

Job Training Coordination Program Manual



Updated 2024

Implementation Year: 2025-2026



Department of
Education &
Workforce

Table of Contents

TABLE OF CONTENTS	1
CHAPTER 1: PROGRAM CRITERIA.....	2
<i>Program Description</i>	2
<i>Courses & Instructors</i>	2
Course Requirements	2
JTC Instructor & Staffing Requirements	3
CHAPTER 2: PROGRAM DESIGN & OPERATIONS	4
<i>Student Placement & Outcome.....</i>	4
Student Eligibility.....	4
Transition, Families and Multi-Agency Planning.....	4
<i>Community-Based Experiential Learning.....</i>	5
Types of Experiential Learning.....	5
Work-Based Learning: Learning Agreements & Evaluations	6
Wages & Hours.....	7
<i>Program Roles & Responsibilities.....</i>	7
Job Training Coordinator.....	7
JTC Program Administrators.....	8
<i>Career-Technical Student Organizations</i>	9
<i>JTC Advisory Committees.....</i>	9
JTC Advisory Committee Goals	10
JTC Advisory Committee Operations	10
CHAPTER 3: PROGRAM FUNDING AND REPORTING.....	11
<i>Career-Technical Education Planning District (CTPD).....</i>	11
<i>Career-Technical Education Weighted Funds (updated)</i>	11
<i>EMIS Reporting.....</i>	11
Student Reporting	11
Subject & Curriculum Codes	11
Transition to Work Endorsement (Field Code 600010).....	12
<i>Career-Technical Assurances.....</i>	12
Local Record Keeping.....	12
<i>CTE-26 Application</i>	12
CTE-26 Process.....	12
CTE-26 Renewal Cycle.....	13

Chapter 1: Program Criteria

Program Description

The Job Training Coordination (JTC) program is an Ohio Department of Education and Workforce, Office of Career-Technical Education workforce development pathway designed to provide technical, on-the-job training to students with significant cognitive disabilities who require intensive, individualized supports to transition to competitive, integrated employment upon graduation.

Job Training Coordination is considered a **full** workforce development pathway; it is **not** intended to serve as a preparation method for future career-technical education enrollment. Job Training Coordination programs are held to the same accountability standards as other career field pathways; students that complete a minimum of two courses in the Job Training Coordination pathway are considered career-technical education concentrators under Perkins law¹.

Courses & Instructors

COURSE REQUIREMENTS

Community-based experiential learning, work-based learning and supplemental classroom instruction are all essential elements of the JTC program. To allow appropriate time to conduct these activities, students must be enrolled in JTC courses for a minimum of 240 hours per year. Classroom-based curriculum and instruction should focus on the Job Training Coordination Curriculum Guide, in addition to any supplemental instruction that supports the development and reinforcement of skills learned through community-based experiential learning and work-based learning. There are two sequential courses in the JTC program of study:

INTRODUCTION TO JOB TRAINING (990405)

Introduction to Job Training is the initial course in the Job Training Coordination pathway. This course should be the first course taken during enrollment in the program. Students will only complete the Introduction to Job Training course once during their enrollment in the JTC pathway.

FUNDAMENTALS IN JOB TRAINING (990410)

Fundamentals in Job Training is the second course in the Job Training Coordination pathway. This course is taken in the second and all subsequent years that a student is enrolled the program. Students can be re-enrolled in Fundamentals in Job Training multiple times from year to year as is appropriate to their educational and transition needs.

¹ See the Concentrator definition in the [CTE Data and Accountability Guidebook](#).

JTC INSTRUCTOR & STAFFING REQUIREMENTS

The Job Training Coordinator is a certified/licensed teacher responsible for the coordination of work-based learning placement, community-based experiential learning experiences and program classroom instruction for the JTC student. Job Training Coordinators must hold a valid Transition to Work endorsement (Field Code 600010).

TRANSITION TO WORK ENDORSEMENT

The Transition to Work (TTW) Endorsement is an endorsement of a teacher license that shall be issued to an individual who:

- Holds a baccalaureate degree;
- Holds a currently valid standard Ohio intervention specialist, career-technical teaching or professional pupil services license or certificate;
- Is deemed to be of good moral character; and,
- Has successfully completed an approved program of preparation and has been recommended by the dean or head of teacher education at an approved institution. ([OAC 3301-24-05 \(B\)\(16\)](#))

For more information about the Transition to Work Endorsement and a list of approved university providers, please visit the Department [Transition to Work Endorsement webpage](#).

USE OF PARAPROFESSIONALS & JOB COACHES

Due to the time-intensive nature of job site coordination with employers and job supervisors, job development, community and agency collaboration and coordination of student supports, the Office of Career-Technical Education **highly recommends** the use of educational aides, job coaches and paraprofessionals in supporting the work of the Job Training Coordinator. The number of support professionals in each program should directly correlate with student need, the number of students receiving specially designed instruction and the capacity of the Job Training Coordinator to meet the needs of students with the most significant cognitive disabilities. Especially in community-based work experience, students in a JTC program will require additional supports as they learn the responsibilities of each position. As stated in the [Ohio Operating Standards for the Education of Children with Disabilities](#), program providers must ensure that paraprofessionals and related service providers meet the requirements listed in [Rule 3301-51-09](#) of the Ohio Administrative Code when planning the staffing requirements of career-technical programs in response to enrolled students' needs. For more information about licensing paraprofessionals, please see the [5-Year Associate License](#) page from the Ohio Department of Education and Workforce. For more information about licensing and qualifications for educational aides, please see the Ohio Department of Education and Workforce [Educational Aide and Student Monitor Permits webpage](#).

PROFESSIONAL ASSOCIATION

Job Training Coordinators can join the Ohio Association for Career-Technical Education's (Ohio ACTE) Special Needs Division and/or the Ohio Association of Job Training Coordinators (OAJTC). More information on Ohio ACTE and applicable divisions can be found at <https://www.ohioacte.org/divisions.html>.

Chapter 2: Program Design & Operations

Student Placement & Outcome

The Individuals with Disabilities Education Act (IDEA) requires that each public agency ensure that students with disabilities are provided opportunities to learn alongside typical peers to the maximum extent appropriate. The decision to educate a student within a Job Training Coordination program should only be considered if the nature or severity of the disability is such that participation in another career pathway within Ohio's career fields cannot be achieved satisfactorily with the use of supplementary aids and services.

JTC program placement is the responsibility of the Individualized Education Program (IEP) team. Intervention specialists, academic instructors, school counselors, administrators, students, parents and caregivers and other appropriate agency collaborators should all contribute to the placement decision to ensure that the program will meet the needs of the student. Resources used in the determination process might include but are not limited to teacher and staff recommendations, appropriate medical professionals' recommendations, feedback from career-technical instructors and/or assessment data from the schools and cooperating agencies.

When determining the capacity of a JTC program, schools must consider the number of students receiving specially designed instruction and the staffing requirements to meet the needs of students with the most significant cognitive disabilities (see II.B.2 **Use of Paraprofessionals & Job Coaches** above).

STUDENT ELIGIBILITY

To be eligible for enrollment in a Job Training Coordination program, a student must have a significant cognitive disability that presents challenges to participation in traditional career-technical education programs regardless of accommodations. The need for modifications in order to participate in a career-technical education curriculum does not itself make a student eligible to participate in a JTC program.

Individualized Education Program (IEP) teams should use the [Decision-Making Framework for Participating in a Job Training Coordination Program](#) as a guide to determine whether the program is an appropriate consideration for the student. Note that the Decision-Making Framework only assists in determining if a student is eligible; the IEP team makes the final placement decision.

TRANSITION, FAMILIES AND MULTI-AGENCY PLANNING

Beginning at age 14, students on an IEP, along with their families and educators, should begin planning for transition and proactively arrange for ongoing support needs. Successful transition planning includes developing partnerships with a variety of agencies who will help a student work toward the goal of competitive, integrated employment. Upon successful

completion of the program and reaching graduation, students from a JTC may still require supported employment services ([OAC 3304-2-60](#)) in order to work alongside typical peers; competitive, integrated employment includes supported employment. It is the responsibility of IEP teams and Job Training Coordinators to assist students and their families with navigating the resources provided by agencies throughout the State of Ohio. Utilizing the framework designed by [Ohio's Employment First initiative](#), educators and families should be informed about their ability to coordinate benefits and work collaboratively across agencies to secure opportunities for transitioning students. [The Agency Navigation Tool](#) provides an overview of each agency's function.

Community-Based Experiential Learning

The foundational component of Job Training Coordination programs is student experiential learning. Through experiences designed in collaboration with community business partners, Job Training Coordinators facilitate hands-on opportunities for students to demonstrate technical and professional skills.

These skills are reinforced during classroom instruction based on Ohio's Job Training Coordination Curriculum Guide. Coordinators integrate work-based learning experiences into their curriculum through a variety of successful models. All work-based learning experiences must adhere to state and federal minor labor laws as outlined in [ORC Chapter 4109](#) and the [Federal Fair Labor Standards Act \(FLSA\)](#).

Securing an appropriate placement requires matching a student's preferences, interests, needs and strengths with the needs of an employer. Successful matches will both be beneficial to the company and contribute to progress toward a student's post-secondary goals found in the Transition Plan of the IEP. To the maximum extent possible, students should be engaged in community-based experiences alongside typical peers and coworkers to prepare them for a transition toward competitive, integrated employment.

TYPES OF EXPERIENTIAL LEARNING

Experiential Learning occurs at three tiers, based on the length of the experience, the role of the student and the mentor, and the expected outcomes.

TIER ONE: NON-PAID CAREER EXPLORATION OPPORTUNITIES

In non-paid career exploration, students participate in short-term experiences to gain a better understanding of responsibilities and work functions of different occupations. Activities may occur during or after school hours, individually or in small or large groups. Examples include job shadowing, short-term field experiences, internships, volunteering & community service, and/or service learning.

TIER TWO: WORK EXPERIENCE

Work Experience is a full or part-time position in which a student is earning wages. Work Experiences can occur during or after school hours in either a school-based or community

setting. The instructor may serve as the coordinator of the experience and collaborate with the employer to evaluate student performance in the assigned role.

TIER THREE: WORK-BASED LEARNING

Work-based learning occurs under specific conditions in which a student experiences the role of a specific career that is aligned to their post-secondary goals. There are [six types of work-based learning](#): job site placement and internship; apprenticeship and pre-apprenticeship; remote or virtual placement; entrepreneurship; school-based enterprise; and simulated work environment. The driving component of a work-based learning experience is a student's Learning Agreement. Learning Agreements establish the competencies and standards to be mastered and serve as the basis for sustained progress monitoring. For more information, please refer to the Ohio Department of Education's [Work Based Learning webpage](#) and section B below.

WORK-BASED LEARNING: LEARNING AGREEMENTS & EVALUATIONS

All JTC students should be provided opportunities to participate in experiential learning, including work-based learning, to inform and support their post-secondary goals. All enrolled students must complete an individualized Learning Agreement to represent the breadth of the experiential learning in the JTC program. The student, a parent or caregiver, the employer(s) and the Job Training Coordinator collaborate to create and mutually sign the plan to establish the responsibilities of all parties.

LEARNING AGREEMENT

The learning agreement is a tool to be used by the student, the Job Training Coordinator, the job coach and supporting staff, and the employer(s) to define the job-related instruction that will occur. The document will include:

- Job tasks to be performed, including tasks that will require training
- Professional and technical skills identified by the employer and the JTC
- Industry-specific safety competencies
- Career field pathway-specific competencies the student will demonstrate at the job site

Job Coaches and/or JTCs should scaffold supplemental training and additional instruction to encourage student progress toward independently achieving the goals identified in the learning agreement. These competencies and their application on the job will make up the student evaluation. (the Department of Education and Workforce has provided a [Sample Learning Agreement](#) on the [Work-Based Learning Resources for educators](#) page)

Job Training Coordinators should work with employers and CTE instructors to evaluate competencies and industry-recognized credentials that students in a JTC can earn, similar to and/or alongside typical peers.

EVALUATIONS

Students will be monitored with a frequency to be determined by the JTC and the employer. Evaluations will be based upon the expectations set in the Learning Agreement. Consistent follow-up and ongoing communication are essential to ensure the continued success of a student after initial training.

The evaluation should be easy for the employer to complete and useful to students in developing and improving job skills. The student, Job Training Coordinator, support personnel or Job Coach, and the employer should meet regularly to discuss the evaluation. Areas for improvement can be listed on the student's learning agreement, and skills and competencies may be added or deleted.

WAGES & HOURS

All wages paid to JTC students shall be in compliance with the federal and state minimum wage laws. Please visit the [U.S. Department of Labor's website](#) for the latest information on Wages and Hours. Further clarification about employing and paying wages to workers with disabilities can be found in the Department of Labor [Field Operations Handbook, Chapter 64](#). Employers or coordinators with questions about unpaid work experiences, volunteering and internships for individuals with disabilities should refer to guidance provided by the [State Employment Leadership Network](#).

Employers of students who are earning credit for work experience or work-based learning as part of a JTC program will make no state or federal deductions or contributions for Unemployment Compensation for that student. Please also see [Resources and Tools: Federal Unemployment Tax Exemption Form](#).

Program Roles & Responsibilities

JOB TRAINING COORDINATOR

The Job Training Coordinator (JTC) assists students in making the transition from school to work and obtaining and maintaining employment. JTCs, with the assistance of Job Coaches, paraprofessionals and educational aides, facilitate on-the-job training and establish a support network to ensure the student's employment success. To best meet the needs of the students enrolled in the program, the Department of Education and Workforce **strongly recommends** that those in the Job Training Coordinator role do not take on duties beyond the following outline while serving in that role. Just as any other career-technical education lab instructor would not teach two courses simultaneously, so should the JTC lead teacher be scheduled. The responsibilities of a Job Training Coordinator must be separate from an educator's role as an intervention specialist or other school-based position. If a Job Training Coordinator is also serving other roles in the school, combined caseload and workload requirements should not exceed those as outlined in the [Ohio Operating Standards for the Education of Children with Disabilities](#). The Ohio Department of Education and Workforce has published the [Service](#)

[Provider Ratio and Workload Calculator](#) to inform staffing assignments. The primary responsibilities of a Job Training Coordinator (JTC) are:

- Design and deliver classroom instruction that supports student development in their work experiences and professional development.
- Assist in coordinating each student's transition from high school to competitive employment. This includes direct instruction, job-matching activities, documentation of student records, ongoing communication with families and stakeholders, program design and workplace observations.
- Use the job development process to facilitate work-based learning opportunities for all students. Learning Agreements created in a JTC program will include a comprehensive evaluation of career-technical skills specific to a career field pathway, based on student preferences, interests, needs and strengths.
- Coordinate employment support including transportation, job placement, work monitoring and job adaptation consistent with the IEP and Learning Agreement. This also includes effective communication with employers and a student's fellow employees to create natural supports in the workplace.
- Ensure continuous program improvement through: supervision and training of job coaches and support personnel; program evaluation from employers, students and families; and feedback from advisory committee members and the community.
- Develop interagency collaboration to enhance post-secondary outcomes for students enrolled in JTC.

JTC PROGRAM ADMINISTRATORS

Each Job Training Coordination Program varies depending on the model for service delivery. Individual school districts/buildings set up Job Training Coordinating Programs to meet the needs of their student population. Given the intensity of running a successful program, those who support JTC programs must observe the following considerations:

SCHEDULING AND STAFFING

- Program providers should refer to the [Ohio Operating Standards for the Education of Children with Disabilities](#) when planning the staffing requirements of a program in response to enrolled students' needs.
- JTCs must be available to coordinate employment and handle student emergency situations throughout the day. They may be required to work varied timetables to deliver services to students. Therefore, JTCs should be permitted to maintain schedules that reflect this commitment.
- Because support needs can occur outside of normal school hours, it is important to devise contingency plans for instances when the JTC or a Job Coach is not available to assist the student.
- Time must be allotted for JTCs to work cooperatively with the student's teachers, parents or caregivers, employers and support personnel to operate a program that projects a professional image. Developing relationships and promoting a successful program

requires an additional responsibility. Extended time for coordination activities beyond the traditional school year is recommended.

PROGRAM FUNDS AND RESOURCES

- Additional assistance, resources and extended time for educators can be funded in a variety of ways including district monies, private-industry funds, and Career-Technical Planning District (CTPD) funds including Carl D. Perkins Funds.
- Districts may use Perkins funds to hire or contract for job coaches, paraprofessionals and other support personnel to serve students with disabilities in the workplace.
- Monies received for providing special education and related services through IDEA may be used to support students in Job Training programs.
- Additional resources may be available through Workforce Innovation and Opportunity Act (WIOA), accessible through the Ohio Department of Job and Family Services, [Office of Workforce Development](#).
- Districts are encouraged to partner with the Department of Developmental Disabilities and Opportunities for Ohioans with Disabilities in their local area for additional supports and resources to provide the best outcome for this population of students.

Career-Technical Student Organizations

All JTC students should have access to participate in Career Technical Student Organizations (CTSO). CTSO's can provide opportunities for students to develop leadership and citizenship skills through school and community activities. The CTSO should complement and enhance the employment objectives of each student. A CTSO can provide a vehicle for involving students with their typical peers in school and community activities. Activities can include planning programs for the school, community service, field trips, skill competitions, etc. More information on CTSO's can be found from each of the respective organizations:

- [BPA](#)
- [DECA](#)
- [FCCLA](#)
- [FFA](#)
- [SkillsUSA](#)

JTC Advisory Committees

All career-technical education programs are required to implement an active advisory committee comprised of volunteers who agree to serve as advisors to the JTC program. Members may include employers, former students, parents, representatives of local business and industry, educators, social service agency representatives, and civic group representatives. All committee members should agree to serve in an advisory capacity, not as policymakers.

JTC ADVISORY COMMITTEE GOALS

The advisory council should provide overall direction for the JTC programs within a school district. The committee has several major goals:

- Provide information & feedback which will update, modify, expand, and improve the quality of the JTC program.
- Support & strengthen the relationship between business, community, and education.
- Make recommendations regarding the JTC program curriculum and aid in implementing these recommendations.
- Assist in identifying needs, determining priorities, and evaluating JTC programs.
- Articulate long-term goals and objectives of the JTC program to other stakeholders (parents, employers, community members, etc.)

JTC ADVISORY COMMITTEE OPERATIONS

There are many program systems and operations in which the advisory council may offer support. The following is a comprehensive but not exhaustive list of these tasks:

- **Student Placement:** Identifying the knowledge and skills necessary to compete in the job market, reviewing and modifying learning agreements, conducting mock interviews.
- **Curriculum Development:** Reviewing competencies on which course content is based, recommending student performance standards, participating in program evaluations, giving classroom presentations, recommending safety procedures, providing supplies for instructional purposes, participating in career exploration activities.
- **Staff Development:** Arranging field trips and externships for teachers to expand their business and industry knowledge, identifying community resources to assist JTC instructors in the classroom, establishing cooperative relationships between business and education, waiving or lowering industry organization membership dues for teachers.
- **Public Relations:** Fostering positive communication between education and community, communicating with stakeholders about the impact of the JTC program on the community, engage in opportunities to promote the JTC program.

For more information and procedures on establishing and conducting advisory councils, please reference the [resources available from the Office of Career-Technical Education](#).

Chapter 3: Program Funding and Reporting

Career-Technical Education Planning District (CTPD)

A Career-Technical Education Planning District (CTPD) is defined as the local education agency configuration (single district, compact or contract, joint district) that meets the minimum requirements of law and subsequent standards to offer state-sanctioned career-technical programming. CTPDs assist in ensuring schools are offering quality CTE programming that meets state standards.

Career-Technical Education Weighted Funds (updated)

[ORC Section 3317.014](#) describes the category of additional funding students in JTC programs will generate. Job Training Coordination is categorized as a Human Services workforce development program. [ORC Section 3317.023](#) describes the way in which this amount is factored into the overall funding calculations. If you have additional questions, please contact your local school treasurer or the Office of Career-Technical Education.

EMIS Reporting

Responsibility lies within the school district to ensure that accurate, error-free data is being reported. To facilitate your EMIS reporting, please visit the [Office of Career-Technical Education Data & Accountability](#) page on the ODE website. To best assist those responsible for entering data, it is recommended that JTC instructors and school administrators familiarize themselves with JTC components within the [EMIS Manual](#).

STUDENT REPORTING

In order to be eligible for funding, JTC students must be identified on the student demographic screen as a student with a disability. Report the Disability Condition Element as the appropriate Valid Option as outlined in the [EMIS Manual](#) (Section 2.5).

SUBJECT & CURRICULUM CODES

The following courses are to be reported for students in a Job Training Coordination program. For accurate reporting purposes, it is essential that each student enrolled in the program for two or more years has two unique codes. These courses have a 240 minimum hour requirement. The maximum number of fundable hours for each year of the program is 450.

INTRODUCTION TO JOB TRAINING (SUBJECT CODE 990405, CURRICULUM CODE VT)

Introduction to Job Training is the initial course in the Job Training Coordination pathway. This course must be taken in the student's first year of enrollment in the program. Students should only complete the Introduction to Job Training course once during their enrollment in the JTC pathway.

FUNDAMENTALS IN JOB TRAINING (SUBJECT CODE 990410, CURRICULUM CODE VT)

Fundamentals in Job Training is the second course in the Job Training Coordination pathway. This course is taken in the second and subsequent years of the program, as applicable. Students can be re-enrolled in Fundamentals in Job Training multiple times from year to year, as is appropriate to their enrollment and educational needs.

TRANSITION TO WORK ENDORSEMENT (FIELD CODE 600010)

The Job Training Coordinator is a certified/licensed teacher responsible for the coordination of work-based learning placement, community-based experiential learning experiences and program classroom instruction for the JTC student. Job Training Coordinators must hold a valid Transition to Work endorsement (Field Code 600010).

Career-Technical Assurances

A Career-Technical Education Planning District (CTPD) is defined as the local education agency configuration (single district, compact or contract, joint district) that meets the minimum requirements of law and subsequent standards to offer state-sanctioned career-technical programming. CTPDs assist in ensuring schools are offering quality CTE programming that meets state standards.

Approval of new Career-Technical Education pathway program applications or applications for renewal of existing pathway programs is contingent upon following assurances and that evidence of compliance is maintained on file. The most current list of assurances is available on [the CTE-26 Application and Resources webpage](#).

LOCAL RECORD KEEPING

The Job Training Coordinator must continuously document student progress through the course of the program, including that which may be required for the purpose of local and state Quality Program Reviews. Please reference the current [Career-Technical Quality Program Standards](#) for a description of evidence that may be required.

CTE-26 Application

Any school district may add an initial JTC program or renew an existing JTC program by submitting a CTE-26 form. The application process for the CTE-26 is online in the Superintendent or Superintendent Designee SAFE account. All information necessary to apply for the CTE-26 can be found in the SAFE system or the CTE-26 Manual of Operations (available from the [Office of Career-Technical Education CTE-26 webpage](#)). Job Training Coordination programs must complete a Career Field Pathway Program Application, using pathway code **M3**.

CTE-26 PROCESS

The CTE-26 will become available in the SAFE account on November 1st of each year. Schools must submit their applications, be approved by the Tech Prep Regional Center, and be approved by the lead district in the CTPD by March 1st of the following year. Community Schools must submit their applications, be approved by the Tech Prep Regional Center, and be approved by the Community School sponsor by March 1st as well. All schools will be notified of final approval by May 15th.

Administrators may contact the Ohio Department of Education and Workforce's Job Training Coordination Program Specialist or their [Tech Prep Regional Center](#) regarding the current parameters of JTC programs and to seek assistance in completing the CTE-26.

CTE-26 RENEWAL CYCLE

JTC programs are required to renew their CTE-26 on a five-year cycle (See [CTE-26 Renewal Schedule](#)). When expanding or changing a previously approved JTC program prior to the required renewal year, there is no need to submit a new CTE-26 form unless you are adding a JTC program in a building with a different Information Retrieval Number (IRN).