Consecutive Years

1. **Review the new data** in the MyOhio Monitoring application with the local QPR team and the assigned EPS and assess if the strategies implemented from the previous year's Action Plan are affecting improvement of the non-compliant measure.

2. **If the previous year Action Plan did not support improvement, identify a new, accurate root cause** of the noncompliance measure and using **Ohio's Quality Program Standards** align it to a new Standard and Quality Indicator.



2. **If the previous year Action Plan is supporting improvement,** update the Action Plan with new dates and projected performance measures.

3. **Complete the Quality Program Standards Survey** in the MyOhio Monitoring application. Mark the aligned Standard and Quality Indicator as “**Unsatisfactory – Create Issue.**”
4. **Upload the updated or new Action Plan** in the MyOhio Monitoring application. Only one Action Plan is needed for each noncompliant pathway even if it is noncompliant in multiple indicators.
5. **Implement the Action Plan** over the next year to continuously improve.

Continuous Non-Compliance of a Pathway

Districts with 5 years of continuous non-compliance with any indicator in the same pathway could warrant further discussion on the sustainability of the program.

Monitoring Application Support

For technical support in the MyOhio Monitoring application, please review the [Quality Program Review Technical Manual](#) or reach out to the [assigned EPS for support](#).

QPR Workshops

QPR Workshops			
Date	Time	Location	Registration Link
Wednesday, March 4, 2026	9am-3pm	Miami Valley CTC Adult Learning Center 6801 Hoke Rd Clayton, OH 45315	West QPR Workshop
Tuesday, March 10, 2026	9am-3pm	The Lodge at Hocking College 15770 OH-691 Nelsonville, OH 45764	Southeast QPR Workshop
Wednesday, March 18, 2026	9am-3pm	RG Drage 2800 Richville Dr SW Massillon, OH 44646	Northeast QPR Workshop
Wednesday, March 25, 2026	9am-3pm	Wood County ESC 1867 N Research Dr. Bowling Green, OH 43402	Northwest QPR Workshop

Appendix

Resources

QPR Measure & Performance Target	Students in Data Set				
	QPR 2023 Data	QPR 2024 Data	QPR 2025 Data	QPR 2026 Data	QPR 2027 Data
Technical Skill Attainment 70%	2022-23 Concentrator	2023-24 Concentrator	2024-25 Concentrator	2025-26 Concentrator	2026-27 Concentrator
Work-Based Learning 15% <i>Hold Harmless through QPR 2024 Data</i>	2022 Graduation Cohort Graduates	2023 Graduation Cohort Graduates	2025 Graduation Cohort Graduates	2026 Graduation Cohort Graduates	2027 Graduation Cohort Graduates
Post-Program Placement 84%	Concentrators who left Secondary Education Academic Year 2021-22	Concentrators who left Secondary Education Academic Year 2022-23	Concentrators who left Secondary Education Academic Year 2023-24	Concentrators who left Secondary Education Academic Year 2024-25	Concentrators who left Secondary Education Academic Year 2025-26

- [CTE Quality Program Review Homepage](#)
- [Career Technical Planning District \(CTPD\) Report Card Technical Documentation](#)
- [CTE Planning, Funding and Accountability Homepage](#)
- [CTE Data & Accountability Homepage](#)
- [CTE Standards, Assessments and Licensure Homepage](#)
- [Education Program Specialist District Assignment](#)

Definitions

This section covers key terms in Perkins V legislation and Ohio’s career-technical education accountability system. The definitions include information, guidance and business rules not found in the Education Management Information System (EMIS) Manual.

CAREER-TECHNICAL EDUCATION COURSE

Funded VT, VP, VN (JTC) and PS curriculum-coded courses that can be counted toward completion of a workforce development pathway:

- Excludes FCS and CBI;
- Includes Job Training Coordination Programs (M3 pathway);
- Utilize course filters to identify a course at a minimum of 120 hours;
- Two 60-hour courses are equivalent to one course;
- Course completion counts across districts and years;
- Can be delivered to students in grades 7-12; and
- Do not include VM curriculum code courses.

CAREER-TECHNICAL EDUCATION EXPLORATORY COURSE (VM)

VM courses are introductory-level courses linked to business, industry and labor that enable seamless pathways from middle school to college and careers. Career-technical education exploratory courses may be offered for any pathway with an approved CTE-26 on file for students in grades 7-10. VM courses do not count toward a student’s concentrator status, and students in VM courses are not subject to career-technical education technical assessments. Therefore, **VM courses do not affect compliance in the Quality Program Review.**

CONCENTRATOR

Perkins V defines “Career-Technical Education Concentrator” as follows: “at the secondary school level, a student served by an eligible recipient who has completed at least two courses in a single approved career-technical education pathway or program of study.” In Perkins IV, states were allowed to define “Career-Technical Education Concentrator” through the state plan development process. For examples of determining concentrator status please refer to the [Concentrator Reporting Examples Matrix](#).

COURSE COMPLETION

To consider a student as having completed a course, the student must have been enrolled for at least 90 percent of the scheduled hours and/or earned full or partial credit in a state-approved career-technical education workforce development course (curriculum element VT, VP, PS), including job training coordination programs.

Awarding full or partial credit is a local decision. The local district credit policy must reflect what is happening in the local program.

When calculating the percentage of scheduled hours, keep in mind this is based on student enrollment in the course, not student attendance. Please see the following examples:

1. Student A was enrolled in a course scheduled for 60 minutes a day for 180 days. During that time, Student A was absent 21 days while enrolled for the entire school year. Student A failed the course and was not awarded any credit. ***This student met the completion definition because they were enrolled for at least 90 percent of the scheduled course hours.***
2. Student B was enrolled in a course scheduled for 60 minutes a day for 180 days. During that time, Student B was absent one day but moved to a different district at the beginning of March and was therefore only enrolled for 120 of the 180 days. Student B was not awarded any credit. ***This student did not meet the completion definition because they were not enrolled for at least 90 percent of the scheduled course hours, and they did not earn full or partial credit.***
3. Student C was enrolled in a course scheduled for 60 minutes a day for 180 days. During that time, Student C was absent 18 days but moved to a different district two weeks before the end of the school year and were therefore only enrolled for 170 of the 180 days. Student C was awarded full credit for the course. ***This student met the completion definition because they were enrolled for at least 90 percent of the scheduled course hours, and they earned credit.***
4. Student D was enrolled in a course scheduled for 60 minutes a day for 180 days. During that time, Student D dropped the class after the first semester and was therefore only enrolled for 90 of the 180 days. Student D was awarded partial credit. ***This student met the completion definition because they were awarded partial credit.***

PARTICIPANTS

The term “Career-Technical Education Participant” means an individual who completes not fewer than one course in an approved career-technical education pathway or program of study of an eligible recipient.

PROGRAM OF STUDY

The term “program of study” refers to a coordinated, nonduplicative series of courses spanning secondary and postsecondary levels with multiple entry and exit points that culminate in a diploma, credential and/or degree. All programs of study must:

- Include at least four courses within the career field pathway;
- Include all aspects of the industry-identified 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;
- Integrate work-based experiences; and
- Assess the attainment of technical skills within the program using the appropriate technical assessments, as identified in the program and assessment matrix.

Possible Root Causes of Non-Compliance Aligned to Standard

There is no one reason for a pathway's performance on the QPR. Pathways are systems, and each part of the system contributes to its success. However, below are some of the most frequently described root causes of non-compliance and potential aligned Standards.

- 1. Root Cause: Inaccurate/Incomplete Reporting** (*Could Apply to all three measures*)
Standard 3: Program Planning and Evaluation (data quality, performance data collection)
- 2. Root Cause: Instructional Supports** (*Applied to Technical Skill Attainment*)
Standard 6: Instruction (methods, strategies, resources)
Standard 4: Quality Educators (professional development, instructional capacity)
- 3. Root Cause: Alignment of Curriculum & Instruction** (*Applies to Technical Skill Attainment or Work-Based Learning*)
Standard 5: Curriculum & Program Design (program of study, articulation, alignment)
Standard 7: Assessment (alignment with Blueprints, outcome reports)
- 4. Root Cause: Assessment Practice** (*Only Applies to Technical Skill Attainment*)
Standard 7: Assessment (use of benchmark assessments, phases of instruction)
Standard 6: Instruction (preparing students for scenario-based assessments)
- 5. Root Cause: Wrap Around Services** (*Likely Applies to Post Program Placement*)
Standard 8: Experiential Learning (student support during experiences)
Standard 10: Student Access (removing barriers to participation and success)
- 6. Root Cause: Breadth of Employer Partnerships** (*Likely Applies to Post Program Placement and Work-Based Learning*)
Standard 2: School, Community, and Industry Relations
Standard 9: Leadership Development/CTSO (business/industry engagement)