OVERVIEW

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the Secretary of the U.S. Department of Labor that outlines a four-year strategy for the State’s workforce development system. The publicly-funded workforce development system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all job-seekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. States must have approved Unified or Combined State Plans in place to receive funding for core programs. WIOA reforms planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA), to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals. One of WIOA’s principal areas of reform is to require States to plan across core programs and include this planning process in the Unified or Combined State Plans. This reform promotes a shared understanding of the workforce needs within each State and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies, for addressing the needs of businesses and workers. Successful implementation of many of these approaches called for within WIOA requires robust relationships across programs. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified or Combined State Plans.

Options for Submitting a State Plan

A State has two options for submitting a State Plan— a Unified State Plan or a Combined State Plan. At a minimum, a State must submit a Unified State Plan that meets the requirements described in this document and outlines a four-year strategy for the core programs. The six core programs are—

- the Adult program (Title I of WIOA),
- the Dislocated Worker program (Title I)
- the Youth program (Title I),
- the Adult Education and Family Literacy Act program (Title II), and
- the Wagner-Peyser Act Employment Service program (authorized under the Wagner-Peyser Act, as amended by title III),
- the Vocational Rehabilitation program (authorized under Title I of the Rehabilitation Act of 1973, as amended by Title IV).

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for WIOA’s core programs plus one or more of the Combined State Plan partner programs. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. If included, Combined State Plan partner programs are subject to the “common planning elements” (Sections II-IV of this document) where specified, as well as the program-specific requirements for that program where such planning requirements exist separately for the program. The Combined State Plan partner programs are—
OVERVIEW

- Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)
- Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et seq.)
- Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))
- Reintegration of Ex-Offenders program (programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

How State Plan Requirements Are Organized

The major content areas of the Unified or Combined State Plan include strategic and operational planning elements. WIOA separates the strategic and operational elements to facilitate cross-program strategic planning.

- The Strategic Planning Elements section includes analyses of the State’s economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State’s workforce development system and alignment strategies for workforce development programs to support economic growth.

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1States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried out by the Department of Housing and Urban Development that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.
OVERVIEW

- The **Operational Planning Elements** section identifies the State’s efforts to support the State’s strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:
  - State Strategy Implementation,
  - State Operating Systems and Policies,
  - Assurances,
  - Program-Specific Requirements for the Core Programs, and
  - Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, *Supplement to the Workforce Innovation and Opportunity Act (WIOA) Unified and Combined State Plan Requirements*. The Departments are not seeking comments on these particular requirements).

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.² States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations.

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**Paperwork Reduction Act:** The Paperwork Reduction Act of 1995 (PRA) provides that an agency may not conduct, and no person is required to respond to, a collection of information unless it displays a valid OMB control number. Public reporting burden for this information collection is estimated to be 86 hours per state; including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Responding to this collection is required to obtain or retain the Federal grant benefit. In addition, responses to this information collection are public, and the agencies offer no assurances of confidentiality. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, Office of Workforce Investment, and reference OMB control number 1205-0522. Note: Please do not return the completed plan to this address.

²Target populations include individuals with barriers to employment, as defined in WIOA Sec. 3, as well as veterans, unemployed workers, and youth.
TABLE OF CONTENTS

Page numbers will be inserted after public comment period ends.

I. WIOA State Plan Type and Executive Summary

II. Strategic Elements
   • Economic, Workforce, and Workforce Development Activities Analysis
   • State Strategic Vision and Goals
   • State Strategy

III. Operational Planning Elements
   • State Strategy Implementation
   • State Operating Systems and Policies

IV. Coordination with Combined State Plan Programs

V. Common Assurances

VI. Program-Specific State Plan Requirements for Core Programs
   • Adult, Dislocated Worker, and Youth Programs Activities and Assurances
   • Wagner-Peyser Act Program and Agricultural Outreach Plan (AOP)
   • Adult Education and Family Literacy Program Activities and Assurances
   • Vocational Rehabilitation Program Activities and Assurances
   • Appendix 1: Performance Goals for the Core Programs
   • Appendix 2: State-Established Definition of Performance Success and Failure

VII. Program-Specific Requirements for Combined State Plan Partner Programs
   • Career and Technical Education Programs Authorized Under Perkins V
   • Appendix A.1 Local Application
   • Appendix A.2 Local Needs Assessment Guidebook
   • Appendix A.3 Local Needs Assessment Workbook
   • Appendix A.4 Equity Lab Workbook
   • Appendix A.5 Work-based Learning Guidance Document
   • Jobs for Veterans State Grants (JVSG)
   • Senior Community Service Employment Program (SCSEP)
I. WIOA STATE PLAN TYPE and EXECUTIVE SUMMARY

(a) Unified or Combined State Plan. Select whether the State is submitting a Unified or Combined State Plan. At a minimum, a State must submit a Unified State Plan that covers the six core programs.

Unified State Plan. This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs.

Combined State Plan. This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs, as well as one or more of the optional Combined State Plan partner programs identified below. Indicate which Combined State Plan partner program(s) the State is electing to include in the plan.


Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)

Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))

Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))

Trade Adjustment Assistance for Workers programs (activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))

Jobs for Veterans State Grants program (programs authorized under 38, U.S.C. 4100 et seq.)

Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)

Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))

Employment and training activities carried out by the Department of Housing and Urban Development

Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))

Reintegration of Ex-Offenders program programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

3The Reentry Employment Opportunities program (REO), formerly the Reintegration of Ex-Offenders Program (RExO), is referred to by its original name (RExO) in this document. This name change is a recent decision that was not incorporated into WIOA.
I. WIOA STATE PLAN TYPE and EXECUTIVE SUMMARY

(b) Plan Introduction or Executive Summary. The Unified or Combined State Plan may include an introduction or executive summary. This element is optional.

Governor Mike DeWine is committed to pursuing bold policies and initiatives that will transform Ohio into a 21st century economy. He knows that we must prepare Ohioans to fill jobs that are in-demand and in growing industries.

He appointed Lt. Governor Jon Husted to lead the Governor’s Office of Workforce Transformation (OWT) to identify new initiatives, ensure strategic alignment and reduce duplication in the State’s workforce programs. In addition, he established InnovateOhio which utilizes technology to improve government services, reduce costs, and spur a culture of innovation. He introduced the Children Services Transformation Advisory Council that is developing recommendations on making reforms and improvements to the Foster Care System, including education and training services for youth aging out of the system. He implemented RecoveryOhio to build recovery-friendly communities that support and promote health and wellness, ensuring Ohioans are able to live long, productive lives. And, he continued the Office of Faith Based and Community Initiatives to encourage organizations to seek public funding for their charitable services and the Common Sense Initiative to reform Ohio’s regulatory policies to help make the State a better place to do business.

Overall, Ohio has 17 state agencies, including the Ohio Department of Job and Family Services (ODJFS), the Ohio Department of Higher Education (ODHE), Opportunities for Ohioans with Disabilities (OOD), the Ohio Department of Education (ODE), and the Ohio Department of Aging (ODA), and others that offer almost 200 workforce-related programs. OWT serves as the lead convening entity for these agencies, promoting the alignment of their respective strategies, investments, and outcomes. Ohio will use this strong foundation of inter-agency partnerships and workforce programs to implement new and innovative strategies that will continue to grow its economy and improve the health and well-being of its citizens.

The State’s existing workforce strategies support the needs of businesses as well as help workers, students, and jobseekers, including key populations such as individuals with disabilities, individuals with low literacy levels, older individuals, veterans, low-income individuals, ex-offenders and justice-involved persons, youth in foster care, migrant and seasonal farmworkers, under-employed individuals, long-term unemployed individuals, and persons impacted by substance abuse to develop their skills and increase career advancement opportunities.

As described within this Combined State Plan, Ohio’s is implementing many new workforce strategies that will further support and expand its existing efforts. These include:

- **Virtual Services.** Ohio currently has a variety of virtual workforce services, including job-searching, upskilling, and career-pathing activities that are readily available on OhioMeansJobs.com. As part of its continuous improvement efforts, the State recently secured a vendor to make critical changes to this platform so that it can further improve the customer experience, making solutions more intuitive and easier-to-use.

  Additionally, the State has developed its new TopJobs portal. This interactive tool allows users to manipulate In-Demand Jobs data to display the information that is most relevant to them, such as business category, region, educational requirements, and preferred experience. Results can be further refined to display information on median salaries, projected growth, current employment, and current openings, helping better guide their educational and career choices.
Additionally, Ohio 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.

The State is also investing in LinkedIn Learning to enable all Ohioans with a library card to take unlimited, free online training courses. 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.

- **TechCred.** In October 2019, Ohio announced its TechCred program that will help businesses better prepare their existing workforces for jobs in today’s advanced, technology-infused economy. TechCred 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 TechCred, 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.

- **Innovative Workforce Incentive Program.** To inspire youth to identify paths to success through career-focused learning, the State will be providing $25 million in funding to schools to help students earn industry-recognized credentials. Of this total, $12.5 million will be used to promote credential attainment, $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.

- **Readiness Seals for High School Graduates.** Ohio recently adopted new graduation standards for the class of 2023 and beyond to ensure that every student is prepared for career and college when they graduate from high school. 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 Credential.

- **Choose Ohio First.** The State will invest $28 million this year and $40 million next year in its Choose Ohio First initiative to develop a workforce ready for STEMM (Science, Technology, Engineering, Mathematics, and Medicine) occupations. Choose Ohio First provides postsecondary students with increased exposure 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. Choose Ohio First also promotes the recruitment of underrepresented STEMM student groups including women and students of color.

- **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 Vocational Rehabilitation (VR) Counselor at the disability services offices at 15 public colleges and universities. They will 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.

- **Recovery Initiatives.** To help individuals with mental health and substance abuse disorder, the State has established the Jobs for Recovery Program. Under it, OOD will 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. Additionally, 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 supportive services to individuals in treatment; and develop recovery-friendly workplaces.

These new initiatives, along with existing programs and services, fully support the State’s strategic workforce vision of an Ohio where business, training, and education are aligned to meet the needs of employers, individuals, and their communities.
II. STRATEGIC ELEMENTS

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State’s current economic environment and identifies the State’s overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

(a) **Economic, Workforce, and Workforce Development Activities Analysis.** The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State’s workforce system and programs will operate.

   (1) **Economic and Workforce Analysis**

      (A) **Economic Analysis.** The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-State regions and any specific economic areas identified by the State. This must include—

         (i) **Existing Demand Industry Sectors and Occupations.** Provide an analysis of the industries and occupations for which there is existing demand.

Ohio has 17 state agencies, including the Ohio Department of Job and Family Services (ODJFS), the Ohio Department of Higher Education (ODHE), Opportunities for Ohioans with Disabilities (OOD), the Ohio Department of Education (ODE), and the Ohio Department of Aging (ODA), and others that offer almost 200 workforce-related programs. The Governor’s Office of Workforce Transformation (OWT) serves as the lead convening entity for these agencies, promoting the alignment of strategies, funding investments, and outcomes. Ohio will use this strong foundation of inter-agency partnerships and workforce programs to implement new and innovative strategies that will continue to grow its economy and improve the health and well-being of its citizens.

With respect to the portrait of Ohio, the State has a population of 11.7 million, the 7th largest in the country. It has the 10th largest highway network and is centrally located within a day’s drive of 50 percent of all of North America’s population. Its major metropolitan areas of Columbus, Cleveland, Cincinnati, and Toledo are strategically situated in the central, northeast, southwest, and northwest areas of the state. Rural Appalachia includes 32 counties that sweep across the south to southeast portion of the State.

Ohio is home to many historically strong industries, such as banking and insurance, plastics and rubber manufacturing, research and development, automotive assembly, steel production, and traditional agriculture. The State’s industries are also expanding to include new and developing sectors, including technology, bioscience, green energy, information, and food processing.

To ensure the State accurately identifies its demand industry sectors and occupations, the OWT, Governor’s Executive Workforce Board (GEWB), and JobsOhio gather, analyze, and consider information from the following sources.

- **Labor Market Information.** Labor Market Information (LMI) about occupational wages, projected annual job openings, and projected job growth forms the initial basis of the analysis. Biennial occupational employment forecasts are developed from business employment forecasts, providing an across-the-board assessment of employer jobs needs.
II. STRATEGIC ELEMENTS

- **Economic Drivers.** The following industry clusters and business functions have been identified by JobsOhio as critical to Ohio’s economy and are closely analyzed for existing workforce needs: Aerospace and Aviation; Automotive; Financial Services; BioHealth; Advanced Manufacturing; Energy and Chemicals; Food and Agribusiness; Information Technology; and Logistics and Distribution.

- **In-Demand Jobs Survey.** In July 2019, OWT launched the In-Demand Jobs Survey that is open to all registered Ohio businesses. This innovative new online tool allows employers to provide direct, real-time data about their existing and emerging workforce needs, including the number of current and projected job openings along with related education, skill, and certification requirements.

The culmination of this economic analysis results in Ohio’s In-Demand Jobs List. To be included, sectors and occupations must have greater than average projected job openings or growth, along with median wages equal to or greater than 80 percent of Ohio’s median wage. Overall, the In-Demand Jobs List fosters cross-agency workforce alignment, prioritizes training investments and curricula development, and improves career planning services.

The TopJobs portal found at [https://topjobs.ohio.gov/wps/portal/gov/in-demand/home](https://topjobs.ohio.gov/wps/portal/gov/in-demand/home) includes the current In-Demand Jobs List. This interactive tool allows users to view and sort occupations by business category, region, educational requirements, and preferred experience. Results can be further refined to display information on median salaries, projected growth, current employment, and current openings, thus providing users with critical information on emerging sectors and industries with significant development.

As shown in **Figure 1. Top 10 Occupations with the Most Annual Openings on the In-Demand Jobs List, December 2019**, the Administrative and Waste Services sector occupations of Customer Service Representatives; Office Clerks, General; Secretaries, Except Legal, Medical and Executive; and Bookkeeping, Accounting, and Auditing Clerks account for 40.8 percent (36,941 of 90,588) of annual job openings.

Additionally, the Transportation and Warehousing sector occupations of Laborers/Freight/Stock/Material Movers, Hand; and Truck Drivers Heavy and Tractor-Trailer account for 27.4 percent (24,812 of 90,588) of annual job openings.

Further, the Health Care and Social Assistance sector occupations of Registered Nurses and Nursing Assistants account for 18.8 percent (17,032 of 90,588) of annual job openings.

**Figure 1. Top 10 Occupations with the Most Annual Openings on the In-Demand Jobs List, December 2019**

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>Starting Wage</th>
<th>Median Wage</th>
<th>Education Level</th>
<th>On-the-Job Training</th>
<th>Relevant Work Experience</th>
<th>Annual Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laborers/Freight/Stock/Material Movers, Hand</td>
<td>$20,850</td>
<td>$29,596</td>
<td>No formal educational credential</td>
<td>Short-term on-the-job training</td>
<td>None</td>
<td>16,347</td>
</tr>
<tr>
<td>Customer Service Representatives</td>
<td>$23,680</td>
<td>$34,715</td>
<td>High school diploma or equivalent</td>
<td>Short-term on-the-job training</td>
<td>None</td>
<td>11,757</td>
</tr>
</tbody>
</table>
II. STRATEGIC ELEMENTS

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>Starting Wage</th>
<th>Median Wage</th>
<th>Education Level</th>
<th>On-the-Job Training</th>
<th>Relevant Work Experience</th>
<th>Annual Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Clerks, General</td>
<td>$21,410</td>
<td>$33,766</td>
<td>High school diploma or equivalent</td>
<td>Short-term on-the-job training</td>
<td>None</td>
<td>10,498</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>$52,780</td>
<td>$65,707</td>
<td>Bachelor’s degree</td>
<td>None</td>
<td>None</td>
<td>8,848</td>
</tr>
<tr>
<td>Truck Drivers, Heavy and Tractor-Trailer</td>
<td>$31,310</td>
<td>$44,717</td>
<td>Postsecondary non-degree award</td>
<td>Short-term on-the-job training</td>
<td>None</td>
<td>8,465</td>
</tr>
<tr>
<td>Nursing Assistant</td>
<td>$22,010</td>
<td>$28,190</td>
<td>Postsecondary non-degree award</td>
<td>None</td>
<td>None</td>
<td>8,184</td>
</tr>
<tr>
<td>Secretaries, Except Legal, Medical, and Executive</td>
<td>$24,260</td>
<td>$36,675</td>
<td>High school diploma or equivalent</td>
<td>Short-term on-the-job training</td>
<td>None</td>
<td>7,758</td>
</tr>
<tr>
<td>Bookkeeping, Accounting, and Auditing Clerks</td>
<td>$26,750</td>
<td>$39,687</td>
<td>Some college, no degree</td>
<td>Moderate-term on-the-job training</td>
<td>None</td>
<td>6,928</td>
</tr>
<tr>
<td>Landscaping and Groundskeeping Workers</td>
<td>$20,250</td>
<td>$28,670</td>
<td>No formal educational credential</td>
<td>Short-term on-the-job training</td>
<td>None</td>
<td>5,908</td>
</tr>
<tr>
<td>Maintenance and Repair Workers, General</td>
<td>$27,040</td>
<td>$40,767</td>
<td>High school diploma or equivalent</td>
<td>Moderate-term on-the-job training</td>
<td>None</td>
<td>5,895</td>
</tr>
</tbody>
</table>

Source: OhioMeansJobs.com

The In-Demand Jobs List is further supported by the information found in Figure 2. Online Job Postings by Top 10 Industries, January – June 2019 which identifies the most frequent online job advertisements on OhioMeansJobs.com sorted by North American Industry Classification System (NAICS).

As shown, the Health Care and Social Assistance industry accounts for 14.1 percent (93,929 of 666,437), the Manufacturing industry accounts for 7.2 percent (48,190 of 666,437) and the Administrative and Support and Waste Management and Remediation Services accounts for 4.0 percent (26,533 of 666,437).

Figure 2. Online Job Postings by Top 10 Industries, January – June 2019

<table>
<thead>
<tr>
<th>Industry</th>
<th>NAICS</th>
<th>Ads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care and Social Assistance</td>
<td>62</td>
<td>93,929</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>44</td>
<td>75,634</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>31</td>
<td>48,190</td>
</tr>
<tr>
<td>Professional, Scientific, and Technical Services</td>
<td>54</td>
<td>40,386</td>
</tr>
<tr>
<td>Finance and Insurance</td>
<td>52</td>
<td>39,420</td>
</tr>
<tr>
<td>Accommodation and Food Services</td>
<td>72</td>
<td>35,594</td>
</tr>
<tr>
<td>Administrative and Support and Waste Management and Remediation Services</td>
<td>56</td>
<td>26,533</td>
</tr>
<tr>
<td>Wholesale Trade</td>
<td>42</td>
<td>25,394</td>
</tr>
<tr>
<td>Transportation and Warehousing</td>
<td>48</td>
<td>19,625</td>
</tr>
<tr>
<td>Educational Services</td>
<td>61</td>
<td>15,364</td>
</tr>
</tbody>
</table>

Source: OhioMeansJobs.com
(ii) Emerging Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which demand is emerging.

The Bureau of Labor Market Information within the ODJFS forecasts long-term employment projections and identifies emerging industries and occupations using a combination of data from a variety of sources, including business surveys, economic analyses, and online job postings.

As shown in Figure 3. Ohio 2016-2026 Long-Term Employment Projections by Major Industry, it is expected that there will be significant job growth in Health Care and Social Assistance (16.5 percent), Construction (10.4 percent), Management of Companies and Enterprises (10.2 percent), Administrative and Waste Services (7.9 percent), Transportation and Warehousing (6.4 percent), and Finance and Insurance (6.0 percent).

At the same time, changes in the nature of work and advancements in technology are projected to cause a decrease in employment in Manufacturing (-5.9 percent) and Information (-7.4 percent).

To prepare for this shift, a cross-agency workforce team is proactively identifying the new and emerging skill sets that will be required for its long-term talent pipeline. As automation and technology become more common in the workplace, the State will promote and expand education and training opportunities that enable individuals to successfully transition into new jobs and careers within their current employment sectors.

**Figure 3. Ohio 2016-2026 Long-Term Employment Projections by Major Industry**

<table>
<thead>
<tr>
<th>Industry Title</th>
<th>2016 Annual Employment</th>
<th>2026 Projected Employment</th>
<th>Change in Employment 2016-2026</th>
<th>Percent Change 2016-2026</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>5,793,823</td>
<td>6,047,156</td>
<td>253,333</td>
<td>4.4%</td>
</tr>
<tr>
<td>Goods-Producing Industries</td>
<td>997,420</td>
<td>978,204</td>
<td>-19,216</td>
<td>-1.9%</td>
</tr>
<tr>
<td>Agriculture, Forestry, Fishing and Hunting</td>
<td>95,392</td>
<td>94,553</td>
<td>-839</td>
<td>-0.9%</td>
</tr>
<tr>
<td>Mining</td>
<td>11,082</td>
<td>11,743</td>
<td>661</td>
<td>6.0%</td>
</tr>
<tr>
<td>Construction</td>
<td>205,953</td>
<td>227,427</td>
<td>21,474</td>
<td>10.4%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>684,993</td>
<td>644,481</td>
<td>-40,512</td>
<td>-5.9%</td>
</tr>
<tr>
<td>Service-Providing Industries</td>
<td>4,502,614</td>
<td>4,755,335</td>
<td>252,721</td>
<td>5.6%</td>
</tr>
<tr>
<td>Wholesale Trade</td>
<td>235,282</td>
<td>236,107</td>
<td>825</td>
<td>0.4%</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>575,582</td>
<td>585,667</td>
<td>10,085</td>
<td>1.8%</td>
</tr>
<tr>
<td>Transportation and Warehousing</td>
<td>192,221</td>
<td>204,430</td>
<td>12,209</td>
<td>6.4%</td>
</tr>
<tr>
<td>Utilities</td>
<td>19,275</td>
<td>19,108</td>
<td>-167</td>
<td>-0.9%</td>
</tr>
<tr>
<td>Information</td>
<td>71,762</td>
<td>66,446</td>
<td>-5,316</td>
<td>-7.4%</td>
</tr>
<tr>
<td>Finance and Insurance</td>
<td>236,224</td>
<td>250,293</td>
<td>14,069</td>
<td>6.0%</td>
</tr>
<tr>
<td>Real Estate and Rental and Leasing</td>
<td>63,179</td>
<td>66,948</td>
<td>3,769</td>
<td>6.0%</td>
</tr>
<tr>
<td>Professional and Technical Services</td>
<td>257,130</td>
<td>266,681</td>
<td>9,551</td>
<td>3.7%</td>
</tr>
<tr>
<td>Management of Companies and Enterprises</td>
<td>138,338</td>
<td>152,421</td>
<td>14,083</td>
<td>10.2%</td>
</tr>
<tr>
<td>Administrative and Waste Services</td>
<td>327,078</td>
<td>352,871</td>
<td>25,793</td>
<td>7.9%</td>
</tr>
<tr>
<td>Educational Services</td>
<td>428,683</td>
<td>453,597</td>
<td>24,914</td>
<td>5.8%</td>
</tr>
<tr>
<td>Health Care and Social Assistance</td>
<td>820,391</td>
<td>956,022</td>
<td>135,631</td>
<td>16.5%</td>
</tr>
<tr>
<td>Arts, Entertainment and Recreation</td>
<td>78,114</td>
<td>83,031</td>
<td>4,917</td>
<td>6.3%</td>
</tr>
<tr>
<td>Accommodation and Food Services</td>
<td>473,566</td>
<td>473,383</td>
<td>-183</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other Services (Except Government)</td>
<td>233,824</td>
<td>237,048</td>
<td>3,224</td>
<td>1.4%</td>
</tr>
<tr>
<td>Government</td>
<td>351,965</td>
<td>351,282</td>
<td>-683</td>
<td>-0.2%</td>
</tr>
</tbody>
</table>

**Self-Employed and Unpaid Family Workers**

<table>
<thead>
<tr>
<th>Industry Title</th>
<th>2016 Annual Employment</th>
<th>2026 Projected Employment</th>
<th>Change in Employment 2016-2026</th>
<th>Percent Change 2016-2026</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>293,789</td>
<td>313,617</td>
<td>19,828</td>
<td>6.8%</td>
</tr>
</tbody>
</table>

*Source: ODJFS-Bureau of Labor Statistics (ODJFS-BLS), September 2018*
II. STRATEGIC ELEMENTS

The emerging growth by industry is further supported in Figure 4. Ohio Occupational Employment Projections by Occupational Group, 2016-2026 that shows increases in the Health Care and Social Assistance sector, including Health Care Support Occupations (21.7 percent), Health Care Practitioners & Technical Occupations (12.4 percent), Community & Social Service Occupations (11.9 percent), and Life, Physical, & Social Science Occupations (8.8 percent).

Additionally, growth in Construction is supported by increased need in Construction and Extraction Occupations (8.4 percent). The sector of Management of Companies and Enterprises’ growth is supported by increase in Business and Financial Operations (7.2 percent) along with Management Occupations (5.5 percent).

The decline in the Manufacturing sector is supported by the decrease in Production Occupations (-5.6 percent). Ohio is using data from JobsOhio to anticipate changes to the industry and proactively train workers to work alongside new technologies. It will identify the education and skill sets that will be required as a result of automation, empowering workers to remain competitive and to continue to progress in their careers.

Figure 4. Ohio Occupational Employment Projections by Occupational Group, 2016-2026

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Employment 2016 Annual</th>
<th>Employment 2026 Projected</th>
<th>Change in Employment 2016 - 2026</th>
<th>Growth</th>
<th>Annual Openings</th>
<th>Exit</th>
<th>Transfers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total, All Occupations</td>
<td>5,793,823</td>
<td>6,047,156</td>
<td>253,333 4.4%</td>
<td>25,333</td>
<td>274,557</td>
<td>364,606</td>
<td>664,496</td>
<td></td>
</tr>
<tr>
<td>Healthcare Support Occupations</td>
<td>204,376</td>
<td>248,724</td>
<td>44,348 21.7%</td>
<td>4,435</td>
<td>12,977</td>
<td>12,257</td>
<td>29,669</td>
<td></td>
</tr>
<tr>
<td>Personal Care &amp; Service Occupations</td>
<td>174,752</td>
<td>198,818</td>
<td>24,066 13.8%</td>
<td>2,407</td>
<td>14,002</td>
<td>13,098</td>
<td>29,507</td>
<td></td>
</tr>
<tr>
<td>Healthcare Practitioners &amp; Technical Occupations</td>
<td>371,975</td>
<td>418,231</td>
<td>46,256 12.4%</td>
<td>4,626</td>
<td>10,557</td>
<td>10,163</td>
<td>25,346</td>
<td></td>
</tr>
<tr>
<td>Community &amp; Social Service Occupations</td>
<td>101,986</td>
<td>114,124</td>
<td>12,138 11.9%</td>
<td>1,214</td>
<td>4,394</td>
<td>7,090</td>
<td>12,698</td>
<td></td>
</tr>
<tr>
<td>Life, Physical, &amp; Social Science Occupations</td>
<td>37,253</td>
<td>40,529</td>
<td>3,276 8.8%</td>
<td>328</td>
<td>1,020</td>
<td>2,412</td>
<td>3,760</td>
<td></td>
</tr>
<tr>
<td>Construction &amp; Extraction Occupations</td>
<td>212,889</td>
<td>230,669</td>
<td>17,780 8.4%</td>
<td>1,778</td>
<td>7,781</td>
<td>14,597</td>
<td>24,156</td>
<td></td>
</tr>
<tr>
<td>Business &amp; Financial Operations Occupations</td>
<td>282,682</td>
<td>303,006</td>
<td>20,324 7.2%</td>
<td>2,032</td>
<td>8,531</td>
<td>17,201</td>
<td>27,764</td>
<td></td>
</tr>
<tr>
<td>Computer &amp; Mathematical Occupations</td>
<td>147,225</td>
<td>157,316</td>
<td>10,091 6.9%</td>
<td>1,009</td>
<td>2,578</td>
<td>7,267</td>
<td>10,854</td>
<td></td>
</tr>
<tr>
<td>Architecture &amp; Engineering Occupations</td>
<td>96,728</td>
<td>103,258</td>
<td>6,530 6.8%</td>
<td>653</td>
<td>2,457</td>
<td>4,469</td>
<td>7,579</td>
<td></td>
</tr>
<tr>
<td>Building &amp; Grounds Cleaning &amp; Maintenance Occupations</td>
<td>195,352</td>
<td>206,466</td>
<td>11,114 5.7%</td>
<td>1,111</td>
<td>12,160</td>
<td>12,797</td>
<td>26,068</td>
<td></td>
</tr>
<tr>
<td>Management Occupations</td>
<td>355,489</td>
<td>375,136</td>
<td>19,627 5.5%</td>
<td>1,963</td>
<td>11,764</td>
<td>15,984</td>
<td>29,711</td>
<td></td>
</tr>
<tr>
<td>Transportation &amp; Material Moving Occupations</td>
<td>415,222</td>
<td>434,014</td>
<td>18,792 4.5%</td>
<td>1,879</td>
<td>21,046</td>
<td>30,617</td>
<td>53,542</td>
<td></td>
</tr>
<tr>
<td>Installation, Maintenance, &amp; Repair Occupations</td>
<td>223,384</td>
<td>232,205</td>
<td>8,821 3.9%</td>
<td>882</td>
<td>7,922</td>
<td>13,320</td>
<td>22,124</td>
<td></td>
</tr>
<tr>
<td>Arts, Design, Entertainment, Sports, &amp; Media Occupations</td>
<td>87,126</td>
<td>89,279</td>
<td>2,153 2.5%</td>
<td>215</td>
<td>3,703</td>
<td>4,734</td>
<td>8,652</td>
<td></td>
</tr>
<tr>
<td>Legal Occupations</td>
<td>35,984</td>
<td>36,988</td>
<td>714 2.0%</td>
<td>71</td>
<td>896</td>
<td>1,268</td>
<td>2,235</td>
<td></td>
</tr>
<tr>
<td>Protective Service Occupations</td>
<td>118,191</td>
<td>120,312</td>
<td>2,121 1.8%</td>
<td>212</td>
<td>5,926</td>
<td>6,651</td>
<td>12,789</td>
<td></td>
</tr>
<tr>
<td>Sales &amp; Related Occupations</td>
<td>551,916</td>
<td>560,882</td>
<td>8,966 1.6%</td>
<td>897</td>
<td>31,984</td>
<td>42,440</td>
<td>75,331</td>
<td></td>
</tr>
<tr>
<td>Food Preparation &amp; Serving Related Occupations</td>
<td>507,785</td>
<td>515,111</td>
<td>7,326 1.4%</td>
<td>733</td>
<td>39,007</td>
<td>48,397</td>
<td>88,137</td>
<td></td>
</tr>
<tr>
<td>Office &amp; Administrative Support Occupations</td>
<td>840,532</td>
<td>832,514</td>
<td>-8,018 -1.0%</td>
<td>-802</td>
<td>42,566</td>
<td>49,968</td>
<td>91,750</td>
<td></td>
</tr>
<tr>
<td>Farming, Fishing, &amp; Forestry Occupations</td>
<td>13,947</td>
<td>13,534</td>
<td>-413 -3.0%</td>
<td>-41</td>
<td>504</td>
<td>1,523</td>
<td>1,986</td>
<td></td>
</tr>
<tr>
<td>Production Occupations</td>
<td>503,651</td>
<td>475,215</td>
<td>-28,436 -5.6%</td>
<td>-2,844</td>
<td>19,361</td>
<td>34,971</td>
<td>51,488</td>
<td></td>
</tr>
</tbody>
</table>

Source: ODJFS-BLS, September 2017

(iii) Employers’ Employment Needs. With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

Ohio employers value knowledge, skills, and abilities. As shown earlier in Figure 1. Top 10 Occupations with the Most Annual Openings on the In-Demand Jobs List, December 2019, there is a direct correlation between minimum education and skill requirements and starting wage levels.

The occupations of Laborers/Freight/Stock/Material Movers, Hand and Landscaping and Groundkeeping Workers require no formal educational credential. These jobs have starting wages of $20,850 and $20,250, respectively.
II. STRATEGIC ELEMENTS

The occupations of Customer Service Representatives; Office Clerks, General; Secretaries, Except Legal, Medical and Executive; Bookkeeping, Accounting, and Auditing Clerks; and Maintenance and Repair Workers, General have minimum requirements of a high school diploma along with short-term to moderate-term on-the-job training. They have starting wages between $21,240 to $27,040.

Nursing Assistants require at least a postsecondary non-degree award and have a starting wage of $22,010.

The occupations of Truck Drivers, Heavy and Tractor-Trailer; and Bookkeeping, Accounting, and Auditing Clerks require some college or postsecondary non-degree award as well as moderate-term on-the-job training. They have starting wages of $31,310 and $26,750, respectively.

Finally, the occupational category of Registered Nurses requires a Bachelor’s degree. Its starting wage is $52,780 which is significantly higher than the aforementioned occupations that require less education and skills.

(B) Workforce Analysis. The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA. This population must include individuals with disabilities among other groups in the State and across regions identified by the State. This includes—

(i) Employment and Unemployment. Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.

Employment. According to US Bureau of Labor Statistics and ODJFS-BLS, Ohio’s Labor Force Estimate for October 2019 was 5,828,700. Figure 5. Ohio and US Labor Force Participation Rates, January 2010 - June 2019 (Seasonally Adjusted) indicates that the State’s participation rates have decreased over the past eight years from a high of 65.5 percent in January 2010 to a current rate of 62.7 percent in June 2019. This decline appears to be the result of the aging population (see Figure 11. Labor Force Age Distribution, 2015 and Projected 2025 under Key Populations later in this section) as more and more workers move into higher age groups that tend to have lower participation rates. According to the US Bureau of Labor Statistics, the overall labor force participation rate for the country has been declining since 2000, dropping sharply following the 2007-2009 recession.

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4Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals.

5Veterans, unemployed workers, and youth, and others that the State may identify.
II. STRATEGIC ELEMENTS

Figure 5. Ohio and US Labor Force Participation Rates, January 2010 - June 2019 (Seasonally Adjusted) (Note: Figure to be updated with December 2019 information when finalized)

Unemployment. As shown in Figure 6, Ohio and US Monthly Unemployment Rates, January 2010-June 2019 (Seasonally Adjusted), the State’s unemployment rate has steadily decreased from a high of 11.0 percent in January 2010 to 4.0 percent in June 2019.

Long-term unemployment has also decreased significantly in the past few years. According to Local Unemployment Area Statistics program preliminary estimates, in 2018, there were 50,000 Ohioans unemployed 27 weeks or more as compared to 73,000 in 2016, a decrease of 31.5 percent and there were 31,000 unemployed 52 weeks or more in 2018 as compared to 50,000 in 2016, a decrease of 38.0 percent.

II. STRATEGIC ELEMENTS

Figure 6. Ohio and US Monthly Unemployment Rates, January 2010–June 2019 (Seasonally Adjusted) (Note: Figure to be updated with December 2019 information when finalized)


Although the statewide unemployment rate has decreased, pockets of high unemployment remain. As shown in Figure 7. Ohio Unemployment Rate (Not Seasonally Adjusted), June 2019, six Appalachian Counties have rates higher than 6.1 percent: Adams (6.3 percent), Athens (6.4 percent), Meigs (6.6 percent), Monroe (7.3 percent), Noble (6.3 percent), and Scioto (6.2 percent).
II. STRATEGIC ELEMENTS

Figure 7. Ohio Unemployment Rate (Not Seasonally Adjusted), June 2019 (Note: Figure to be updated with December 2019 information when finalized)

Source: ODJFS-BLS, June 2019
II. STRATEGIC ELEMENTS

**Key Populations.** Ohio has implemented strategies to serve populations that may experience barriers to employment. These populations include:

- Individuals with Disabilities
- Individuals with Low Literacy Levels
- Older Individuals
- Veterans
- Low-Income Individuals
- Ex-Offenders and Justice-Involved Persons
- Youth in Foster Care
- Migrant and Seasonal Farmworkers
- Under-Employed Individuals
- Long-Term Unemployed Individuals
- Persons Impacted by Substance Misuse

**Individuals with Disabilities.** According to US Census data, 11.9 percent (840,199 of 6,176,639) of Ohioans ages 18 to 64 report having a disability. As shown in **Figure 8. Ohio Labor Force Status by Disability Status, 2017**, 58.2 percent of individuals with disabilities were not in the workforce as compared to 17.4 percent of those without disabilities. The rate of unemployment for individuals with disabilities was 1.1 percent higher than persons without (4.9 percent as compared to 3.8 percent, respectively). As discussed in the response to (c) State Strategy, Ohio has initiated Project Search along with new vocational apprenticeships within its cabinet agencies to help improve career opportunities for individuals with disabilities.

**Figure 8. Ohio Labor Force Status by Disability Status, 2017**

![Graph showing labor force status by disability status.](source: American Community Survey, 2017, US Census Bureau)
II. STRATEGIC ELEMENTS

Individuals with Low Literacy Levels. As shown in Figure 9, Educational Attainment for the Population 25 Years and Older, 2013-2017, 10.2 percent of working age adults lack a high school diploma or equivalency. This translates into over 800,000 individuals (10.2 percent of estimated 8,200,000 citizens over age 25).

Figure 9. Educational Attainment for the Population 25 Years and Older, 2013-2017

<table>
<thead>
<tr>
<th>Description</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than high school diploma of equivalency</td>
<td>10.2</td>
</tr>
<tr>
<td>High school diploma or equivalency</td>
<td>33.6</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>20.5</td>
</tr>
<tr>
<td>Associate’s degree</td>
<td>8.5</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>17.0</td>
</tr>
<tr>
<td>Graduate or Professional degree</td>
<td>10.2</td>
</tr>
</tbody>
</table>

Source: American Community Survey, 2017, US Census Bureau

Figure 10. Ohio Remediation Report, 2018 shows that over 33 percent of adults enrolled in Ohio’s public colleges took either remedial math (22.24 percent) or remedial English classes (11.17 percent). Almost 8 percent took both remedial math and remedial English classes. Ohioans who are weak in the basic math and English skills will be less likely to be able to apply these skills to everyday workplace skills.

Figure 10. Ohio Remediation Report, 2018

Source: Ohio Department of Higher Education

To help adults with low literacy levels improve their skills so that they can achieve better occupations and careers, the State will expand access to its Aspire Adult Education and Literacy program as detailed in the response to (c) State Strategy.

Older Individuals. As shown in Figure 11. Labor Force Age Distribution, 2015 and Projected 2025, Ohio’s labor force is expected to decrease by 97,399 (from 5,788,314 to 5,690,915). The most significant decrease will be the loss of 176,504 workers aged 45-54 (from 1,268,520 to 1,092,016). Additionally, there will be a reduction of 60,292 workers aged 15-24 (from 839,040 to 778,748) due primarily to lower birth rates. These decreases will be partially offset by a projected increase of 160,385 workers aged 65 and older (from 339,595 to 499,980).

Overall, the average age of the labor force is expected to increase, with 26 percent aged 55 and older. As a result, there is a risk that there may not be an adequate pipeline of younger workers to replace individuals who choose to retire and leave the labor force. As described in the response to (c) State Strategy, Ohio is addressing this issue by implementing specific initiatives that are designed to attract and retain emerging talent, upskill the existing workforce, and better assist and engage individuals who may have barriers to employment.
II. STRATEGIC ELEMENTS

Figure 11. Labor Force Age Distribution, 2015 and Projected 2025

![Bar chart showing labor force age distribution, 2015 and projected 2025](chart)

Source: ODJFS calculation; ODSA and US Bureau of Labor Statistics data

Veterans. As shown in Figure 12. Ohio Veteran Statistics, there are approximately 715,000 veterans living in Ohio, of which 48.3 percent are under the age of 65. With respect to education, 37.2 percent possess a high school diploma or equivalency, 34.3 percent have some college or Associate’s degree, and 21.4 percent hold a Bachelor’s degree or higher. Overall, 28.8 percent have a disability, 4.8 percent are unemployed, and 7.4 percent live in poverty.

In addition to these statistics, the US Department of Housing and Urban Development’s report, 2018 Point-in-Time Estimate of Veteran Homelessness in the US, indicates that the number of homeless veterans in Ohio dropped by 13 percent between 2017 to 2018.

The OhioMeansVeteranJobs.com website is a common resource used by multiple partner programs to provide veterans with workforce services. As discussed in the response to (c) State Strategy, as part of its Ohio Values Veterans initiative, ODHE has formed the Military Strategic Implementation Team (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.
II. STRATEGIC ELEMENTS

Figure 12. Ohio Veteran Statistics

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Estimated Veterans</th>
<th>Percent Veteran</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total veterans, 18 years and over</td>
<td>714,647</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**PERIOD OF SERVICE**

<table>
<thead>
<tr>
<th>Estimated Veterans</th>
<th>Percent Veteran</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gulf War (9/2001 or later)</td>
<td>108,191 15.1%</td>
</tr>
<tr>
<td>Gulf War (8/1990 to 8/2001)</td>
<td>128,304 18.0%</td>
</tr>
<tr>
<td>Vietnam era veterans</td>
<td>261,225 36.6%</td>
</tr>
<tr>
<td>Korean War veterans</td>
<td>57,220 8.0%</td>
</tr>
<tr>
<td>World War II veterans</td>
<td>25,467 3.6%</td>
</tr>
</tbody>
</table>

**SEX**

<table>
<thead>
<tr>
<th>Estimated Veterans</th>
<th>Percent Veteran</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>662,207 92.7%</td>
</tr>
<tr>
<td>Female</td>
<td>52,440 7.3%</td>
</tr>
</tbody>
</table>

**AGE**

<table>
<thead>
<tr>
<th>Estimated Veterans</th>
<th>Percent Veteran</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 to 34 years</td>
<td>54,154 7.6%</td>
</tr>
<tr>
<td>35 to 54 years</td>
<td>161,574 22.6%</td>
</tr>
<tr>
<td>55 to 64 years</td>
<td>129,184 18.1%</td>
</tr>
<tr>
<td>65 to 74 years</td>
<td>203,010 28.4%</td>
</tr>
<tr>
<td>75 years and over</td>
<td>166,725 23.3%</td>
</tr>
</tbody>
</table>

**EMPLOYMENT STATUS**

<table>
<thead>
<tr>
<th>Estimated Veterans</th>
<th>Percent Veteran</th>
</tr>
</thead>
</table>
| Veterans population 18 to 64 | 344,912
| Labor force participation | 75.6% |
| Veterans labor force 18 to 64 | 260,837 |
| Unemployment rate | 4.2% |

**EDUCATIONAL ATTAINMENT**

<table>
<thead>
<tr>
<th>Estimated Veterans</th>
<th>Percent Veteran</th>
</tr>
</thead>
</table>
| Veterans, 25 years and over | 706,684
| Less than high school | 50,065 7.1% |
| High school graduate | 262,775 37.2% |
| Some college or associate's | 242,681 34.3% |
| Bachelor's degree or higher | 151,163 21.4% |

**REVENUE STATUS IN THE PAST 12 MONTHS**

<table>
<thead>
<tr>
<th>Estimated Veterans</th>
<th>Percent Veteran</th>
</tr>
</thead>
</table>
| Veterans population 18 years | 698,515
| Income in the past 12 | 50,731 7.3% |
| Income in the past 12 | 647,784 92.7% |

**DISABILITY STATUS**

<table>
<thead>
<tr>
<th>Estimated Veterans</th>
<th>Percent Veteran</th>
</tr>
</thead>
</table>
| Veterans population 18 years | 698,515
| With any disability | 202,937 29.1% |
| Without a disability | 495,578 70.9% |

**MEDIAN INCOME IN THE PAST 12 MONTHS (IN 2017 INFLATION-ADJUSTED DOLLARS)**

<table>
<thead>
<tr>
<th>Estimated Veterans</th>
<th>Percent Veteran</th>
</tr>
</thead>
</table>
| Civilian population 18 years | $36,770
| Male | $37,124 |
| Female | $30,802 |

Source: American Community Survey, 2017, US Census Bureau

Low-Income Individuals. As shown in Figure 13. Ohio Household Income in the Past 12 Months (2017 Inflation-Adjusted Dollars), 12 percent of households earned less than $15,000 in annual income. Of these, more than half (7.1 percent) earned less than $10,000.
II. STRATEGIC ELEMENTS

Figure 13. Ohio Household Income in the Past 12 Months (2017 Inflation-Adjusted Dollars)

<table>
<thead>
<tr>
<th></th>
<th>Households</th>
<th>Families</th>
<th>Married-couple families</th>
<th>Nonfamily households</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Households</td>
<td>4,667,192</td>
<td>2,951,170</td>
<td>2,136,801</td>
<td>1,716,022</td>
</tr>
<tr>
<td>Less than $10,000</td>
<td>7.10%</td>
<td>4.10%</td>
<td>1.30%</td>
<td>13.40%</td>
</tr>
<tr>
<td>$10,000 to $14,999</td>
<td>4.90%</td>
<td>2.80%</td>
<td>1.00%</td>
<td>9.10%</td>
</tr>
<tr>
<td>$15,000 to $24,999</td>
<td>10.20%</td>
<td>6.60%</td>
<td>3.60%</td>
<td>17.10%</td>
</tr>
<tr>
<td>$25,000 to $34,999</td>
<td>10.30%</td>
<td>8.40%</td>
<td>5.80%</td>
<td>14.10%</td>
</tr>
<tr>
<td>$35,000 to $49,999</td>
<td>13.80%</td>
<td>12.80%</td>
<td>11.30%</td>
<td>15.70%</td>
</tr>
<tr>
<td>$50,000 to $74,999</td>
<td>18.50%</td>
<td>19.50%</td>
<td>20.20%</td>
<td>16.10%</td>
</tr>
<tr>
<td>$75,000 to $99,999</td>
<td>12.80%</td>
<td>15.40%</td>
<td>17.90%</td>
<td>7.20%</td>
</tr>
<tr>
<td>$100,000 to $149,999</td>
<td>13.40%</td>
<td>17.90%</td>
<td>22.50%</td>
<td>4.90%</td>
</tr>
<tr>
<td>$150,000 to $199,999</td>
<td>4.80%</td>
<td>6.60%</td>
<td>8.60%</td>
<td>1.30%</td>
</tr>
<tr>
<td>$200,000 or more</td>
<td>4.30%</td>
<td>6.00%</td>
<td>7.90%</td>
<td>1.20%</td>
</tr>
<tr>
<td>Median income (dollars)</td>
<td>$54,021</td>
<td>$69,632</td>
<td>$83,361</td>
<td>$32,007</td>
</tr>
<tr>
<td>Mean income (dollars)</td>
<td>$73,337</td>
<td>$88,326</td>
<td>$103,910</td>
<td>$44,494</td>
</tr>
</tbody>
</table>

Source: American Community Survey, 2017, US Census Bureau

Additionally, as depicted in Figure 14. Poverty in Ohio by County, there are very high levels of poverty found in Appalachian Ohio. Most counties in this region have poverty levels between 15.5 to 19.9 percent and 11 possess rates between 20.0 to 31.2 percent. It is also important to note that another pocket of very high poverty is found in the northwest section of the State in Lucas County (20.7 percent) that includes the City of Toledo.

Because low-income individuals typically have significant transportation and/or childcare issues that make it difficult to travel on-site to an OhioMeansJobs Center, education institution, or training facility, Ohio will develop alternative means for access, such as using technology or establishing library locations as discussed in the response to (c) State Strategy.
II. STRATEGIC ELEMENTS

Figure 14. Poverty in Ohio by County

Source: American Community Survey, 2012-2016, US Census Bureau

Ex-Offenders and Justice-Involved Persons. An estimated 15 percent of Ohioans have felony and/or misdemeanor convictions. The State is working to ensure that these justice-involved persons have access to education and job training before they are released, preparing them for employment upon return to their communities. As described in the response to (c) State Strategy, Ohio offers career-technical programs in its youth and adult correctional facilities and has implemented an Offender Network for Employment to STOP (O.N.E. STOP) Recidivism program.

Youth In Foster Care. As shown in Figure 15. Number of Ohio Children in Foster Care, the number of children living away from their homes has increased by over 3,000 over the last five years due primarily to substance misuse issues. All in all, nearly 16,000 are living away from their homes because their parents are not able to care for them safely. Many young adults “age-out” of foster care each year without permanent home connections and are at higher risk than their peers of dropping out of high school, becoming a pregnant or parenting youth, not participating in postsecondary education, falling into poverty, and/or becoming unemployed or homeless. Ohio’s innovative Bridges program aims to mitigate these risks by allowing young adults who age out of care to request supports toward independence any time up until their 21st birthday, promoting education and encouraging young adults to pursue life-long careers. More information on the Bridges program is found in response to (c) State Strategy.
II. STRATEGIC ELEMENTS

Figure 15. Number of Ohio Children in Foster Care

Source: ODJFS Data Dashboard

Migrant and Seasonal Farmworkers. The Occupational Safety and Health Administration Licensed Agriculture Labor reports that there were 3,851 migrant and seasonal farmworkers in Ohio in 2019, a decrease of 57.9 percent as compared to 2013. This small group typically possesses low education levels, limiting their ability to secure employment with long-term security and career pathways. Children are at increased risk of dropping out of school due to disruptions in education, cultural and language barriers, and social isolation. As discussed in the response to (c) State Strategy, the Ohio Migrant Education Center supports local education agencies in developing supplemental instruction and supportive services to help youth stay in high school and achieve a diploma or equivalent as well as master English as a Second Language.

Under-Employed Individuals. As shown in Figure 16. Numbers of Selected Underutilized Workers, Ohio 2018 Annual Averages, there were approximately 221,300 under-employed individuals in the State. This population included 167,200 who were employed part-time for economic reasons, such as slack work or business conditions, or because they were unable to find a full-time job. It also included another 54,100 who were considered to be marginally attached to the labor force (i.e., those who indicated that they would like to work, were available to work, and had looked for work at some time during the past 12 months). The State’s use of tools such as virtual services, TechCred, and experiential learning as discussed further in the response to (c) (c) State Strategy will provide these individuals with opportunities to earn industry-recognized credentials and improve their occupational skills for career advancement.

Figure 16. Numbers of Selected Underutilized Workers, Ohio 2018 Annual Averages

II. STRATEGIC ELEMENTS

Long-Term Unemployed Individuals. As discussed earlier in this response, Ohio’s long-term unemployment rate has decreased significantly in the past few years. However, pockets of high unemployment remain, especially within the Appalachian Region. To help individuals return to work more quickly, the State has implemented Active Re-Employment Engagement processes. These initiatives are described further in the response to (c) State Strategy.

Persons Impacted by Substance Misuse. Many Ohioans are struggling with substance misuse issues that impact their ability to find work or keep a job. Figure 17. Narcotic Seizures by the Ohio State Highway Patrol 2014-2018 shows an increase in confiscation of methamphetamine, heroin, fentanyl, cocaine, and illegal prescription stimulants. Substance misuse and overdose deaths have become one of the most pressing workforce challenges facing Ohio. In addition to the devastation that occurs at the personal level, it impacts businesses in the form of absenteeism, decreased productivity, and worker shortages. As discussed in the response to (c) State Strategy, Ohio has implemented a number of workforce initiatives to help persons impacted by substance misuse.

Figure 17. Narcotic Seizures by the Ohio State Highway Patrol 2014-2018

With respect to current labor market trends, as shown in Figure 18. Industry Employment, the sector with the largest number of workers, Trade, Transportation, and Utilities, experienced a decrease in employment of 2,100 (-0.2 percent) from January 2018 to June 2019. During the same period, the second largest industry, Educational and Health Services, had an increase of 14,100 workers (1.5 percent). Manufacturing employment also grew by 10,600 (1.5 percent) from January 2018 to June 2019.
II. STRATEGIC ELEMENTS

Figure 18. Industry Employment

<table>
<thead>
<tr>
<th>Sectors</th>
<th>Jan-18</th>
<th>Jun-19</th>
<th>Actual Change</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Nonagricultural Employment</td>
<td>5,548,100</td>
<td>5,588,500</td>
<td>40,400</td>
<td>0.7%</td>
</tr>
<tr>
<td>Total Private Employment</td>
<td>4,767,200</td>
<td>4,807,700</td>
<td>40,500</td>
<td>0.8%</td>
</tr>
<tr>
<td>Sectors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational and Health Services</td>
<td>931,400</td>
<td>945,500</td>
<td>14,100</td>
<td>1.5%</td>
</tr>
<tr>
<td>Leisure and Hospitality</td>
<td>564,400</td>
<td>575,600</td>
<td>11,200</td>
<td>2.0%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>693,800</td>
<td>704,400</td>
<td>10,600</td>
<td>1.5%</td>
</tr>
<tr>
<td>Professional and Business Services</td>
<td>731,000</td>
<td>735,500</td>
<td>4,500</td>
<td>0.6%</td>
</tr>
<tr>
<td>Construction</td>
<td>216,600</td>
<td>219,100</td>
<td>2,500</td>
<td>1.2%</td>
</tr>
<tr>
<td>Other Services</td>
<td>213,500</td>
<td>214,300</td>
<td>800</td>
<td>0.4%</td>
</tr>
<tr>
<td>Mining and Logging</td>
<td>12,000</td>
<td>12,500</td>
<td>500</td>
<td>4.2%</td>
</tr>
<tr>
<td>Financial Activities</td>
<td>308,100</td>
<td>308,400</td>
<td>300</td>
<td>0.1%</td>
</tr>
<tr>
<td>Government</td>
<td>780,900</td>
<td>780,800</td>
<td>-100</td>
<td>0.0%</td>
</tr>
<tr>
<td>Information</td>
<td>71,500</td>
<td>69,600</td>
<td>-1,900</td>
<td>-2.7%</td>
</tr>
<tr>
<td>Trade, Transportation, and Utilities</td>
<td>1,024,900</td>
<td>1,022,800</td>
<td>-2,100</td>
<td>-0.2%</td>
</tr>
</tbody>
</table>


Additionally, data contained in online job advertisements on OhioMeansJobs.com also provides information regarding key labor market trends, including useful insights into the worker knowledge, skills, and abilities required by employers.

Figure 19. Online Job Postings by Education Level (January – June 2019) shows that 43.1 percent (287,415 out of 666,437) of recent job listings include a requirement for at least a high school diploma, 13.4 percent (89,095 out of 666,437), require an Associate Level education, and 39.0 percent (259,749 out of 666,437) require a Bachelor’s Degree.

Figure 19. Online Job Postings by Education Level (January – June 2019)

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Ads</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Diploma or Equivalent</td>
<td>287,415</td>
</tr>
<tr>
<td>Associate Level</td>
<td>89,095</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>259,749</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>14,713</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>15,465</td>
</tr>
<tr>
<td>Total</td>
<td>666,437</td>
</tr>
</tbody>
</table>

Source: OhioMeansJobs.com

Figure 20. Top 10 Job Skills Listed in Online Job Postings (January – June 2019) shows the skills most requested by employers in recent job advertisements. As shown, 93,593 relate to Administration, including Microsoft Office (63,247) and Microsoft PowerPoint (30,346). Another 46,335 relate to Manufacturing-type occupations, including Quality Assurance (19,947), Preventive Maintenance (14,327), and Quality Control (12,061).

Additionally, 38,618 relate to Information Technology, including Structured Query Language (13,642), Java (12,627), and Software Development (12,349). Finally, 34,714 relate primarily to Transportation, including Freight + (19,150) and Forklift (15,564).
II. STRATEGIC ELEMENTS

Figure 20. Top 10 Job Skills Listed in Online Job Postings (January – June 2019)

<table>
<thead>
<tr>
<th>Skills</th>
<th>Ads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Office</td>
<td>63,247</td>
</tr>
<tr>
<td>Microsoft PowerPoint</td>
<td>30,346</td>
</tr>
<tr>
<td>Quality Assurance</td>
<td>19,947</td>
</tr>
<tr>
<td>Freight+</td>
<td>19,150</td>
</tr>
<tr>
<td>Forklift</td>
<td>15,564</td>
</tr>
<tr>
<td>Preventive Maintenance</td>
<td>14,327</td>
</tr>
<tr>
<td>Structured Query Language</td>
<td>13,642</td>
</tr>
<tr>
<td>Java</td>
<td>12,627</td>
</tr>
<tr>
<td>Software Development</td>
<td>12,349</td>
</tr>
<tr>
<td>Quality Control</td>
<td>12,061</td>
</tr>
</tbody>
</table>

Source: OhioMeansJobs.com

(iii) Education and Skill Levels of the Workforce. Provide an analysis of the educational and skill levels of the workforce.

As shown in Figure 21. Labor Force Educational Distribution by Area, 94.3 percent of Ohioans have a high school diploma or equivalent. Of these, 32.0 percent have some college or Associate’s degree, and 32.9 percent possess a Bachelor’s degree or higher.

However, when further analyzing education levels, a disparity is found in the Appalachian Region which represents over 15 percent of the State’s total labor force (895,000 of 5,828,700). The high school dropout rate for individuals living in the Appalachian Region is 1.9 percent higher than those living in the non-Appalachian Region (7.4 percent as compared to 5.5 percent). This difference is further compounded at higher educational levels. Appalachian residents fall behind by 10.5 percent for persons who possess some college or Associate’s degree or achieve a Bachelor’s degree or higher as compared to these same populations for rest of the State (54.4 percent as compared to 64.9 percent).

Figure 21. Labor Force Educational Distribution by Area

Source: ODJFS-BLS
II. STRATEGIC ELEMENTS

(iv) Skill Gaps. Describe apparent ‘skill gaps’.

As shown above in Figure 21. **Labor Force Educational Distribution by Area**, 5.8 percent of Ohio’s labor force has not graduated from high school and another 29.4 percent has only a high school diploma or equivalent. This means that over 2 million individuals in the labor force (35.2 percent of 5,828,700) have a significant skills gap.

A recent study completed by McKinsey Global Institute indicates that Ohio lags behind in workforce growth, coming in at 45th in the nation. If the State maintains its status quo rates of postsecondary graduation and credentialing, it will need nearly 1 million more Ohioans – from new high school graduates to adults in transition – to reach a postsecondary attainment rate of 65 percent, a level that economists say is critical to keeping Ohio competitive.

Moreover, the June 2013 report, “Recovery: Job Growth and Education Requirements Through 2020,” prepared by Georgetown Center on Education and the Workforce states that 64 percent of Ohio jobs in 2020 will require a postsecondary education. Further, most of the well-paying jobs included on Ohio’s In-Demand Jobs List require more than a high school diploma. In fact, the majority of occupations paying a median annual wage of $40,000 or more require a credential beyond high school.

Workers must also possess technical skills, such as performing physical or digital tasks, understanding programming languages, or using mechanical equipment and tools to meet the needs of Ohio’s businesses. Technical skills may be achieved through postsecondary education as well as through a combination of direct instruction and training, including participating in work-based activities, such as on-the-job training or apprenticeship.

A recent study completed by McKinsey Global Institute indicates that Ohio’s historic core sectors, including Manufacturing, Retail Trade, and Transportation and Warehousing are susceptible to future automation. Specifically, the study states that 47 percent of Ohio’s business activities can be automated using established technology. Data from EMSI also supports this trend, showing that computer science job openings increased 100 percent between 2018 and 2019.

However, the National Center for Education Statistics shows that Ohio was ranked 31st in the growth rate of STEM (Science, Technology, Engineering, and Mathematics) degree completions at two-year institutions and higher between 2012-2017 indicating another significant lag.

Therefore, to ensure that Ohio develops the qualified workforce that meets the needs of its existing businesses and also attracts new ones, the State will implement programs and services across its core and partner agencies as described in the response to (c) **State Strategy** to improve both the technical abilities and the academic knowledge of its citizens.

(2) **Workforce Development, Education and Training Activities Analysis.** The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) above. This must include an analysis of—

(A) The State’s **Workforce Development Activities.** Provide an analysis of the State’s workforce development activities, including education and training activities of the
II. STRATEGIC ELEMENTS

Ohio emphasizes coordination among its many workforce development services, including the education and training programs delivered by the core and partner programs:

- It requires all customers of Title I employment and training services, Aspire (the name for Adult Education and Literacy in Ohio), Carl D. Perkins Career and Technical Education Act programs, Vocational Rehabilitation (VR) programs, State-administered Senior Community Service Employment Program (SCSEP) activities, and Unemployment Insurance (UI) claimants to register on OhioMeansJobs.com.
- It encourages the co-design and development of priority workforce programs between State agencies and with input from key business, education, and workforce stakeholders.
- It allows and promotes co-enrollment among the partner programs.
- It utilizes ten distinct workforce regions that are based on unique labor markets and requires Local and Regional Combined Workforce Plans.
- It includes a career readiness certification as part of its high school graduation requirements.
- It promotes a common counseling approach for its workforce and education partners, including K-12 and postsecondary education.
- It utilizes a combination of Temporary Assistance for Needy Families (TANF) and the Workforce Innovation and Opportunity Act (WIOA) funding to create the Comprehensive Case Management and Employment Program (CCMEP) for youth.
- It uses its Workforce Success Measures Dashboard to measure outcomes and results for Title I employment and training services, Aspire, Carl D. Perkins Career and Technical Education Act programs, VR programs, apprenticeships, Jobs for Veterans State Grants (JVSG), State-administered SCSEP, and CCMEP.
- It has 22 certified comprehensive OhioMeansJobs Centers located throughout the State which include mandated and optional workforce, education, employment, and training partners.
- It encourages the Local Workforce Boards to create and adopt MOUs with non-mandated organizations in addition to the required partners.
- It uses OhioMeansJobs.com to provide job matching activities, career exploration, assessments, alternative high school testing, training coursework, and information about in-demand occupations, career pathways, and training centers.

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6 Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans’ Employment Representatives and Disabled Veterans’ Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

7 Workforce development activities may include a wide variety of programs and partners, including educational institutions, faith- and community-based organizations, and human services.
II. STRATEGIC ELEMENTS

(B) The Strengths and Weaknesses of Workforce Development Activities. Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A), directly above.

The strengths of the aforementioned workforce development activities are as follows:

- Registration of all customers on OhioMeansJobs.com creates greater efficiency and consolidated access.
- The co-design and development of priority workforce programs enables the State to better serve individuals and businesses in a more consistent and complementary manner.
- Co-enrollment between the partner programs promotes a no-wrong door approach and enables customers to move more quickly from service to service.
- The ten distinct workforce regions fosters the alignment of programs and consistency of services among the partners.
- The career readiness certification as part of its high school graduation requirements creates a pipeline of young adults that are better prepared to contribute to the workplace and their communities.
- The common counseling approach for its workforce and education partners helps customers transition to higher levels of training and credentials and promotes life-long learning for long-term career pathways.
- CCMEP expands and enhances employment and training opportunities for low-income youth at the local level.
- The Workforce Success Measures Dashboard offers a way to measure the results of Ohio’s education, employment, and training programs.
- The comprehensive OhioMeansJobs Centers and affiliate centers offer a broad array of on-site services for jobseeker and business customers from the core and partner programs.
- The locally-driven MOUs promote the inclusion of ancillary and holistic services that target specific workforce needs.
- OhioMeansJobs.com provides a robust array of online services that go well beyond traditional employment and training activities.

With respect to weaknesses, as described in the response to (C) State Workforce Development Capacity immediately following this response, Ohio has a network of approximately 200 different workforce programs that are spread across 17 agencies. This approach makes it difficult to ensure consistency between services and to determine a uniform methodology to evaluate performance outcomes. To help offset these difficulties, the State is implementing this Combined State Plan that includes a common vision, goals, and strategies across all of its core workforce programs.

(C) State Workforce Development Capacity. Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A), above.

Ohio has approximately 200 education, employment, and training programs, including adult basic education; career centers; two-year and four-year colleges and universities; local workforce boards and OhioMeansJobs Centers; employer training programs; economic development organizations;
II. STRATEGIC ELEMENTS

and community-based organizations. For the purposes of this Combined State Plan, the primary workforce development programs are organized as indicated below:

- The ODA administers the SCSEP.
- The ODHE administers Postsecondary, Adult Career-Technical Education Carl Perkins Act, Aspire, and the Foster Youth Scholarship Fund.
- The ODSA administers the TechCred program, the Ohio Export Internship Program, and the Diversity and Inclusion Internship Program.
- OOD administers VR services.
- The ODJFS administers the WIOA Title IB and Title III Wagner-Peyser Act (W-P), JVSG, UI, Apprenticeship, Migrant and Seasonal Farmworker (MSFW), Bureau of Labor Statistics Program, TANF, and CCMEP.
- The Local Workforce Development Boards oversee 22 comprehensive OhioMeansJobs Centers as well as 68 additional affiliate centers located throughout the state. Each of the comprehensive OhioMeansJobs Centers has been certified that it includes all mandated partner programs and services. The affiliate centers serve as additional locations for jobseeker and business customers to access services.

At the State and Local levels, the primary workforce programs work collaboratively and cooperatively to optimize service delivery. Under this Combined State Plan, they will build on this existing platform to further coordinate their efforts to continue to reduce unnecessary duplication and maximize resources.

(b) State Strategic Vision and Goals. The Unified or Combined State Plan must include the State’s strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

(1) Vision. Describe the State’s strategic vision for its workforce development system.

OWT’S strategic vision for the State’s workforce development system is “an Ohio where business, training, and education are aligned to meet the needs of employers, individuals, and their communities.”

Each core and partner program has its own strategies that support and compliment the State’s overall philosophy.

(2) Goals. Describe the goals for achieving this vision based on the analysis in (a) above of the State’s economic conditions, workforce, and workforce development activities. This must include—
II. STRATEGIC ELEMENTS

(A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment\(^8\) and other populations.\(^9\)

(B) Goals for meeting the skilled workforce needs of employers.

To support its strategic workforce vision, Ohio has identified the following four goals for preparing an educated and skilled workforce, including youth and individuals with barriers to employment and other populations along with meeting the skilled workforce needs of employers.

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

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

**Goal 3:** Deploy locally driven programs that produce results.

**Goal 4:** Invest in and promote education and training for jobs that
(a) empower people with 21\(^{st}\) Century skills and strengthen Ohio’s strategic economic advantage, and
(b) ensure that our State has a workforce to support the health and well-being of Ohioans, their families, and communities.

Specific strategies and action items for each of these goals are outlined in the response to (c) State Strategy.

(3) **Performance Goals.** Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

Ohio’s performance goals are found under Appendix 1.

(4) **Assessment.** Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.

OWT and partner agencies have created an online Workforce Success Measures Dashboard found at (https://workforcesuccess.chrr.ohio-state.edu) that provides data at the state, county and provider level for participation, service delivery, and outcomes for the following programs and activities:

\(^8\)Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals

\(^9\)Veterans, unemployed workers, and youth and any other populations identified by the State.

sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.
II. STRATEGIC ELEMENTS

- WIOA - Title 1
- Aspire Adult Education and Literacy
- VR – Title 4
- Ohio Technical Centers (OTCs)
- Community Colleges

The information found on the Workforce Success Measures Dashboard enables workforce program administrators and policy makers to identify opportunities for improvement in the effectiveness of Ohio’s workforce development activities. At the same time, it gives local providers data to help stimulate sharing of successes, particularly across providers of similar size and economic makeup.

Of key significance, the Workforce Success Measures Dashboard provides the GEWB, the OWT, and the workforce program administrators and policy makers with the information required to monitor and assess activities and results; promoting accountability, transparency, and continuous improvement.

(c) **State Strategy.** The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State’s economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a).

1. **(1)** Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). “Career pathway” is defined at WIOA section 3(7) and includes registered apprenticeship. “In-demand industry sector or occupation” is defined at WIOA section 3(23).

2. **(2)** Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in section II(a)(2).

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 relate primarily to promoting in-demand occupations and career pathways.
II. STRATEGIC ELEMENTS

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 (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.** Ohio has recently created a Critical Jobs List that includes sectors and occupations that have been identified as crucial to the health and wellness of its citizens. It 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, 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.

- **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.
II. STRATEGIC ELEMENTS

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

Strategy: Use 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 (a) Economic, Workforce, and Workforce Development Activities Analysis, (1) Economic and 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.
II. STRATEGIC ELEMENTS

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 providers, 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 at 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 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 jobseekers. 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
II. STRATEGIC ELEMENTS

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 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*

(a) empower people with 21st Century skills and strengthen Ohio’s strategic economic advantage, and

(b) ensure that 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 $25 million in funding to schools to help students earn industry-recognized credentials. Of this total, $12.5 million will be used to promote credential attainment, $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.
II. STRATEGIC ELEMENTS

- **Readiness Seals for High School Graduates.** To ensure that every student is prepared for career and 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 Credential.

- **SuccessBound.** 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 ODE 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 are able to take college courses at no cost from local community colleges or universities, allowing them to earn high school and college credits at the same time. They are provided with a wider range of class options, enabling them 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. Choose Ohio First 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](https://www.ohiohighered.org/program-approval/public).
II. STRATEGIC ELEMENTS

- **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.
II. STRATEGIC ELEMENTS

- **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 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 youth 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 at locations across Ohio, including public libraries. It will also develop virtual classrooms to reach individuals who may have difficulty traveling to a brick and mortar location.

- **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 Facilities.** Career-technical programs are offered in youth and adult correctional facilities in Ohio. The corrections 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, ODE, to receive career-technical support from Federal Perkins and State dollars.
II. STRATEGIC ELEMENTS

- **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 to 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 supports 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 supportive services to individuals in treatment; and develop recovery-friendly workplaces.
III. OPERATIONAL PLANNING ELEMENTS

The Unified or Combined State Plan must include an Operational Planning Elements section that supports the State’s strategy and the system-wide vision described in Section II(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

(a) **State Strategy Implementation.** The Unified or Combined State Plan must include—

(1) **State Board Functions.** Describe how the State board will implement its functions under section 101(d) of WIOA (i.e., provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

The Governor’s Executive Workforce Board (GEWB) was created to advise the governor and the Governor’s Office of Workforce Transformation (OWT) on the development, implementation, and continuous improvement of Ohio’s workforce system.

Its mission is to engage communities, state agencies, and stakeholders in Ohio to identify ways to prepare Ohioans with skills needed for in-demand jobs. Its purpose is to focus on in-demand, quality wage jobs that empower Ohioans and give the State a strategic economic advantage.

GEWB members are innovation leaders in business, education, and workforce development. They are responsible for advising Governor DeWine, Lt. Governor Husted, and OWT about merging workforce needs, solutions and best practices. Each member is involved in planning and implementing the State’s workforce development system as required under both Federal law and section 6301.04 of the Ohio Revised Code (ORC), including:

- Providing oversight and policy direction to ensure State workforce development activities are aligned and serving the needs of the State’s employers, incumbent workers, and jobseekers;
- Developing, implementing, and modifying the State workforce development plan;
- Reviewing statewide workforce policies and programs and recommendations on actions to be taken by the State to align workforce development program to support a comprehensive and streamlined workforce development system;
- Recommending measures for development and continuous improvement of the workforce development system in the State, including updating comprehensive State performance accountability measures, also known as workforce success measures;
- Continuing to identify and disseminate information on promising practices in the area of workforce development; and
- Performing other related work that is required of the board by the Workforce Innovation and Opportunity Act (WIOA) or requested by the governor.

The GEWB has adopted by-laws to guide its work and has historically carried out its initiatives through work groups that are tied to specific strategies or initiatives.

(2) **Implementation of State Strategy.** Describe how the lead State agency with responsibility for the administration of each core program or a Combined State Plan partner program included in this plan will implement the State’s Strategies identified in II(c) above. This must include a description of—

(A) **Core Program Activities to Implement the State’s Strategy.** Describe the activities the entities carrying out the respective core programs will fund to implement the State’s
III. OPERATIONAL PLANNING ELEMENTS

strategies. Also describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies, as appropriate.

For the Reader’s convenience, the activities that will be funded and undertaken to implement Ohio’s strategic workforce vision are organized below by the State Agency(ies) that will take the lead. Individuals may be co-enrolled into multiple services and activities based on their particular needs and in compliance with each core program’s specific eligibility and suitability requirements.

OWT will take the lead in ensuring consistency of workforce activities and services across all agencies. This includes the identification of Industry-Recognized Credentials of Value, a uniform listing of in-demand credentials and certifications along with consistent methods and approaches for vetting and approving training providers. OWT will also develop and maintain the Inter-Agency Listing of Workforce Programs to increase awareness about the broad array for activities and services that are available. It will market the Workforce Supply Tool to help businesses forecast and understand the availability of workers with specific skills, certifications, and/or degrees. It will use the Workforce Success Measures Dashboard to analyze comparative workforce outcomes on a program-by-program basis. Finally, OWT will promote LinkedIn Learning to help Ohioans access over 15,000 free online learning courses.

The Ohio Department of Job and Family Services (ODJFS) will serve as the lead for many of the of continuing and new workforce activities that support the State’s strategic vision. It will identify alternative service points so that low-income individuals can receive workforce services or may participate in education and training through other means, such as libraries, technology, or new locations. It will continue to use the Offender Network for Employment to STOP (O.N.E. STOP) program to provide ex-offenders and justice-involved persons workforce services prior to re-entry so that they can seamlessly transition to an OhioMeansJobs Center upon release. ODJFS will use Bridges to help youth aging out of foster care get support to age 21 to assist with education and careers. It will use the Migrant Education Program to give migrant and seasonal farmworkers under age 22 supplemental instruction and supportive services to achieve a high school diploma and/or English skills. ODJFS will continue to use Active Re-Employment Engagement strategies to assist long-term unemployed individuals in securing new careers more quickly. It will implement approaches to combat substance misuse, including the development of qualified care professions, intensive supportive services, and recovery-friendly employers. Moreover, ODJFS will serve as the lead in developing and implementing the Inter-Agency Business Services Teams, and ensuring that the strategies articulated in the Combined State Plan are included and supported in the Local and Regional WIOA Plans.

The Ohio Department of Education (ODE) will head a number of activities that implement the State’s workforce strategies. It will be responsible for ensuring the Business Advisory Councils are operational at the Local School Districts to ensure that education and training programs at the high school level are better aligned with local business needs. It will coordinate the Innovative Workforce Incentive Program which offers funding to schools to cover the costs of credentials for high school students and help build capacity to offer new programs in areas with emerging workforce demand. It will also promote the receipt of a job readiness seal as a part of high school diploma attainment. Moreover, ODE will use SuccessBound to teach high school students about exciting career opportunities in Ohio, including how to prepare for them. It will develop a Work-Based Learning Toolkit to help improve high school students’ and instructors’ occupational
knowledge. It will use its Ohio’s Plan to Raise Literacy Achievement program to help youth with low literacy levels improve their skills through a statewide framework that promote proficiency in reading, writing, and oral language. Finally, ODE will also continue to support the provision of services to ex-offenders and justice-involved persons through the career-technical programs at Ohio’s youth and adult correctional facilities.

The Ohio Department of Higher Education (ODHE) will continue to expand the Ohio Technical Centers (OTCs) into full-service Centers for Training Excellence that offer customized training services to meet specific business needs. Additionally, it will use College Credit Plus to help college-ready junior high and high school students earn college credit. ODHE will use Choose Ohio First to better promote Science, Technology, Engineering, Mathematics, and Medicine (STEMM) studies and degrees, including providing scholarships in these in-demand areas. Additionally, it will enable approved community colleges to provide Applied Bachelor Degree programs and it will work with Ohio’s public institutions to conduct a thorough review of current policies and practices, and to improve the process for awarding college credit for military training, experience, and coursework. Finally, ODHE will continue to take the lead in delivering the Aspire program to ensure individuals have increased access to adult education and literacy programs, including participation via virtual classrooms.

The Ohio Department of Aging (ODA) will lead the Skills Training for Older Workers initiative. It will use the Senior Community Service Employment Service Program (SCSEP) to help older individuals receive training for in-demand and critical jobs.

Opportunities for Ohioans with Disabilities (OOD) will be responsible for Ohio College2Careers that helps students with disabilities build job-specific and employability skills. It will use vocational apprenticeships to provide individuals disabilities receive work-based learning. Additionally, OOD will implement Jobs for Recovery to connect individuals who are referred to a drug court with a Vocational Rehabilitation (VR) Counselor.

The Ohio Development Services Agency (ODSA) will take the lead for Ohio’s Industry Sector Partnership Grant. It will provide funding to programs and initiatives that develop the qualified workers that meet the needs of the State’s businesses. Additionally, it will also be responsible for implementing the new TechCred program to help businesses upskill their employed workers through technology-focused training programs.

Additionally, a number of activities will be jointly led by two or more agencies. OWT and ODJFS will be responsible for the submission of the Combined State Plan, as well as the development of the In-Demand Jobs List and the Critical Jobs List. Additionally, they will work together to use technology to improve the customer experience, ensuring services and systems are better aligned with stakeholder needs and demands.

ODJFS and ODHE will be jointly responsible for implementing the Community College Acceleration Program to make financial, academic, and personal support services available to students in need at select community college campuses.

ODJFS will work with InnovateOhio to develop and implement new technologies to provide new ways for customers to access services, including redesigning OhioMeansJobs.com to offer an improved user experience.

Finally, ODJFS, ODHE, and ODE will promote experiential learning through work-based learning options, such as flexible apprenticeships, internships, and co-op programs, enabling individuals to earn while they learn.
III. OPERATIONAL PLANNING ELEMENTS

(B) Alignment with Activities outside the Plan. Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

Ohio is involved in multiple initiatives to align the core and additional partner programs contained in this Combined State Plan with other optional programs not covered officially in this plan.

Technology, including OhioMeansJobs.com, has allowed Ohio to increase coordination between workforce and K-12 and postsecondary education to promote more career awareness, career exploration, career planning, and student exposure to in-demand careers. This is a coordinated effort between the ODE, ODHE, ODJFS, and OWT to help students better prepare themselves for careers earlier in their academic careers and increase knowledge about which jobs are in-demand, what those occupations involve, and what steps are needed to get the training and education for each job.

The Ohio Works Incentive Program is another cross-program initiative that focuses on improving outcomes for special populations, specifically by placing Temporary Assistance for Needy Families (TANF) customers into permanent employment. The program allows for placement and retention incentives to be earned by local workforce boards in coordination with County Departments of Job and Family Services (CDJFS). Additional incentive payments are earned when individuals are retained in employment for 90 or 180 days. The goal is to reduce dependency on the Ohio Works First (OWF) program while strengthening Ohio’s workforce. Areas earn $1,500 for each participant who exits from OWF and $1,000 for each participant who is placed, but continues to receive OWF cash assistance. The program provides an opportunity for workforce agencies and TANF agencies to build stronger relationships and lays a solid foundation for the new TANF/Title I employment and training program partnership, the Comprehensive Case Management and Employment Program (CCMEP).

With respect to adult education, each Aspire grantee is encouraged to have a postsecondary education and training partnership or Bridge Program. Bridge programs prepare adults with limited academic or limited English skills to enter and succeed in postsecondary education and training programs, thus reducing the need for remedial education provided in the postsecondary institutions.

OOD, Ohio’s VR agency, is leveraging its independent living programs to strengthen employment outcomes. Additionally, OOD is engaging the State’s apprenticeship sponsors to offer disability awareness training and discuss hiring and retaining workers with disabilities. This collaboration also is focused on identifying career pathways in Ohio’s apprenticeship programs for individuals with disabilities.

The apprenticeship system in Ohio is also engaged in a multi-pronged approach to ensure that registered apprentices are concurrently awarded college and apprenticeship credit for the related instruction portion of their training experience. Ohio Administrative Code 5101:11-3-02 requires apprenticeship sponsors to have curriculum designed or provided in conjunction with a member of the University System of Ohio, which includes Ohio’s public institutions of higher learning as well as Adult Career Technical Education Centers. This provides for the framework of articulated
credit and duel enrollment. ODJFS staff is providing technical support to apprenticeship sponsors, who do not currently have a relationship for articulated credit, of how these relationships can be built and fostered.

Additionally, ODJFS, in conjunction with ODHE and the Ohio Community College Association, is engaged in a statewide articulation initiative that builds upon already established bilateral agreements and makes those agreements effective through all the two-year public institutions. This allows student learners/apprentices the ability to continue their education at any of those institutions without duplicating coursework.

(C) Coordination, Alignment and Provision of Services to Individuals. Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services (e.g. transportation), to individuals, including those populations identified in section II(a)(1)(B), and individuals in remote areas. The activities described shall conform to the statutory requirements of each program.

Ohio’s core programs and Combined State Plan partner programs collaboratively use their respective resources to provide comprehensive, high-quality, customer-centered services to individuals. Coordination and alignment efforts occur at the State and local levels and are documented through a variety of mechanisms, such as Memoranda of Understanding (MOU), interagency initiatives, and regular meetings.

At the local level, the primary means of detailing the coordination, alignment and provision of services to individuals is the MOU that the LWDBs develop and enter into with the core programs, Combined State Plan partner programs, and required and optional One-Stop Partner programs. Ohio has a rich history of assisting local boards with MOU development and execution in order to ensure alignment and coordination of services. These agreements define the activities and resource contributions of each program.

At the State and local levels, a key example of coordination of activities and resources, alignment, and provision of services is the continual enhancement and common use of OhioMeansJobs.com by core, Combined State Plan, and additional partner programs. Ohio requires all participants of Title I employment and training, Aspire, VR, Carl D. Perkins Career and Technical Education (Perkins) Act, and SCSEP to register in OhioMeansJobs.com. This ensures consistency among programs, enhances job readiness and placement efforts, supports career planning, and expands the talent pipeline for in-demand jobs. TANF recipients enrolled in the CCMEP, individuals required to pay child support, food and cash assistance recipients, and UI and workers’ compensation claimants also register and use the website’s comprehensive resources.

Ohio recognizes veterans as a valuable, talented and skilled workforce, and to that end is committed to increasing the number of military service members and veterans living and working in Ohio. Ohio has implemented executive orders and legislation to ensure veterans are receiving the appropriate credit and credentialing for their military training and experience. These efforts have focused on streamlining the occupational licensing process for veterans to ensure their relevant military education, skills training, and experience are taken into account when determining equivalency for issuing licenses and certificates. As part of its Ohio Values Veterans initiative, ODHE has formed the Military Strategic Implementation Team (MSIT) to work with
III. OPERATIONAL PLANNING ELEMENTS

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. In addition, the OhioMeansVeteranJobs.com website is a common resource used by veterans and multiple partner programs serving them.

Although TANF is not officially included in this Combined State Plan, Ohio has developed a common application, initial assessment strategy and tools, and individual opportunity plan and case management system for the Title I youth and TANF programs, through CCMEP. This innovative program benefits both the individual and the workforce system by providing consistency, simplifying referral and service delivery, supporting co-enrollment, and maximizing resources. Ohio requires each CDJFS and workforce development board to develop a County CCMEP Plan that details how the two program funding sources and entities will coordinate, align services, focus on individualized case management and employment planning, address each individual’s barriers to employment, and provide supportive services. Starting with youth and young adults ages 14 to 24, Ohio’s goal is to break the generational cycle of dependency among low-income families.

To provide early intervention services to individuals who receive workforce and employment-related services, the ODJFS offices of Unemployment Insurance Operations and Workforce Development provide local workforce administrative entities data and information. Local areas requesting data enter into a Data Sharing and Confidentiality Agreement with OWD. Each quarter, OWD pulls participants enrolled in Title I employment and training from the Ohio Workforce Case Management System (OWCMS) who received services during the reference quarter or four previous quarters; combined with participants who exited the program during the reference quarter or four previous quarters. These participants are matched against the Ohio Wage Record data identified in the Data Sharing and Confidentiality Agreement. From the wage record file, local area points of contact receive wages, number of weeks worked, the year and quarter wages are reported, NAICS 6-digit code, and NAICS title. The point of contact will also receive the information to identify each participant. In addition, on a monthly basis, the Office of Unemployment Insurance Operations emails a report that lists claimants who are within four weeks of exhausting their UI benefits and claimants who were profiled for Reemployment Services and Eligibility Assessments (RESEA) and Unemployment Compensation Reemployment Services (UCRS) services. On a weekly basis, a list of individuals who recently applied for unemployment benefits is sent. The goal of this initiative is to improve information sharing and coordination of program activities so unemployed Ohioans can be served earlier and return to work more quickly.

Ohio has several initiatives to provide access to services for individuals with disabilities. Ohio’s Workforce Inventory of Education and Training (WIET) provides the institutional and program data for occupational training along with information on how providers are making reasonable accommodations for those individuals with disabilities and special needs. Local workforce development professionals are able to rate providers on how well they accommodated their participants with disabilities. Ohio’s standards for OhioMeansJobs Center certification also includes requirements to comply with the Americans with Disabilities Act (ADA) as well as Section 188 of WIOA. Certification require OhioMeansJobs staff to receive training to understand and better serve individuals with disabilities.

Aspire services are aligned with local needs and are coordinated with local partner programs as part of the Title II planning process.
III. OPERATIONAL PLANNING ELEMENTS

(D) **Coordination, Alignment and Provision of Services to Employers.** Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

Ohio’s core, Combined State Plan partner program, and other One-Stop partner programs coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs.

A key element in this process is Ohio’s development and continual revision of the In-Demand Jobs List. It 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 uses 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.

Along with the In-Demand Jobs List, Ohio recently created a Critical Jobs List that includes sectors and occupations that have been identified as crucial to the health and well-being of its citizens. It 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.

Another key approach in the coordination of services to employers is the universal brand for Ohio’s One-Stop system: OhioMeansJobs, proud partner of the American Job Center network. The consistent use of this brand across the State enables businesses and jobseekers to easily identify where to access workforce services in their local communities.

Additionally, at the local level, Inter-Agency Business Services Teams comprised of personnel from Wagner-Peyser (W-P), WIOA, Veterans, and other core programs and Combined State Plan partner programs are embedded in the comprehensive OhioMeansJobs Centers throughout the State. They work directly with businesses to determine their recruiting, hiring, training, and overall workforce needs. They provide timely solutions and broker connections to available resources. They are responsible for coordinating their work in the local areas to ensure non-duplication of efforts.

To help build relationships between businesses and schools, Ohio law (ORC section 3313.82) requires that both K-12 school districts as well as educational service centers (ESCs) have business advisory councils. They include regional business leaders who are familiar with local business and industry needs. They help make the education system more aware of the local labor market; promote work-based experiences; and help students prepare for successful learning and employment opportunities. Overall, local business advisory councils foster cooperation among K-12 schools, businesses, and the communities they serve.

Through a strategic partnership with the Ohio Business Leadership Network (BLN), Opportunities for OOD provides enhanced support to employers to help them recruit, hire, retain and advance individuals with disabilities in employment. The BLN is a business-to-business peer network working in partnership with OOD to help Ohio businesses develop a culture of inclusion in the workforce.
OOD also offers technical assistance to employers and has worked with OWT and ODJFS to create Hiring Ohioans with Disabilities: A Toolkit for Employers, Managers and Human Resource Professionals. The toolkit supports the hiring, onboarding, and retention of workers with disabilities with a variety of resources and best practices. It features information about hiring incentives and tax credits such as the Federal Work Opportunity Tax Credit to provide incentives to employers who hire individuals from a number of underserved populations, including individuals with disabilities. The toolkit is available at [www.jfs.ohio.gov/HiringAbility](http://www.jfs.ohio.gov/HiringAbility).

Along with its local partners, including the OhioMeansJobs Centers, ODA conducts regional older worker forums aimed at employers, economic development professionals, workforce development professionals, and policy makers. Forums highlight the benefits of hiring and retaining older workers, provide strategies to support the needs of older workers, and share how the SCSEP can support their organization’s needs.

Ohio’s Aspire program assists employers by offering on-site workplace literacy programs that focus on basic skills for workers to gain new employment, retain present jobs, and advance in their careers or increase productivity. Aspire also offers integrated education and training that provides contextualized academic content to specific occupations and career pathways that are responsive to regional and local demand.

(E) **Partner Engagement with Educational Institutions.** Describe how the State’s Strategies will engage the State’s community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv).

The State engages its community colleges and OTCs as partners in the workforce development system to create a jobs-driven education and training system.

With respect to adult education and literacy, the majority of Aspire fiscal agents are postsecondary educational institutions, primarily OTCs. This foundation helps promote a natural transition of students into postsecondary education opportunities upon their successful completion of their Aspire coursework. Staff work together to align curricula to offer seamless career pathways.

Additionally, Ohio’s educational institutions will be provided with the State’s In-Demand Jobs List and the Critical Jobs List to enable them to strategically develop and modify their education and training curricula as needed to meet any new or emerging certification requirements.

(F) **Partner Engagement with Other Education and Training Providers.** Describe how the State’s Strategies will engage the State’s other education and training providers, including providers on the state’s eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

Ohio’s postsecondary institutions are encouraged to work with OhioMeansJobs Centers within their county and/or region to forge partnerships with other providers and share best practices to enhance student support services and learner success. The ODHE will also encourage postsecondary education providers to partner with other education and training providers that are a part of Ohio’s Eligible Training Provider list when possible, and if it is in the best interest of the institution’s mission and goals. Based on the institution’s accreditation requirements, all partnerships must meet accreditor and ODHE policy and approval.

A key goal for Title II Aspire services providers will be improving access to, and completion of, postsecondary credentials. An important means to address this goal will be to increase integrated
education approaches through various programs such as the Adult Diploma Program, I-BEST model, and Vocational English as a Second Language. Local Aspire providers will be completing career pathway plans developed in response to local needs. Providers will work with the State and local boards to clearly define career pathways across the State that promote transition of adult education students into industry recognized credentials, licenses, and portable certificates.

(G) Leveraging Resources to Increase Educational Access. Describe how the State’s strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E). The State’s strategies will enable it to leverage resources and investments from its community colleges and OTCs to enhance workforce development services.

For example, the Workforce Supply Tool located at https://workforcedatatools.chrr.ohio-state.edu/workforcesupply/ provides businesses with historical information on graduates from high demand fields in Ohio, and projections for the number of graduates available two years out. Information is available for the State as well as by the JobsOhio Regions. Individual occupations have two types of information: 1) background data on the occupation, with actual earnings and individuals with unemployment claims in specific occupations; and 2) supply of potential workers in specific occupations by educational level.

Additionally, having Perkins Act recipients as mandatory partners promotes increased educational access for adults by explicitly leveraging the resources within a given region. The OTCs and public community colleges provide the necessary certifications and degree programs for positions on the In-Demand Jobs List and Critical Jobs List. This partnership and collaboration results in better connection of the region’s educational resources to advance opportunities to consumers of the workforce system.

Moreover, utilizing Aspire to deliver adult education and literacy curricula saves costly investments of remedial education courses at two- and four-year colleges; thus improving access to postsecondary education.

(H) Improving Access to Postsecondary Credentials. Describe how the State’s strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

Ohio will improve access to recognized postsecondary credentials, included Registered Apprenticeships, certificates, and licenses that are portable and stackable.

The State is currently working with partner agencies to identify lists of credentials maintained by each agency. OWT and the Governor’s Office will work together to simplify and reduce the number of credential lists used across state government. The objective is to improve clarity for institutions of education and training providers that frequently use lists offered by the state, and to help job seekers make better-informed decisions about their career pathways. Moreover, 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.
III. OPERATIONAL PLANNING ELEMENTS

Additionally, the State has reduced bureaucracy and 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. Ohio 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.

(I) Coordinating with Economic Development Strategies. Describe how the activities identified in (A) will be coordinated with economic development entities, strategies, and activities in the State.

JobsOhio is a private, non-profit economic development corporation that is singularly focused on growing existing Ohio companies and attracting new businesses to the State. OWT and the core programs work closely with JobsOhio to ensure the business perspective drives the work of the entire workforce development system.

JobsOhio is led by a board of directors that is appointed by the governor to represent growth industries in the State. It works with a group of regional economic development partners, known collectively as the JobsOhio Network, to help drive job creation and new capital investment. With deep ties to local business communities, the six-region JobsOhio Network provides the necessary partnership to achieve a “One Firm, One State” collaborative approach to selling Ohio.

(b) State Operating Systems and Policies. The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in section II Strategic Elements. This includes--

(1) The State operating systems that will support the implementation of the State’s strategies. This must include a description of--

(A) State operating systems that support coordinated implementation of State strategies (e.g., labor market information systems, data systems, communication systems, case-management systems, job banks, etc.).

A key component of the combined plan is the ability to collect, maintain and update the critical information needed by all its stakeholders. Without timely, accurate, relevant, and accessible information, there can be no integration or efficiency in operation. There are several domains to the State operating systems:

1. Program Implementation and Operational System. Cross-agency alignment and provision of WIOA services requires a common system for program operation and provision of workforce services on a day-to-day basis. This promotes uniformity and consistency and increases efficiency through common tools and practice. As mentioned previously, OhioMeansJobs.com establishes a statewide brand to workforce development and serves as a virtual career exploration, career planning, talent acquisition and employment center. OhioMeanJobs.com is a hub that serves many different populations, programs and entities. Through such an approach, OhioMeanJobs.com is a unifying agent, offering system-wide service covering programs within and external to the ODJFS.

OhioMeansJobs.com supports numerous State agencies and plays a role in implementing numerous programs, including:
III. OPERATIONAL PLANNING ELEMENTS

- ODJFS Programs:
  - WIOA Title I Employment and Training
  - Title III W-P Employer Services
  - Veterans
  - Jobseekers
  - Trade Adjustment Assistance (TAA)
  - Foreign Labor Certification
  - Migrant and Seasonal Farmworkers
  - Unemployment Insurance (UI)
  - Reemployment Services and Eligibility Assessment (RESEA) (UI-related)
  - Unemployment Compensation Reemployment Services (UCRS) (UI-related)
  - Supplemental Nutrition Assistance Program (SNAP)
  - TANF Ohio Works First
  - CCMEP
  - Child Support
  - Workforce Professionals
  - ApprenticeOhio
  - OhioMeansSkills (local program)
- ODE:
  - K-12 students, parents, and teachers
- ODHE:
  - Higher education students
  - Aspire students
- OOD
  - VR participants
- SCSEP
  - Older worker participants
- Other Partners
  - Department of Rehabilitation and Correction
  - Department of Youth Services
  - Bureau of Workers’ Compensation
  - Department of Veteran’s Services
  - Department of Medicaid
  - OWT
III. OPERATIONAL PLANNING ELEMENTS

2. Labor Market Information (LMI) System. The Ohio Bureau of Labor Market Information (BLMI) collects, analyzes and publishes data and information regarding the Ohio labor force, industries and occupations. It is the primary source for measures of labor market activity in Ohio and its substate areas. The BLMI is housed within the Office of Workforce Development and supports workforce and strategic planning and policy and economic development by providing information to assist policy makers, businesses and jobseekers in their decision making and in developing strategies. BLMI maintains a dynamic website located at www.ohiolmi.com that provides data for individuals, workforce professionals, researchers and economic development. Customizable query tools allow visitors to find occupation, wage and industry data specific to their needs. BLMI also has the OhioLMI mobile application. The app, which is available for Apple products and Android phones and tablets, provides easy access to key metrics necessary to stay informed about the labor market in Ohio, including statewide labor force and payroll jobs estimates, and unemployment rates.

Ohio also maintains several non-traditional LMI data sources. The State publishes monthly reports using the Gartner TalentNeuron™ analytics platform. This real-time platform gathers labor demand data using its exclusive methodology to analyze online job posting trends and produce descriptive profiles of job ads organized by top employers, industries, occupations, and more. Correspondingly, Ohio offers resume trends and characteristics through Monster’s TalentBank product. These reports are offered in standardized and custom formats for Ohio’s workforce development community.

The Ohio Analytics Partnership is a cooperative arrangement between ODJFS, ODHE, ODE, OOD, the Ohio Housing Finance Agency (OHFA), and The Ohio State University Center for Human Resource Research through which a longitudinal repository for data on workforce, housing and education is maintained. The resulting Ohio Longitudinal Data Archive (OLDA) serves as a resource for State government and the larger research community for policy-relevant research and analysis on Ohio.

3. Communication System. State-level communication and information is distributed to workforce stakeholders across all workforce programs through an e-mail list developed and maintained by the OWT. Members of the e-mail distribution list include business leaders, legislators, policy makers, program administrators, non-profit organizations and more. The OWT is also using Twitter, Facebook and LinkedIn to communicate with employers, individuals, and workforce professionals. Currently, it has 1,363 followers on Twitter, 319 on Facebook, and 660 on LinkedIn.

ODJFS disseminates information via a system of e-mail “alerts” to almost 2,000 Workforce Development Board members, staff and other workforce development professionals. These alerts notify subscribers of relevant information and additions to the Office of Workforce Development web site. This website is designed to target specific audiences, featuring access on the front page for employers, individuals seeking jobs, and workforce development professionals. All new Federal guidance is found through links on this website. In addition, all new Ohio draft guidance is posted on the website for public comment and then the final guidance is posted when approved. Ohio is utilizing additional communication systems as well. The OhioMeansJobs.com website is not just a job matching tool; it is also an important communication tool. Special events, job fairs, training workshops, and much more are featured on the home page and targeted to employers looking for talent and individuals seeking jobs.
Ohio’s Combined State Plan partners also have distribution lists for their programs, partners, and stakeholders.

Ohio is also using social networking to communicate with employers, individuals, and workforce professionals. OhioMeansJobs.com utilizes social media, with over 6,700 followers on Twitter, over 19,400 on Facebook, over 2,200 on LinkedIn, and 186 subscribers on YouTube. In addition to posting about the OhioMeansJobs.com tools and services available to employers and jobseekers, Ohio utilizes social networking to post events, informative videos and also to answer questions from jobseekers and employers.

Ohio also offers a comprehensive array of technical training through a cadre of speakers to disseminate state and national cutting-edge information. Ohio conducts quarterly regional training sessions to share information among various stakeholders and State agencies. These communication tools are in addition to the current array of Workforce Development Board Directors’ Association meetings, fiscal managers meetings, workforce board meetings, and many committees that process and disseminate information through venues such as meeting minutes and local websites.

4. **Case Management and Data Collection System.** OWCMS is an integrated case management system facilitating service delivery across programs including Title I employment and training, national dislocated worker and other special grants, W-P Employment Services, Rapid Response, Jobs for Veterans State Grant (JVSG), Migrant and Seasonal Farmworker, Foreign Labor Certification, TAA, and CCMEP. This integrated data is stored in a reporting database that provides “canned” and “ad hoc” reporting capabilities to its users.

OhioMeansJobs.com, the State’s web-based self-service tool for both employers and individuals, improves Ohio’s ability to help employers fill jobs more quickly, more efficiently, and with individuals who have the specific talent required for the job. More recently, OhioMeansJobs.com includes a portable case record and career plan, streamlining the process for individuals to seek service across programs, whether public, nonprofit or private in nature.

WIOA VR participants are captured in AWARE, the OOD case management system. AWARE is a product of Alliance Data Systems and is used by vocational rehabilitation agencies in 38 states.

**Fiscal System.** County Finance Information System (CFIS) is a web-based format that allows CDJFS agencies and workforce development agencies to capture and report financial data in a way that is compatible with the State’s financial system. It also gives county agencies and ODJFS the ability to “talk” to each other in the same financial language, using automated rather than manual processes. CFIS-Web has been operational for five years. Counties now have 24/7 access to CFIS reports and data, and ODJFS imports financial data from any county finance system. A module known as CFIS WIOA Client Tracking tracks expenses at the participant level, links the financial system to the case management system, tracks basic career services, and better aligns financial reporting with WIOA and Uniform Guidance requirements.

(B) Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers.\(^{10}\)

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\(^{10}\)For the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.
III. OPERATIONAL PLANNING ELEMENTS

OWCMS is a web-based application used to record activity for WIOA Title III Wagner-Peyser Employment Services and WIOA Title I Adult, Dislocated Worker and Youth participants. Within OWCMS, case managers at OhioMeansJobs Centers can register an individual, calculate an individual’s eligibility for WIOA Title I services, enroll them in Title I and Title III services and track the jobseeker’s post-exit activity. They can also record information about any special grants a jobseeker is eligible to receive. OWCMS stores all recorded information in a database that provides various reports on jobseekers and other system activity. OWCMS also allows for creating post-hoc queries and data reports.

Local staff can pick from the following options to view, enter, update or report on participants in the WIOA program.

**Basic Intake.** Used to record basic information about jobseekers, including contact information, education level, and veteran status. One can also record financial, skill level, and other information required only for Title I youth. Certain information entered on this option is used to determine jobseekers’ eligibility for Title I employment and training programs and special grants.

**Assess Employment.** Used to record jobseekers’ previous employment history and to indicate any issues related to finding new employment. One can also record jobseekers’ desired employment and identify any needed skills. OWCMS does not require an employment history for jobseekers.

**Assess Education.** Used to record jobseekers’ education history and certificates received and to record any issues related to jobseekers’ learning disabilities, language problems, basic skills deficiency, training programs not completed, training needs, or interests. OWCMS does not require an education history for jobseekers. Data will be captured here for the WIOA skills gain measure.

**Services.** Used to create a services plan for jobseekers and enroll jobseekers in services for Title I employment and training programs. One can also enroll jobseekers in services for grants. Jobseekers must be eligible for at least one Title I employment and training program or grant before one can access the Services menu option. Once one has completed all services and goals for a program or grant, one can close the program or grant. Once one closes each program or grant in which jobseekers are enrolled, the system will exit them 90 days after the last day of receiving their last service.

**Employment.** Used to record information about employment jobseekers obtained, either before or after exiting Title I employment and training programs. In general, OWCMS does not require one to record job placements for jobseekers. However, a job placement must be recorded if jobseekers closed out of a program or grant or exited because employment was obtained.

**Post Exit and Wages.** Used to capture jobseekers’ activity for up to four quarters after exit from WIOA. The information collection includes post-exit employment, enrollment in post-secondary education and credential or degree attainment.

**Follow-Up.** Used to record follow-up services and activities. One can also record a history of ongoing contact with jobseekers during the follow-up service.

OhioMeansJobs Center operators can query the OWCMS database to create any number of ad-hoc reports. Business Intelligence Channel (BIC) Cognos has a series of State-created reports that can
III. OPERATIONAL PLANNING ELEMENTS

be used or edited by local area staff including services provided, job placement, educational attainment and primary performance measure reports.

Under Title IV’s OhioMeansJobs Center partner program, OOD’s VR program’s case management system, AWARE, is used by vocational rehabilitation agencies in 38 states across the nation. OOD also partners with ODJFS to obtain Ohio employment verification and wage data. It should be noted that access to only Ohio wage information limits the VR program from accurately identifying the full population of individuals employed after receiving services (i.e., individuals who may be employed out of state, overseas, with a Federal agency, or as an independent contractor are not in the Ohio wage file). OOD has recently signed the Federal State Wage Interchange System (SWIS) Agreement as a non-access Performance Accountable and Customer Information Agency, which will improve access to wage information for individuals employed in other states. OOD will continue to research opportunities to develop additional data collection activities that will support the accurate identification of the full population of individuals employed after receiving VR services, particularly those employed by Federal agencies, overseas business, or as independent contractors.

Under Title II’s OhioMeansJobs partner program, the ABLELink system is Aspire’s online student information management system. The system collects student information for local program and state-level reporting, and allows local programs to manage students’ educational activities and post-program outcomes. ABLELink contains a number of pre-set reports to address accountability processes and also allows users to download information sets to create custom queries and reports. All Aspire grantees are required to utilize ABLELink. Aspire partners with ODE for adult diploma/credential verification, ODJFS for employment and wage verification, and ODHE to verify entry into post-secondary education.

Although TANF, SNAP, UI, and TAA have separate data systems, Ohio established various levels of interface with OWCMS to capture relevant information for tracking and reporting purposes.

(2) The State policies that will support the implementation of the State’s strategies (e.g., co-enrollment policies and universal intake processes where appropriate). In addition, provide the State’s guidelines for State-administered one-stop partner programs’ contributions to a one-stop delivery system.

There are several statewide strategies that are supported in State policy. The first is registration into OhioMeansJobs.com. Workforce Innovation and Opportunity Act Policy Letter (WIOAPL) No. 16-07 requires that OhioMeansJobs.com be utilized for labor exchange activities, which include job placement activities and resume posting for jobseekers and talent acquisition for employers. By having all jobseekers register into OhioMeansJobs.com to post resumes and to search for jobs, these jobseekers all gain access to many other career planning tools.

ORC 3304.71, 3333.92 and 6301.18 requires all consumers of WIOA Titles I and III employment and training programs, WIOA Title II Aspire, Carl D. Perkins Career and Technical Education Act (Perkins Act) programs, WIOA Title IV VR programs, and the State-administered SCSEP to enroll in OhioMeansJobs.com.

WIOAPL 15-11.1 focuses on the use of individual training accounts (ITAs) identifying the parameters of a local area ITA policy and standardizing the delivery of ITAs so local areas consistently provide training opportunities to participants leading to employment in an in-demand occupation. The policy requires that each program year at least 85 percent of new ITA enrollments
III. OPERATIONAL PLANNING ELEMENTS

for each local area must be in an in-demand occupation as defined by the State. This policy ensures that training funds are utilized for training in occupations that are more likely to lead to permanent employment for participants.

OWT’s Workforce Success Measures, which align extremely well to the required WIOA metrics, evaluates Ohio’s workforce programs capturing data from OhioMeansJobs Centers, Aspire providers, Perkins Act services, and Ohio’s scholarship programs.

Ohio engages with local partners and employers to ensure the LWDBs create regional and local combined plans that are responsive to the needs of students, adults, and employers within their community. WIOAPL No. 16-03, Regional and Local Planning, provides the guidelines for engaging in the local and regional planning as well as completion of these plans.

Co-enrollment is another important way Ohio is opening the lines of communication among workforce partners, providing for additional funding for services as well as it increasing access to more services. Co-enrollment is discussed in various policies as it pertains to eligibility in more than one WIOA program. Additionally, with the youth program, specifically the CCMEP, co-enrollment is greatly encouraged to allow youth participants access to TANF services and funds in addition to Title I employment and training services and funds. This streamlines eligibility and provides participants with increased access to other supportive services that can be paid for with either funding stream. The Ohio Administrative Code rules that govern CCMEP outline the requirements for co-enrollment. Additionally, there are other WIOA policies that allow for co-enrollment between WIOA Title I programs as well as between WIOA and partner programs.

Ohio collaborated the core partners and the LWDB directors to create a policy to address infrastructure funding processes as well as the State funding mechanism, should it need to be implemented. WIOAPL No. 16-06 State Mechanism for Funding OhioMeansJobs Center Infrastructure Costs provides guidelines to apply a cap for partner contributions for infrastructure costs based on the WIOA requirements but also allows for annual increases (supported by documentation) that maintain the cap levels. The policy allows for local negotiation for non-infrastructure costs such as personnel and shared services above the required infrastructure caps.

(3) State Program and State Board Overview.

(A) State Agency Organization. Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

An organizational chart that delineates the relationship to the governor of the agencies involved in the workforce investment system, including education and economic development and the required and optional partner programs managed by each agency is provided below in Figure 22. Organizational Structure of Ohio’s Workforce Development Office and Agencies.

OWT, whose Director is Lt. Governor Husted, is charged with coordinating and aligning workforce programs, policies and resources across the State. The OWT office has four full-time staff members. OWT and its partner agencies work collaboratively to coordinate the State’s workforce system to promote seamless services for both employers and individuals.
III. OPERATIONAL PLANNING ELEMENTS

The State’s workforce system also includes LWDBs and OhioMeansJobs Centers, OhioMeansJobs.com, employer training programs, economic development organizations, and faith- and community-based organizations as well as adult basic education programs, career centers, two-year and four-year colleges, and universities. Each entity is charged by both Federal and State policies and laws to ensure business engagement.

At the local level, Title I employment and training programs are governed by 20 LWDBs, whose membership is primarily made up of business representatives. Customers access services through the 22 comprehensive OhioMeansJobs Centers that include all mandated partner services and approximately 64 affiliate centers throughout the State. Coordination and alignment occur at the State and local levels and are documented through MOU, interagency initiatives, and regular meetings, which include business and business interest.

(B) State Board. Provide a description of the State Board, including-

(i) Membership Roster. Provide a membership roster for the State Board, including members’ organizational affiliations.

Below is the Membership Roster of the GEWB, including members’ affiliations:

- Mike DeWine, Governor of Ohio
- Andrea Kramer, President and CEO, City Apparel and Go Grow Strategies
- Andrew Brenner, State Senator (19th District)
- Barbara Johnson, CEO, Premier Health
- Bill Reineke, State Representative, Ohio House (88th District)
- Chris Schmenk, Union County Commissioner
- Dan Meyer, CEO, Nehemiah Manufacturing
III. OPERATIONAL PLANNING ELEMENTS

- Deborah Saunders, Library Director, Dr. Samuel L. Bossard Memorial Library
- Dr. John Marschhausen, Superintendent, Hillard City Schools, Workforce
- Dr. Para Jones, President, Stark State College, Workforce
- Elizabeth Barry, President and CEO, Delta Systems, Business
- Eric Burkland, President, Ohio Manufacturers' Association
- Christine Gardner, Executive Director, Ohio Association for Career and Technical Assistance
- Joseph Luzar, Vice President Business Development, Mosser Construction, Inc.
- Kenneth Field, Training Director, Cleveland Electrical Joint Electrical Apprenticeship and Training Committee
- Kevin Miller, Executive Director, OOD
- Kim Hall, Director, ODJFS
- Lori Gillett, CEO, Corna Kokosing
- Lydia Mihalik, Director, ODSA
- Margie Zyble, Chief Talent and Culture Officer, GE Aviation
- Melissa Wideman, Vice President Community Relations, Castellini Management Company
- Michael Linton, Principal, Accurate Heating and Cooling
- Michelle Greenfield, Founder and CEO, Third Sun Solar
- Mick Given, CEO, Ferguson Construction Company
- Mike Knisley, Secretary and Treasurer, Ohio State Building and Construction Trades Council
- Neville Pinto, President, University of Cincinnati
- Paolo DeMaria, State Superintendent, ODE
- Pat Tiberi, CEO, Ohio Business Roundtable, Chair
- Randy Gardner, Chancellor, ODHE
- Randy Niekamp, Vice President Human Resources, Crown Equipment Corporation
- Richard Dalton, Business Manager, International Union of Operating Engineers, Local 18
- Rocky Parker, CHRO, Nationwide Insurance
- Scot McLemore, Manager Talent Acquisition, Honda North America
- Sean Dunn, President, Sean P. Dunn & Associates, LLC
- Stephanie Kunze, State Senator (16th District)
- Thomas West, State Representative, Ohio House (49th District)
III. OPERATIONAL PLANNING ELEMENTS

(ii) Board Activities. Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

As outlined in the response to (a)(1) above, the GEWB is involved in planning and implementing the State’s workforce development system. OWT coordinates the implementation of Ohio’s workforce strategies with all of the core and partner programs.

(4) Assessment and Evaluation of Programs and One-Stop Program Partners.

(A) Assessment of Core Programs. Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

The State’s assessment of core programs, which aligns to OWT’s Workforce Success Measures, uses the US Department of Labor’s (USDOL) performance criteria that build in accountability through appropriate performance and outcome standards for Ohio, each region and local area. The State has utilized the following WIOA Primary Performance Measures for all WIOA core programs: Adult, Dislocated Worker, Youth, Aspire, VR, and W-P. (Note: W-P will be excluded from performance measures 4 and 5).

1. Employment 2nd Quarter After Exit: The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program.

   For Youth: Placement in Employment or Education 2nd Quarter After Exit: The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program.

2. Employment 4th Quarter After Exit: The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program.

   For Youth: Placement in Employment or Education 4th Quarter After Exit: The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the program.

3. Median Earnings: The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.

4. Credential / Diploma: The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program. Program participants who obtain a secondary school diploma or its recognized equivalent shall be included in the percentage counted as meeting the criterion if such participants, in addition to obtaining such diploma or its recognized equivalent, have obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.

5. Skill Gains: The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment.

III. OPERATIONAL PLANNING ELEMENTS

ODJFS will continue to negotiate performance standards biennially with USDOL and in turn will require local areas to submit proposed performance standards for the Title I performance measures. Ohio will send a biennial memo to each local area instructing them on procedures for negotiating their local performance standards. Ohio’s performance level goals for these primary performance measures will help Ohio achieve continuous improvement for each new program year.

Ohio’s Title I Youth performance level goals will be negotiated taking into account WIOA’s focus on out-of-school youth, as well as the State’s focus on traditionally harder-to-serve youth and young adults in coordination with the TANF program to establish the Ohio’s CCMEP.

For the Adult and Dislocated Worker programs, Ohio will set performance goals that will balance the commitment to continuous performance improvement while recognizing current economic conditions. With Ohio’s economic outlook improving, Ohio will be concentrating on enrolling the harder to serve individuals, making it imperative for Ohio to continually improve programs and service delivery strategies in order to achieve our goals.

In addition to the measuring the annual performance outcomes, quarterly progress is measured, and these interim reports are shared with the local areas. The local areas use these reports to identify any areas for improvement before they become problematic. Should local areas fall significantly behind on their goals, they will be required to submit a performance improvement plan outlining the steps needed to bring their performance outcomes up to standards.

As required in the 20 CFR § 679.260, Ohio developed a State-established definition of meets and fails for performance assessment. These definitions changed compared to prior years. Details regarding these definitions can be found in Appendix 2.

The Aspire state staff work with the local programs to monitor WIOA performance measures consistently throughout the year and provide technical assistance to improve outcomes. Aspire programs receive an annual high-stakes document, Local Desk Review, which measures programs’ levels of achievement against state targets in participants’ measurable skill gains and follow-up outcomes.

The VR program, in accordance with WIOA requirements, has implemented changes to, and continues to monitor and refine, its case management system and data collection activities to align with common measures. In addition, OOD is collecting and evaluating baseline performance data to prepare for the negotiation of performance levels with the Rehabilitation Services Administration. OOD has robust reporting capabilities through AWARE (the VR case management system) and associated reporting tools. In addition, OOD has created a data warehouse allowing for a variety of dashboards for the VR program to help monitor case progression and timeliness of eligibility decisions, and plan development and time in service. Collectively, these tools provide an important foundation for ensuring that performance measures are achieved by the VR program.

Though we are held to State-negotiated performance standards by USDOL, the state promotes local and regional flexibility through:

- Maintaining data systems to readily and periodically share pertinent information with local and regional entities to inform their planning.
- Providing local and regional flexibility, within the context of State performance goals, for planning and performance negotiation with the State.
III. OPERATIONAL PLANNING ELEMENTS

- Providing periodic reports at a local and regional level on their preliminary performance trends and status.
- Conducting local and regional assessments within this context, particularly with consideration of economic data and other empirical analysis likely to impact program outcomes.
- Considering any assessment analysis in future negotiation of local and regional performance goals and continuing improvement efforts.
- Reporting to and oversight of the State and local workforce boards.

(B) Assessment of One-Stop Program Partner Programs. Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. Such state assessments should take into account local and regional planning goals.

WIOA One-Stop partner programs, such as VR and Aspire will use the same primary performance outcome measures. However, each program will negotiate its own statewide and local standards. The failure of any of the six WIOA core programs (Adult, Dislocated Worker, Youth, Aspire, VR, and W-P) on their established statewide performance standards could potentially lead to sanctions in the form of reduced WIOA funding to the State, which would apply to all of the WIOA core programs. Additional partner programs, such as TAA program and SCSEP will use their own performance measures, standards and monitoring for program compliance and improvement.

ODA and its local partners plan to develop and implement a survey to measure the experience and interaction SCSEP participants and other older jobseekers have with OhioMeansJobs Centers. The results will be shared with OhioMeansJobs Center operators and partners to support continuous improvement of service delivery to customers.

Local areas are required to select or procure providers to deliver services to program participants. The performance outcomes of each service provider will be established by each local area with the State providing assistance with data analysis and technical guidance. Ultimately, however, responsibility for successfully meeting the established WIOA primary performance outcome measures will fall on each local area at the area-wide level and not at the provider level.

Assuring State assessments, for One-Stop Program Partner Programs, consider local and regional planning goals follow the same principles and practices as with core programs. The major difference is that there are additional levels of coordination and communication around planning and goal setting. This involves recognition and coordination among:

- State-level partner programs.
- OhioMeansJobs Center and local partner programs.
- Local entities and procured service providers.

There are different levels of authority in executing program objectives. The role of State program partners and GEWB oversight is to provide policy, guidance and technical assistance in assuring successful coordination and communication. With this, information will be available to provide State assessments that take into account local and regional planning goals in the same manner as with core programs.

(C) Previous Assessment Results. Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, provide the results of
assessments of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle). Describe how the State is adapting its strategies based on these assessments.

ODJFS has utilized outcome data as a tool to evaluate the state and local workforce area implementation of WIOA programs. Local workforce areas have been in receipt of performance trainings, interim reports, and technical assistance provided by the state designed improve operations to produce successful programmatic outcomes. Additionally, performance data is utilized to develop strategies on state and local program delivery and coordination efforts across partner programs.

The ODHE Aspire data for the past three years is represented in Figure 23. Aspire Performance Outcomes.

Figure 23. Aspire Performance Outcomes

<table>
<thead>
<tr>
<th>Description</th>
<th>PY2016</th>
<th>PY2017</th>
<th>PY2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled Participants</td>
<td>29,472</td>
<td>28,918</td>
<td>27,470</td>
</tr>
<tr>
<td>Measurable Skills Gains</td>
<td>62.4%</td>
<td>61.3%</td>
<td>61.9%</td>
</tr>
<tr>
<td>Employment 2(^{nd}) Qtr After Exit</td>
<td>Baseline</td>
<td>44.1%</td>
<td>47.2%</td>
</tr>
<tr>
<td>Employment 4(^{th}) Qtr After Exit</td>
<td>Baseline</td>
<td>46.6%</td>
<td>49.6%</td>
</tr>
<tr>
<td>Median Earnings 2(^{nd}) Qtr After Exit</td>
<td>Baseline</td>
<td>$4,301</td>
<td>$4,445</td>
</tr>
<tr>
<td>Attained Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training Within One Year of Exit</td>
<td>Baseline</td>
<td>6.13%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Attained a Secondary School Diploma/Equivalent and Employed Within One Year of Exit</td>
<td>Baseline</td>
<td>36.8%</td>
<td>21.6%</td>
</tr>
<tr>
<td>Attained a Postsecondary Credential While Enrolled or Within One Year of Exit</td>
<td>Baseline</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

The Aspire office has adapted strategies to improve these outcomes by providing targeted technical assistance to local programs, monitoring performance with the local provider at a minimum quarterly, and offering evidence-based professional development for practitioners to improve teaching and learning.

Under the Workforce Investment Act, the VR program was evaluated by standards and indicators unique to it. OOD has met compliance with program standards and indicators, which relate to the number and quality of employment outcomes achieved by the program. As noted previously, has implemented changes to, and continues to monitor and refine, its case management system to align with the common measures under WIOA. In addition, baseline data related to the common measures is being established and evaluated. It should be noted that for newly required data elements, such as measurable skill gains and credential attainment, a period of data collection will be required to establish this baseline data.
III. OPERATIONAL PLANNING ELEMENTS

(D) **Evaluation.** Describe how the State will conduct evaluations and research projects on activities under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.

Ohio is committed to developing an evidenced-based workforce system. Evaluation and research projects on activities under the WIOA core programs first requires access to relevant data. Ohio has a considerable history in supporting State, Federal and external research and program evaluations through access to relevant data streams by way of information sharing agreements. Ohio has every intention of maintaining this approach. This capability has been enhanced through the Workforce Data Quality Initiative (WDQI) grant and the creation of the OLDA. This effort continues under State funding as the Ohio Analytics Partnership. The OLDA is a historical, cross-agency archive of administrative program data, with the specific objective of supporting policy analysis, research and program transparency (dashboards).

The Ohio Analytics Partnership has also led to coordination among State agencies in established priority research interests, as well as conducting specific research projects. This has included the OWD, ODJFS, ODE, OHE, and OOD. This can easily be extended under the WIOA umbrella by incorporating input and guidance from the Core State Programs, OWT, GEWB, and representatives from local and regional areas, particularly the Workforce Development Board of Directors.

Ohio will readily share research and evaluation pertinent to WIOA with Federal Departments of Labor and Education. Ohio will also continue to coordinate with Federal research interest, whether specific to grant required program evaluation studies or more broadly envisioned analysis or policy research.

(5) **Distribution of Funds for Core Programs.** Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

(A) **For Title I programs,** provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

(i) **Youth activities in accordance with WIOA section 128(b)(2) or (b)(3),**

The Title I Adult and Youth formula distribution methods comply with the statutory allocation method described in WIOA. After removing the portion of funding for statewide activities, the remaining funds are distributed among the local areas using three factors. Each of the following factors distributes one third of the total allocation:

- Relative number of unemployed individuals in areas of substantial unemployment compared to the total number of individuals in areas of substantial unemployment (where substantial unemployment is an area with average unemployment of at least 6.5 percent for the most recent 12 months);

- Relative excess number of unemployed individuals in each area compared to the total excess number of unemployed individuals (where excess unemployed is the number of unemployed individuals exceeding 4.5 percent of the area’s civilian labor force); and

- Relative number of disadvantaged population (either Adults or Youth in accordance with the relevant WIOA Title I funding stream) living in each area compared to the total number of
disadvantaged population (where disadvantaged Adults are individuals age 22 to 72 and disadvantaged Youth are individuals age 14 through 21, with income or in a family with income that does not exceed the poverty line or 70 percent of the lower living standard income level for the family size, whichever is less).

(ii) Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3),

The Title I Adult and Youth formula distribution methods comply with the statutory allocation method described in WIOA. After removing the portion of funding for statewide activities, the remaining funds are distributed among the local areas using three factors. Each of the following factors distributes one third of the total allocation:

- Relative number of unemployed individuals in areas of substantial unemployment compared to the total number of individuals in areas of substantial unemployment (where substantial unemployment is an area with average unemployment of at least 6.5 percent for the most recent 12 months);

- Relative excess number of unemployed individuals in each area compared to the total excess number of unemployed individuals (where excess unemployed is the number of unemployed individuals exceeding 4.5 percent of the area’s civilian labor force); and

- Relative number of disadvantaged population (either Adults or Youth in accordance with the relevant WIOA Title I funding stream) living in each area compared to the total number of disadvantaged population (where disadvantaged Adults are individuals age 22 to 72 and disadvantaged Youth are individuals age 16 through 21, with income or in a family with income that does not exceed the poverty line or 70 percent of the lower living standard income level for the family size, whichever is less).

(iii) Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.

For the Title I Dislocated Worker funding distribution, the State withdraws the portion of funds for statewide activities and Rapid Response and distributes the remainder to the local areas using six statistical factors, each with an assigned weight that determines the percentage of the total to be allocated by each factor. Figure 24. Six Statistical Factors for Dislocated Worker Funding Distribution lists the factors, their weights, and the statistic used to determine each county’s ratio to the statewide total.

### Figure 24. Six Statistical Factors for Dislocated Worker Funding Distribution

<table>
<thead>
<tr>
<th>Factor</th>
<th>Weight</th>
<th>Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. UI Claimants</td>
<td>30 percent</td>
<td>Relative number of unemployment insurance claimants, most recent January – December</td>
</tr>
<tr>
<td>2. Unemployment Concentrations</td>
<td>20 percent</td>
<td>Relative number of excess unemployed individuals adjusted by ratio of county average unemployment rate to excess unemployment baseline (4.5 percent)</td>
</tr>
</tbody>
</table>
III. OPERATIONAL PLANNING ELEMENTS

<table>
<thead>
<tr>
<th>Factor</th>
<th>Weight</th>
<th>Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Plant Closings and Mass Layoffs (Non WARN)</td>
<td>5 percent</td>
<td>Relative number of displaced workers (three-year average) affected by layoffs that are not subject to WARN Act reporting, tracked using State’s Rapid Response database</td>
</tr>
<tr>
<td>WARN</td>
<td>5 percent</td>
<td>Relative number of displaced workers (three-year average) affected by layoffs that are subject to WARN Act reporting</td>
</tr>
<tr>
<td>4. Declining Industries</td>
<td>5 percent</td>
<td>Relative number of jobs lost within industries experiencing declining employment</td>
</tr>
<tr>
<td>5. Farmer-Rancher Economic Hardship</td>
<td>5 percent</td>
<td>Relative share of deficits between farm earnings and the Federal poverty guideline for a family of four multiplied by number of farms</td>
</tr>
<tr>
<td>6. Long-Term Unemployment</td>
<td>30 percent</td>
<td>Relative number of unemployment insurance claimants who have received benefits for 15 or more weeks.</td>
</tr>
</tbody>
</table>

(B) For Title II:

(i) Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.

The ODHE Aspire Adult Education program office will award multi-year AEFLA (Adult Education and Family Literacy Act) grants on a competitive basis, every three years, to eligible providers. After year one of the grant cycle, ODHE retains the right to grant recipients for up to two consecutive fiscal years. All providers will be subject to the same funding cycles. An eligible provider is an organization that has demonstrated effectiveness in providing adult education activities to eligible individuals and may include: a local education agency; a community-based or faith-based organization; a volunteer literacy organization; an institution of higher education; a public or private nonprofit agency; a library; a public housing authority; a nonprofit institution with the ability to provide adult education and literacy services; a consortium or coalition or agencies, organizations, institutions, libraries, or authorities described above; and a partnership between an employer and an entity described above.

An eligible provider must establish that it has demonstrated effectiveness through performance data on its record of improving the skills of eligible individuals, particularly those who have low levels of literacy in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the application for funds. An eligible provider must also provide information regarding its outcomes for the participants related to employment, attainment of a secondary school diploma or its recognized equivalent, and transition to postsecondary education and training. ODHE will use a checklist to determine if an applicant has demonstrated effectiveness. If affirmative, the application will be forwarded for review, scoring, and consideration for funding.

Census data regarding the eligible population in each county and the projected enrollment to be served of the eligible population is factored into the funding decision. Past performance holds a
III. OPERATIONAL PLANNING ELEMENTS

weighted point value in the Aspire competitive grant application since quality education and successful performance outcomes are essential. Applicants must provide statistical evidence of program effectiveness for the prior three years related to successful student outcomes of academic gains, attainment of a secondary diploma/equivalent, employment, and transitions to postsecondary education and training.

The first WIOA 3-year AEFLA grant cycle was implemented July 1, 2018, and covers PY 2018 – PY 2020. The next competitive application will be posted on the ODHE website under the caption Grant Resources and Requests for Proposals in early 2021. Spring of 2021, proposals will be evaluated by a review panel selected by the ODHE Aspire staff using an established point rating system. Review of proposals will be based on budgets and responses to the 13 considerations in Title II of WIOA. Spring of 2021, ODHE will announce AEFLA grant applicants that will receive funding and notify those that will not. July 1, 2021, AEFLA providers begin a new grant cycle of programming and funding.

(i) Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

ODHE ensures direct access to apply for grants or contracts to all eligible providers in the State. All applicants eligible under Section 231 will submit applications to the agency. Direct application will be the norm regardless of whether an applicant would be considered a grantee or contractor.

ODHE provides direct and equitable access to all eligible providers by posting the announcement and application procedures on its website / Grant Resources and Requests for Proposals. All eligible providers must meet the initial minimum qualifications for review by submitting a complete application that is received by a designated date, time, and location. All AEFLA grant-related resources are on the ODHE Aspire Grants website. All grant-related questions come through one email portal, aspiregrants@highered.ohio.gov; Frequently Asked Questions are posted on the ODHE Aspire Grants website weekly during the competitive period. All applications are first screened for demonstrated effectiveness in serving basic skills deficient eligible individuals. If affirmative, applications go through a review process scored by teams of readers using a standardized rating rubric.

(C) Title IV Vocational Rehabilitation:
In the case of a State that, under section 101(a)(2)(A)(i)of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

OOD, Ohio’s designated State agency for the VR program, is a combined agency serving all individuals eligible for VR services. It should be noted that OOD, through its Bureau of Services for the Visually Impaired (BSVI), does have dedicated counselors with specialized training to provide services to individuals who are blind or visually impaired.

(5) Program Data.
(A) Data Alignment and Integration. Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board,
III. OPERATIONAL PLANNING ELEMENTS

to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State’s plan for integrating data systems should include the State’s goals for achieving integration and any progress to date.

(i) Describe the State’s plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.

With WIOA requiring common performance standards and a single outcome reporting structure across State agencies including the ODHE (Aspire), OOD (VR), and the ODJFS (Title I employment and training and W-P), data alignment and integration are paramount.

Ohio has separate case management systems across agencies and is investigating means of collecting and transferring relevant data from each of these systems for the required reporting data elements of each agency on a quarterly and annual basis.

(ii) Describe the State’s plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan.

Ohio saw the need for clear authority, management and responsibility to remain within the agencies running specific programs. Each agency needs the flexibility to conduct analysis, evaluate data, engage service providers and prepare data for internal and State uses, as well as meet their unique reporting requirements of their corresponding Federal agencies. As such, the strategy for data integration was to modify each agency’s case management system to correspond with the needs of WIOA. The data from these case management systems are merged and matched to form a central data warehouse from which analysis, evaluation and reporting on the WIOA program as a whole occurs through the ODJFS.

(iii) Explain how the State board will assist the governor in aligning technology and data systems across required one-stop partner programs (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals.

The strategic focus of Governor DeWine, GEWB, and other executive leadership has been on a business-driven, person-centered approach, as opposed to program- or institution-centered approach.

A key focus has been the development of virtual career exploration, career planning, talent acquisition, and employment center via OhioMeansJobs.com. This has created a single branding across the workforce development system and, more importantly, a unified set of service tools. Integration of services and efficiencies are promoted through portable case records and career plans, streamlining the process for individuals to seek services across programs, whether public, non-profit or private in nature. Ohio will now further refine OhioMeansJobs.com to improve the customer experience, making the technology solutions more intuitive and easier-to-use.

In addition to the OhioMeansJobs.com changes, Governor DeWine has established InnovateOhio. It is charged with utilizing technology to improve government services, reduce costs, and spur a culture of innovation. Through its statewide strategy to improve information and data sharing techniques across agencies, boards, and commissions, OWT and GEWB will build upon the data transparency capabilities available through the Workforce Success Measures dashboard.
III. OPERATIONAL PLANNING ELEMENTS

(iv) Describe the State’s plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section 116(d)(2)).

Planning Note: States should be aware that Section 116(i)(1) requires the core programs, local boards, and chief elected officials to establish and operate a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. States should begin laying the groundwork for these fiscal and management accountability requirements, recognizing that adjustments to meet the elements above may provide opportunity or have impact on such a fiscal and management accountability system.

Ohio has implemented changes to its system, OWCMS, to gather the new information required by WIOA Title I employment and training to develop reports. Ohio has implemented business rules to extract quarterly data to create Ohio’s Participant Individual Record Layout (PIRL) file from OWCMS and Wage Record.

Per the guidance from USDOL Employment and Training Administration, Ohio is submitting the PIRL extract file to USDOL’s Workforce Integrated Performance System (WIPS) to generate quarterly and annual performance outcome reports.

In 2016, ODJFS implemented a new financial tracking module known as CFIS WIOA Client Tracking that will link program performance and service data at the participant level to local area financial outcomes. This module is expected to meet the requirements for fiscal and management accountability.

(B) Assessment of Participants’ Post-Program Success. Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

Post-program success in educational attainment and/or employment across State agencies’ workforce development programs is dependent on three things: The adoption of USDOL’s performance criteria, which mirror Ohio’s Workforce Success Measures, builds in accountability through appropriate performance and outcome standards for the State. Ohio agencies’ case management systems are modified to capture these common performance measures.

Beginning with Program Year 2016, the State has utilized WIOA’s Primary Performance Measures for all WIOA core programs: (W-P is excluded from the credential attainment and skill gains performance measures).

Employment 2nd Quarter After Exit. The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program.

Youth - Placement in Employment or Education 2nd Quarter After Exit. The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program. Employment 4th Quarter After Exit: The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program.
III. OPERATIONAL PLANNING ELEMENTS

Youth - Placement in Employment or Education 4th Quarter After Exit. The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the program.

Median Earnings. The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.

Credential / Diploma. The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program. Program participants who obtain a secondary school diploma or its recognized equivalent shall be included in the percentage counted as meeting the criterion if such participants, in addition to obtaining such diploma or its recognized equivalent, have obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.

Skill Gains. The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment.

Serving Employers. The indicators of effectiveness in serving employers

Follow-Up services will be utilized to ensure post-program success by offering post-program services as necessary to ensure continued employment and for those enrolled in post-secondary education or training, ensure their educational success in attaining their credential. Case managers can track their follow-up services in OWCMS, as well as document post-program employment, earnings, and credential attainment.

(C) Use of Unemployment Insurance (UI) Wage Record Data. Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

Ohio has routinely used UI wage record data to meet program objectives of WIOA; in particular to assess employment outcomes. More specifically, program case management data are cross matched to UI wage records on a quarterly basis to capture employment, wages, and industry (using the North American Industry Classification System - NAICS).

To protect personal identifiable information and comply with Federal and State laws, the ODJFS Office of Workforce Development (OWD) complies with the following protocols:

- All staff receives annual training in securing personal identifiable information and overall computer security procedures;
- Data is specified only for program administration, including Federal and State performance reporting, evaluation and statistical or research purposes;
- Access is controlled on a “need to know” basis for meeting program requirements;
- Except under special agreement, data can only be shared in de-identified and aggregate formats; and
- All staff must sign and acknowledge compliance with ODJFS’ Code of Responsibility covering information security and confidentiality policy and laws.
Any sharing of information beyond the ODJFS program staff requires a legal agreement (information sharing agreement) restricting data use to program administration, performance reporting, evaluation and statistical or research purposes. This includes submitting a Privacy Impact Assessment reviewing risks and safe guards in the exchange of personal identifiable information to ODJFS’ Chief Privacy Officer. The same or corresponding protocols listed above are also stipulated in the agreement. ODJFS also requires that data exchange or transmission of personal identifiable information be conducted through encryption and secure formats and systems.

(D) **Privacy Safeguards.** Describe the privacy safeguards incorporated in the State’s workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

The same protocols ODJFS applies to wage record data are applied to education data. WIOA does specify the collection of enrollment, educational progress and completion data. ODJFS is applying business rules in the collection of these data to maintain only the minimum data necessary to meet WIOA requirements, often just a date record. Information such as grades and other detailed information will not be captured. As with wage record data, education data will only be used for program administration, including Federal and State performance reporting, evaluation and statistical or research purposes. Only de-identified aggregate education data will be reported in any public manner.

The usage of ABLELink, the information management system of Aspire, is in line with Family Educational Rights and Privacy Act (FERPA) regulations and monitored on an ongoing basis to assure alignment. Users of ABLELink must annually sign and submit a Personal Confidentiality Statement which serves to safeguard personally identifiable information. Aspire also requires each local program to sign an assurance as a part of the funding application indicating adherence to outlined technology requirements. The technology requirements describe the minimum level of security required by local programs. Aspire participants have the ability to opt-out of information sharing through a Release of Information (RIF) form. Students who refuse the RIF are not shared for any purpose including Federal/State match.

(7) **Priority of Service for Veterans.** Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program’s Disabled Veterans’ Outreach Program (DVOP) specialist.

Ohio continues to prioritize workforce services for veterans, military service members and their families. OWT, together with State agency partners, is assisting military service members, veterans and their families in preparing for Ohio’s in-demand jobs. Partnerships with other agencies and programs including Ohio's Inter-Service Family Assistance Committee (ISFAC), Wright-Patterson Air Force Base Transition Assistance Program (TAP), Department of Defense (DoD) Military Spouse Warm Handoff Pilot Program, and the Department of Veterans Services (DVS) Veterans Workforce Team are also imperative in helping Ohio reach this goal. Several key initiatives have been implemented:
III. OPERATIONAL PLANNING ELEMENTS

- Ohio’s licensing departments boards and commissions consider relevant military education, training and experience when determining equivalency for issuing licenses and certificates. Special provisions have been made to expedite processing, ease license renewal, provide temporary credentials, and discount or wave associated fees;

- State institutions of higher education award course credit for military education and experience;

- Veterans in Ohio can use GI Bill benefits to pay for national and State occupational licensing testing;

- The ODJFS developed the Veterans Business Support Center - accessible at OhioMeansJobs.com - to better connect employers to qualified veterans, all for free;

- OhioMeansJobs.com prioritizes veteran resumes, allowing employers to review these first when looking for perspective employees; and

- OhioMeansVeteranJobs.com provides a single point of entry for veterans seeking information about employment, education and financial benefits available in Ohio.

- Ohio’s Hilton Honors Military Program provides Hilton Honors points for hotel stays related to job search activities.

Under the WIOA, veterans receive priority of service in all USDOL-funded employment and training programs. Priority of service to veterans and eligible persons remains the responsibility of all OhioMeansJobs Center staff members, not simply DVOP specialists. As part of Ohio’s monitoring process, central office staff plans on-site visits to OhioMeansJobs Centers each year to assist in the established workflow for veterans, monitor implementation of Priority of Services for Veterans and Eligible Spouses, and provide training and technical assistance as needed. State monitoring and educating OhioMeansJobs Center partners in reference to priority of service, to include covered persons monitoring, is a shared responsibility between ODJFS Program Delivery Managers, local areas, and OhioMeansJobs Center operators. Physical copies of the local priority of service policy and posters are displayed at all service delivery points, including the OhioMeansJobs Centers and, to the extent practicable, displayed in a way that makes it possible for members of the general public to have easy access to them. OhioMeansJobs Center staff is routinely trained on the implementation of priority of service for veterans and eligible persons (covered persons). Local areas are instructed to create policies outlining the procedures whereby veterans and covered persons are identified at the point of entry.

Ohio has implemented and monitors the priority of service provisions by publishing and enforcing State policy, training all USDOL grantee and subgrantee personnel, and includes a clause pertaining to priority of service in the OhioMeansJobs Center MOU template. WIOAPL No. 15-20.2 Priority of Service for Veterans and Eligible Spouses ensures that covered persons are aware of their entitlement to priority of service, the full array of services available, and any applicable eligibility requirements. The policy also outlines the requirements for the LWDBs to develop and include policies in their local plan to implement priority of service for the OhioMeansJobs Centers and for local service and training providers. Prioritized services available to veterans include registration, job referral, guidance, counseling, dislocated worker services, referral to supportive services, job development, job search workshops, and resume preparation. All OhioMeansJobs Center staff is trained on veterans’ preference and priority of service by ODJFS staff. Either the veteran gains access to services or resources earlier than non-covered persons or covered persons.
receive services or resources instead of non-covered persons when resources are limited. Veterans are always placed at the top of any existing waiting list for service.

As part of the initial intake process, OhioMeansJobs Center staff ask customers if they or their spouse served in the military so they can be informed about priority of service. If an affirmative answer is provided, then the veteran or eligible spouse receive a Veteran Questionnaire. The veteran or eligible spouse is then referred to the next available staff member for an assessment. If the assessment determines that the veteran possesses a significant barrier to employment, then the veteran is immediately referred to a DVOP specialist. If the OhioMeansJobs Center lacks a DVOP specialist, or the DVOP specialist is unavailable, then the veteran goes to the next available staff member. Veterans and eligible spouses receive priority of service in all programs offered by partner agencies within OhioMeansJobs Centers. Once an OhioMeansJobs Center staff member determines that a veteran meets the criteria for a specific program, the veteran is automatically afforded priority of service. Ohio’s policy requires workforce development areas to address each of the following:

- Awareness of priority of service through posters and handouts strategically placed at the OhioMeansJobs Centers to alert covered persons of their priority of service rights;
- Notification of priority of service rights on the local area’s and/or the OhioMeansJobs Center’s website or other portals by which jobseekers remotely access resources, including self-service resources;
- Inclusion of a reference to priority of service rights, in OhioMeansJobs Center orientations, whether in-person or electronically (including local websites);
- Descriptions of how job openings/matches and referrals, including electronic referral processes, electronic job posting systems, and in-person handling of job orders, give veterans and eligible spouses priority of service; and
- Descriptions of how partner program staff within the centers and at other service delivery points are made aware of priority of service requirements. This must be accomplished at both the State and local levels through partner meetings and other types of communication such as information sheets or desk aids, self-service kiosks, and information bulletin boards.

Every covered person’s resume is clearly designate as such in OhioMeansJobs.com and are put at the top of all resume search results. Referrals are made in the same order if the covered person meets the minimum job posting qualifications.

Other than the existing statutory requirement regarding eligibility, ODJFS has no other priority that supersedes the Priority of Service for Veterans and Eligible Spouses policy.

Disabled Veterans’ Outreach Program (DVOP) specialist personnel in the OhioMeansJobs Centers provide individualized career services to those veterans and eligible spouses who are identified as having at least one significant barrier to employment, as defined by USDOL. When veterans enter an OhioMeansJobs Center, they are asked to fill out a Veterans Questionnaire to determine if there are any identified significant barriers to employment. If the individual meets the definition of an eligible veteran for the JVSG program or is an eligible spouse, has at least one significant barrier to employment, and/or is a member of an additional population identified by the US Secretary of Labor (e.g., veterans aged 18-24 and Vietnam-era veterans), the OhioMeansJobs Center staff refers this covered person to the DVOP specialist within the JVSG program. A covered person should
III. OPERATIONAL PLANNING ELEMENTS

also be referred to the DVOP specialist if he or she is later, after further assessment, determined by OhioMeansJobs Center staff to have a significant barrier to employment. The DVOP specialist will provide individualized career services to mitigate the significant barriers to employment and transition these individuals into the civilian workforce.

DVOP specialists develop job and training opportunities for veterans, with special emphasis on veterans with service-connected disabilities. They provide direct services to veterans enabling them to be competitive in the labor market. In addition, they provide outreach and offer assistance to disabled and other veterans by promoting community and employer support for employment and training opportunities, including apprenticeship and on-the-job training (OJT). DVOP specialists work with employers, veterans’ organizations, the Department of Veterans Affairs, the Department of Defense, and community-based organizations to link veterans with appropriate jobs and training opportunities.

(8) **Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities.** Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State’s one-stop center certification policy, particularly the accessibility criteria.

Physical accessibility has always been a priority at the OhioMeansJobs Centers, and this has been addressed thoroughly through the One-Stop certification process. ODJFS, in collaboration with the OhioMeansJobs Centers, comply with the language detailed in the State’s Methods of Administration Element 5: Compliance with 504 Disability Requirements. In part, ODJFS and the OhioMeansJobs Centers will continue to work together to ensure all centers are in compliance with all Federal and State laws as it relates to disabilities.

Ohio’s One-Stop certification process under WIOA addresses the needs of those with disabilities by providing an Americans with Disabilities Act (ADA) Tool Box that includes on-site disability awareness training for staff (including “Windmills” and At Your Service training), an ADA Checklist Guide, examples of State Term Contract information, Internet links and resources to be used by OhioMeansJobs Centers, an ADA plan outlying the process for identifying an ADA local coordinator, a reasonable accommodations policy, and a self-assessment tool to assist in ensuring compliance as it relates to Section 188. The attainment of full certification requires full center staff training on issues relating to working with individuals with disabilities. Specific benchmarks and critical success factors are included in the certification documents that directly relate to being compliant with ADA requirements and serving individuals with disabilities.

The AEFLA grant requires grantees to answer questions that are specific to Serving Individuals with Disabilities, including an assurance that individuals with disabilities have equitable access to programs and related services and a description of the policies and services adopted by the program to accommodate students and staff with disabilities.

Moreover, Aspire grantees are required to adhere to an annual Learning Disabilities Policy and Planning Guide; the plan addresses how the program will provide services to students with learning
difficulties. Research indicates a significant incidence of adult literacy students have learning disabilities, many undiagnosed; therefore, all Aspire teachers and administrators are required to complete a Learning to Achieve course tailored for working with students with special learning needs. The training focuses on legal issues, screenings, and accommodations for serving students with learning disabilities and incorporating Universal Design methods as best practices for all students.

(9) **Addressing the Accessibility of the One-Stop Delivery System for Individuals who are English Language Learners.** Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.

OhioMeansJobs Centers provide signage, documents, and interpretation services for non-English speakers and English language learners to ensure these individuals have meaningful access to the services provided. Procedures have been established for interpreter resources and services for both phone calls and in-person appointments. Vital documents are available in the most common languages spoken in Ohio. Provisions and services will comply with current Federal, State and local laws. WIOA codifies and strengthens the integrated English Literacy and Civics education program for individuals to effectively participate in education, work and civic opportunities. Ohio’s Aspire program is a strong partner in OhioMeansJobs Centers. Ohio will continue to strengthen program design to prepare adults who are English language learners for, and place them in, unsubsidized employment in in-demand industries and occupations that lead to self-sufficiency and to integrate with the local workforce development system and its functions to carry out programs.
IV. COORDINATION WITH STATE PLAN PROGRAMS

Describes the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

Strategic planning occurred between all partners in the Combined State Plan:

- Workforce Innovation and Opportunity Act (WIOA) Title I;
- Adult Education and Family Literacy Title II (Aspire);
- Wagner-Peyser (W-P) Employment Services Title III;
- Vocational Rehabilitation (VR) Title IV;
- Carl D. Perkins Career and Technical Education (Perkins) Act;
- Jobs for Veterans State Grant (JVSG); and
- Senior Community Service Employment Program (SCSEP).

Representatives from these programs worked in close collaboration, along with OWT and the Governor's Office, through a series of meetings and discussions to determine and outline the vision, goals, strategies, and action items.

These partner agencies have worked on previous strategic endeavors and will continue to work together to carry out the strategies and achieve the goals outlined in this Combined State Plan.
**V. COMMON ASSURANCES**

### V. COMMON ASSURANCES (for all core programs)

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<tr>
<th>The Unified or Combined State Plan must include assurances that:</th>
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<tbody>
<tr>
<td>1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts; <strong>Yes</strong></td>
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<td>2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes; <strong>Yes</strong></td>
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<td>3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs; <strong>Yes</strong></td>
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<td>4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; <strong>Yes</strong></td>
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<td>(b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board; <strong>Yes</strong></td>
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<td>5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities; <strong>Yes</strong></td>
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<td>6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3); <strong>Yes</strong></td>
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<td>7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable; <strong>Yes</strong></td>
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V. COMMON ASSURANCES

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<tr>
<th></th>
<th>The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program; <strong>Yes</strong></th>
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<tr>
<td>9</td>
<td>The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs; <strong>Yes</strong></td>
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<td>10</td>
<td>The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA); <strong>Yes</strong></td>
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<tr>
<td>11</td>
<td>Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and <strong>Yes</strong></td>
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<tr>
<td>12</td>
<td>Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor. <strong>Yes</strong></td>
</tr>
</tbody>
</table>
VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS
The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES UNDER TITLE I-B. The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B—

(a) General Requirements
(1) Regions and Local Workforce Development Areas.
   (A) Identify the regions and the local workforce development areas designated in the State.

   The following are the current local workforce development areas in Ohio:
   - Area 1: Adams, Brown, Pike, and Scioto Counties
   - Area 2: Medina and Summit Counties
   - Area 3: Cuyahoga County
   - Area 4: Lorain County
   - Area 5: Lake County
   - Area 6: Stark and Tuscarawas Counties
   - Area 7: Allen, Ashland, Champaign, Clark, Clinton, Coshocton, Darke, Defiance, Delaware, Erie, Fayette, Fulton, Gallia, Greene, Guernsey, Hancock, Henry, Highland, Holmes, Huron, Knox, Jackson, Lawrence, Licking, Logan, Madison, Marion, Miami, Montgomery, Morrow, Muskingum, Ottawa, Paulding, Preble, Putnam, Sandusky, Seneca, Shelby, Union, Wayne, Williams, Wood, and Wyandot Counties
   - Area 8: Auglaize, Hardin, Mercer, and Van Wert Counties
   - Area 9: Lucas County
   - Area 10: Crawford and Richland Counties
   - Area 11: Franklin County
   - Area 12: Butler, Clermont, and Warren Counties
   - Area 13: Hamilton County
   - Area 14: Athens, Meigs, and Perry Counties
   - Area 15: Monroe, Morgan, Noble, and Washington Counties
   - Area 16: Belmont, Harrison, Carroll, and Jefferson Counties
   - Area 17: Columbiana and Mahoning Counties
   - Area 18: Trumbull County
   - Area 19: Ashtabula, Geauga, and Portage Counties
   - Area 20: Fairfield, Hocking, Pickaway, Ross, and Vinton Counties
VI. ADULT, DISLOCATED WORKER, & YOUTH ACTIVITIES UNDER TITLE I-B

Each of these local workforce development areas were initially designated in March 2016 pursuant to the Workforce Innovation and Opportunity Act Policy Letter (WIOAPL) No. 15-1.1. In August 2018, they were subsequently designated pursuant the WIOAPL No. 16-04.

At this time, Ohio has identified 10 workforce regions. As shown below, five are considered Planning Regions and five are Single Area Regions.

**Planning Regions**
- Northeast Region, consisting of Areas 2, 3, 4, 5, and 19:
- East Region, consisting of Areas 6, 17, and 18;
- Southeast Region, consisting of Areas 14, 15, and 16;
- Southwest Region, consisting of Area 12 and 13; and
- Southcentral Region, consisting of Areas 11 and 20.

**Single Area Regions**
- South Region, consisting of Area 1;
- West Region, consisting of Area 8;
- Northwest Region, consisting of Area 9;
- Northcentral Region, consisting of Area 10; and
- Central Region, consisting of Area 7.

(B) Describe the process used for designating local areas, including procedures for determining whether the local area met the criteria for “performed successfully” and “sustained fiscal integrity” in accordance with 106(b)(2) and (3) of WIOA. Describe the process used for identifying regions and planning regions under section 106(a) of WIOA. This must include a description of how the State consulted with the local boards and chief elected officials in identifying the regions.

WIOAPL Number 15-01.1 Local Workforce Development Area Initial Designation and WIOAPL Number 16-04 Local Workforce Development Area Subsequent Designation outline the process of determining local workforce development areas for initial and subsequent designation, including the criteria for a local workforce development area and the procedure to apply for designation. To be considered for initial designation, the local area must:

1. Have been designated as a local area for purposes of the Workforce Investment Act (WIA) for the two-year period preceding the date of enactment of WIOA;
2. Have performed successfully*; and
3. Have sustained fiscal integrity**.

To be considered for subsequent designation, the local area must:

1. Have performed successfully*;
2. Have sustained fiscal integrity**; and
3. In the case of a local area in a planning region, have met the regional planning requirements per section 106 (c)(1) of WIOA and WIOAPL No. 16-03, Regional and Local Planning.
*Performed Successfully.* Met or exceeded the negotiated levels of performance for the last two consecutive program years.

**Sustained Fiscal Integrity.** The Secretary of Labor has not made a formal determination that either the grant recipient or the administrative entity of the area mis-expended funds due to willful disregard of the requirements of the provision involved, gross negligence, or failure to comply with accepted standards of administration for the two-year period preceding the determination.

When making the decision to designate local areas, the State consults and considers comments received through a public comment process which includes stakeholders, including:

- Local Workforce Development Boards (LWDBs);
- Local elected officials;
- Businesses;
- Institutions of higher education;
- Labor organizations;
- Other primary stakeholders; and
- General public.

In Ohio, consultation entails one or more of the following activities:

- E-mail notification of requested local workforce development area initial designation to the Chief Elected Officials (CEOs) and LWDB directors with the opportunity to provide comment;
- Dialogue with the one or more of the following associations which provide support and guidance to the CEOs and LWDBs:
  - County Commissioner Association of Ohio; and
  - Ohio Workforce Association.
- In-person meetings and/or teleconferences with individual CEOs and LWDB Directors;
- Collaboration with the Governor’s Executive Workforce Board (GEWB) and the Governor’s Office of Workforce Transformation (OWT);
- Presentations at training events and/or at LWDB meetings; and
- The Ohio Department of Job and Family Services (ODJFS) legal public comment process for workforce policies.

WIOAPL No. 16-03 Regional and Local Planning was published on October 21, 2016. This policy identified Ohio's regions and provided guidance to local and regional planning. Pursuant to this policy, Ohio used the following criteria to assign local workforce development areas to a planning region:

- Single labor market;
- Common economic development area;
VI. ADULT, DISLOCATED WORKER, & YOUTH ACTIVITIES UNDER TITLE I-B

- Possession of the Federal and non-Federal resources to administer workforce development activities;
- Commuting patterns;
- Population centers;
- Labor force conditions;
- Industrial composition; and
- Geographic boundaries (including the requirement that a local workforce development area shall not be split into separate planning regions).

(C) Provide the appeals process referred to in section 106(b)(5) of WIOA relating to designation of local areas.

WIOAPL Number 15-01.1 Local Workforce Development Area Initial Designation and WIOAPL Number 16-04 Local Workforce Development Area Subsequent Designation, outline the appeal rights for a local area whose initial or subsequent designation as a local area is denied. The appeal rights are as follows:

Within 14 days from the date of receipt of the notice of denial, the CEO(s) may file an appeal to the GEWB by submitting in writing all of the following information:

- a statement that the CEO(s) is appealing the denial of initial or subsequent designation;
- the reason(s) why the local area should be designated; and
- signature of the CEO(s).

The written appeal shall be submitted by e-mail to OWDPOLICY@jfs.ohio.gov. Pursuant to 20 CFR 679.290 (b) and 20 CFR 683.630 (a), the GEWB will provide the parties with the opportunity for a hearing, review the appeal, and make a ruling on the appeal within 60 days after the submission of the appeal.

The GEWB shall notify the CEO(s) in writing, of its decision on whether or not to approve initial or subsequent designation of an area as a local area under section 106 (b)(2) or (b)(3) of WIOA and 20 CFR 679.250.

In the event the GEWB denies the appeal or fails to issue a decision within 60 days of the date the appeal is submitted, the CEO(s) may further appeal the GEWB’s decision or lack thereof to the US Department of Labor (USDOL).

Pursuant to 20 CFR 683.640, appeals made to USDOL, must be filed no later than 30 days after receipt of written notification of the denial from the state. The appeal must be submitted by certified mail, with return receipt requested, to the following address: Secretary - USDOL, 200 Constitution Ave. N.W. Washington, D.C. 20210 Attention: ASET

The appellant must establish in its appeal to USDOL that it was not accorded procedural rights under Ohio’s appeal process, or that it meets the requirements for designation in section 106 (b)(2) or (b)(3) of WIOA and 20 CFR 679.250. The appellant must provide a copy of the appeal to the GEWB at the same time that the appellant sends the appeal to USDOL.

(D) Provide the appeals process referred to in section 121(h)(2)(E) of WIOA relating to determinations for infrastructure funding.
VI. ADULT, DISLOCATED WORKER, & YOUTH ACTIVITIES UNDER TITLE I-B

WIOAPL No. 16-06, State Mechanism for Funding OhioMeansJobs Center Infrastructure Costs, outlines the appeal rights for partners who believe the determination of the State infrastructure funding contribution is inconsistent with WIOA and State policy.

If a partner appeals the determination of State infrastructure funding contributions, the partner may appeal the determination through the following appeals process:

- Within 21 calendar days from the date of receipt of the notice of State infrastructure funding determination, the partner(s) may file an appeal to the State in writing indicating why the partner is in disagreement with the determination of State infrastructure funding contribution.
- The State will review the request for appeal.
- The State will notify the partner of its actions in writing.

(2) Statewide Activities.

(A) Provide State policies or guidance for the statewide workforce development system and for use of State funds for workforce investment activities.

Ohio has issued numerous policies and procedures to implement WIOA and to ensure the quality of service delivery for the statewide workforce development system. Additional policies and procedures will continue to be developed beyond the preparation period and submission of this Combined State Plan. The following WIOA Policy Letters (WIOAPL) have been developed and published:

<table>
<thead>
<tr>
<th>WIOAPL Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIOAPL No. 15-01.1</td>
<td>Local Workforce Development Area Initial Designation</td>
</tr>
<tr>
<td>WIOAPL No. 15-02</td>
<td>Adult and Dislocated Worker Eligibility</td>
</tr>
<tr>
<td>WIOAPL No. 15-03.1</td>
<td>Youth Program Eligibility</td>
</tr>
<tr>
<td>WIOAPL No. 15-04</td>
<td>Selective Service Registration</td>
</tr>
<tr>
<td>WIOAPL No. 15-05</td>
<td>Serving Applicants with Close Relationship to the Workforce Innovation and Opportunity Act Program</td>
</tr>
<tr>
<td>WIOAPL No. 15-06</td>
<td>Determination of Dependent Status</td>
</tr>
<tr>
<td>WIOAPL No. 15-07.2</td>
<td>Source Documentation for WIOA Eligibility</td>
</tr>
<tr>
<td>WIOAPL No. 15-08.1</td>
<td>Career Services for Adults and Dislocated Workers (includes Priority of Service for Individuals Who are Public Assistance Recipients, Low Income or Basic Skills Deficient)</td>
</tr>
<tr>
<td>WIOAPL No. 15-09.1</td>
<td>Training Services for Adults and Dislocated Workers (includes Priority of Service for Individuals Who are Public Assistance Recipients, Low Income or Basic Skills Deficient)</td>
</tr>
<tr>
<td>WIOAPL No. 15-10</td>
<td>Youth Program Services</td>
</tr>
<tr>
<td>WIOAPL No. 15-11.1</td>
<td>Use of Individual Training Accounts</td>
</tr>
<tr>
<td>WIOAPL No. 15-12</td>
<td>Work Experience for Adults and Dislocated Workers</td>
</tr>
<tr>
<td>WIOAPL Number</td>
<td>Description</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>WIOAPL No. 15-13</td>
<td>Work Experience for Youth</td>
</tr>
<tr>
<td>WIOAPL No. 15-14.1</td>
<td>Needs-Related Payments Using Adult and Dislocated Worker Formula Funds</td>
</tr>
<tr>
<td>WIOAPL No. 15-16.1</td>
<td>Rapid Response Program Requirements - Layoff Aversion</td>
</tr>
<tr>
<td>WIOAPL No. 15-17</td>
<td>Local Workforce Development Board Certification Process</td>
</tr>
<tr>
<td>WIOAPL No. 15-18.1</td>
<td>Local Workforce Development Area Governance</td>
</tr>
<tr>
<td>WIOAPL No. 15-19.1</td>
<td>Poverty Line and Lower Living Standard Income Level</td>
</tr>
<tr>
<td>WIOAPL No. 15-20.2</td>
<td>Priority of Service for Veterans and Eligible Spouses</td>
</tr>
<tr>
<td>WIOAPL No. 15-21</td>
<td>Reporting Requirements for OhioMeansJobs Center Universal Customers</td>
</tr>
<tr>
<td>WIOAPL No. 15-22.1</td>
<td>On-the-Job Training Policy</td>
</tr>
<tr>
<td>WIOAPL No. 15-23</td>
<td>Incumbent Worker Training Guidelines</td>
</tr>
<tr>
<td>WIOAPL No. 15-24</td>
<td>Customized Training Guidelines</td>
</tr>
<tr>
<td>WIOAPL No. 15-25</td>
<td>Transfer of Funds between Adult and Dislocated Worker Local Formula Funds</td>
</tr>
<tr>
<td>WIOAPL No. 15-26</td>
<td>Individual Training Account (ITA) Financial Definitions</td>
</tr>
<tr>
<td>WIOAPL No. 16-02.1</td>
<td>Eligible Training Providers</td>
</tr>
<tr>
<td>WIOAPL No. 16-03</td>
<td>Regional and Local Planning</td>
</tr>
<tr>
<td>WIOAPL No. 16-04</td>
<td>Local Workforce Development Area Subsequent Designation</td>
</tr>
<tr>
<td>WIOAPL No. 16-05</td>
<td>Re-designation of Local Workforce Development Areas</td>
</tr>
<tr>
<td>WIOAPL No. 16-06</td>
<td>State Mechanism for Funding OhioMeansJobs Center Infrastructure Costs</td>
</tr>
<tr>
<td>WIOAPL No. 16-07</td>
<td>OhioMeansJobs and American Job Center Branding</td>
</tr>
<tr>
<td>WIOAPL No. 16-08</td>
<td>Procurement of the OhioMeansJobs Center Operator and Provider of Career Services</td>
</tr>
<tr>
<td>WIOAPL No. 16-09.1</td>
<td>Establishment of the Workforce Delivery System</td>
</tr>
<tr>
<td>WIOAPL No. 16-10</td>
<td>Certification of the Workforce Delivery System</td>
</tr>
<tr>
<td>WIOAPL No. 16-11.1</td>
<td>Development of the Memorandum of Understanding for the Workforce Delivery System</td>
</tr>
<tr>
<td>WIOAPL No. 17-01</td>
<td>Mandate Use of OhioMeansJobs.com for Labor Exchange Activities</td>
</tr>
</tbody>
</table>
VI. ADULT, DISLOCATED WORKER, & YOUTH ACTIVITIES UNDER TITLE I-B

<table>
<thead>
<tr>
<th>WIOAPL Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIOAPL No. 17-02</td>
<td>WIOA Adult, Dislocated Worker, and Youth Programs Performance Accountability</td>
</tr>
<tr>
<td>WIOAPL No. 17-03</td>
<td>Procurement of the Comprehensive Case Management and Employment Program Provider for WIOA Youth-Funded Activities and Services</td>
</tr>
<tr>
<td>WIOAPL No. 17-04</td>
<td>Waivers for the Implementation of the Comprehensive Case Management and Employment Program</td>
</tr>
<tr>
<td>WIOAPL No. 17-05</td>
<td>Funding for Rapid Response – Employer Closure, Mass Layoff, Disaster Mass Job Dislocation, and Trade Adjustment Assistance Events</td>
</tr>
<tr>
<td>WIOAPL No. 17-06.1</td>
<td>Disaster Recovery National Dislocated Worker Grants</td>
</tr>
<tr>
<td>WIOAPL No. 18-01</td>
<td>Funding for Rapid Response Layoff Aversion</td>
</tr>
<tr>
<td>WIOAPL No. 18-02</td>
<td>Implementation of Workforce Development Services Under the Trade and Economic Transition National Dislocated Worker Grant (Opioid Transition Grant)</td>
</tr>
<tr>
<td>WIOAPL No. 18-03</td>
<td>WIOA Funds Rescission Policy</td>
</tr>
<tr>
<td>WIOAPL No. 18-04</td>
<td>Employment Recovery National Dislocated Worker Grants</td>
</tr>
<tr>
<td>WIOAPL No. 18-05</td>
<td>Transitional Jobs</td>
</tr>
<tr>
<td>WIOAPL No. 19-01</td>
<td>Implementation of Workforce Development Services Under the Opioid Emergency Recovery Grant</td>
</tr>
</tbody>
</table>

(B) Describe how the State intends to use Governor’s set aside funding. Describe how the State will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers. States also should describe any layoff aversion strategies they have implemented to address at risk companies and workers.

A portion of the statewide WIOA funds covers the costs of program oversight and management at the State level, including technical assistance, monitoring, and grant management functions. A portion will be used to continue updating State information systems to ensure compliance with changes mandated in WIOA. The case management system for determining eligibility and reporting performance, the database of Eligible Training Providers (ETPs), and the financial reporting system all require significant revisions to implement the new legislation. The local area designation provisions in WIOA may also result in changes to the size and shape of some local areas. If re-designation occurs, the ODJFS will issue statewide funds to help each affected area realign and meet the requirements for local areas. ODJFS will continue to expend a portion of statewide funds to provide staff to the GEWB and OWT. ODJFS also plans to use statewide funds to build capacity in the local areas for regional planning, industry sector strategies, and career pathways.
VI. ADULT, DISLOCATED WORKER, & YOUTH ACTIVITIES UNDER TITLE I-B

The ODJFS Rapid Response Unit oversees Ohio’s Rapid Response service delivery system by

- Ensuring compliance with Federal and State requirements;
- Implementing program initiatives; and
- Providing support, guidance, technical assistance, and financial resources to the local Rapid Response Teams.

Each local workforce development system must have a State/Local Rapid Response Team comprised of State and local partners. All areas must have a complete array of Rapid Response services available for local employers and impacted workers. The State allows local areas to apply for Rapid Response funding to respond to layoffs and closures or to avert layoffs, if formula funding is not sufficient. This funding enables local areas to implement strategies such as re-employment assistance, training services, employee skill upgrades, expansion of service delivery at transition centers, and early warning networks to identify worksites in danger of potential layoff.

(C) In addition, describe the State policies and procedures to provide Rapid Responses in cases of natural disasters including coordination with FEMA and other entities.

Rapid Response encompasses the strategies and activities necessary to plan for and respond as quickly as possible following an announcement of a closure or layoff or natural or other disaster that results in mass job loss. This is covered in TEGL 03-15 and WIOAPL 15-15.2 Rapid Response Program Requirements - Employer Closure, Mass Layoff, Disaster Mass Job Dislocation, and Trade Adjustment Assistance (TAA) Events.

When circumstances allow, Rapid Response may provide guidance and/or financial assistance to establish community transition teams to assist the impacted community in organizing support for dislocated workers and in meeting the basic needs of their families, including heat, shelter, food, clothing, and other necessities and services that are beyond the resources and ability of the OhioMeansJobs centers to provide.

Beyond an immediate and initial response by Rapid Response if deemed necessary, ODJFS will coordinate with the Federal Emergency Management Agency (FEMA), organize a response, submit an application for a National Dislocated Worker Grant, and manage the project, including the community transition teams.

In the event a natural disaster occurs within the State, the ODJFS - Office of Workforce Development (OWD) can support the provision of re-employment services to eligible individuals. The following is a step by step list to be followed, including actions to be taken and by whom, as a result of a disaster:

1. Identify the local workforce area(s) affected and the specific counties – OWD Rapid Response;
2. Contact appropriate local workforce area designees for both the workforce development board and fiscal agent – OWD Rapid Response;
3. Reach out to FEMA - OWD Grant Management Unit;
4. Discuss extent of the disaster and current dislocated worker fund availability - OWD Rapid Response;
5. Discuss projected participant service levels and re-employment needs to address the results of the disaster - OWD Rapid Response;
VI. ADULT, DISLOCATED WORKER, & YOUTH ACTIVITIES UNDER TITLE I-B

6. Provide a copy of the Rapid Response funding request application to the local workforce area(s) - OWD Rapid Response;

7. Complete Rapid Response funding application and submit it via email to OWD Rapid Response at RAPDRESP@jfs.ohio.gov and the local workforce area designee(s) as listed in application;

8. Review application and process for signatures - OWD Rapid Response;

9. Send to OWD budget group for transmittal to ODJFS Fiscal - OWD Rapid Response;

10. Inform local workforce area designee(s) that award has been approved by ODJFS - OWD Rapid Response; and

11. Consider applying for a national dislocated worker grant - OWD Grant Management Unit.

(D) Describe how the State provides early intervention (e.g., Rapid Response) to worker groups on whose behalf a Trade Adjustment Assistance (TAA) petition has been filed. (Section 134(a)(2)(A).) This description must include how the State disseminates benefit information to provide trade-affected workers in the groups identified in the TAA petitions with an accurate understanding of the provision of TAA benefits and services in such a way that they are transparent to the trade-affected dislocated worker applying for them (Trade Act Sec. 221(a)(2)(A) and Sec. 225; Governor-Secretary Agreement). Describe how the State will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition.

Ohio provides early intervention to all worker groups, including worker groups on whose behalf a TAA petition has been filed. Rapid Response efforts can be triggered in many ways, including TAA petition filing, Worker Adjustment and Retraining Notification (WARN), media information, or laid-off worker inquiries. A Rapid Response Team member contacts the employer to confirm the information and to request an on-site employee meeting to be held within 24 to 48 hours, if possible. The goal is to provide services prior to the layoff date, at the worksite, and on company time. Once verified, each event is entered into the Rapid Response database (OhioRED), and Rapid Response services are initiated. Rapid Response is an opportunity to provide customized adjustment services to address each specific dislocation event. If a TAA petition has not been filed, filing a petition is encouraged, both when contacting the employer and at the employee meeting, in appropriate circumstances.

TAA staff in the OWD engage all companies that have a mass layoff or have filed a WARN. TAA staff contacts the human resources representative at the company to introduce the agency, inform the company about TAA program benefits, and encourage the organization to file a TAA petition on behalf of the workers. When a petition is filed, staff also contacts the company to let it know what information will be required if the petition is certified (worker list, mailing and email address of the representative, etc.).

Once the petition becomes certified by USDOL, TAA staff contacts the company to request a list of its displaced workers or workers with a threat of layoff. After staff receives the worker list from the company, staff contacts the OhioMeansJobs Center to schedule a Benefit Rights Information (BRI) session. Once the session is scheduled, TAA staff sends meeting notices to the affected workers inviting invite them to the BRI and stress the importance of attending. During the BRI
session, the workers are advised of the benefits that are potentially available to them through the TAA program.

(b) Adult and Dislocated Worker Program Requirements.

(1) Work-Based Training Models. If the State is utilizing work-based training models (e.g., on-the-job training, incumbent worker training, transitional jobs, and customized training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State’s strategies for how these models ensure high quality training for both the participant and the employer.

Ohio’s local areas utilize a variety of training models for WIOA-eligible youth and unemployed or underemployed adults and dislocated workers. Use of these alternative training models is determined based on the best method to meet the needs of the participants as well as employers.

On the Job Training. Ohio continues to be a strong advocate for on-the-job training (OJT) and it remains a key method of delivering training services to adults, dislocated workers, and youth. Through OJT activities provided under WIOA, adult, dislocated worker, and youth participants can obtain the skill sets necessary to fill the jobs that are available and that are being created in this economy. OJT provides an incentive to employers to hire individuals and invest in their skill development, and trainees can earn a wage as they learn. It is a critical tool that helps jobseekers enter successful employment.

Incumbent Worker Training. On September 25, 2019, Governor DeWine’s administration unveiled Ohio’s new TechCred program. The program is designed to train incumbent workers for in-demand jobs across the State. Ohio’s TechCred Program gives businesses the chance to upskill current and future employees in today’s tech-infused economy. Businesses who submit successful applications will be reimbursed up to $2,000 per credential, when current or prospective employees complete eligible technology-focused credentials. The Ohio TechCred program will fund up to 20,000 technology focused credentials over the next two years.

Transitional Jobs. WIOAPL 18-05 Transitional Jobs was published on June 10th, 2019 to provide guidance to local workforce development areas regarding the provision of Transitional Jobs. Transitional Jobs are time-limited, wage-paid work experiences used to assist individuals with barriers to employment who are chronically unemployed or who have an inconsistent work history, as determined by the local board. To ensure high quality training, the local areas focus on employers that offer occupations that are determined to be “in-demand” at the State or local level, as well as those who are:

- Committed to helping participants;
- Able to provide work-skills development in coordination with the comprehensive career services and supportive services provided by the local area;
- Willing to retain participants when feasible; and
- Compliant on their State and Federal business taxes.

(2) Registered Apprenticeship. Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., job center staff taking applications and conducting assessments).

Ohio’s Registered Apprenticeship program - funded solely through statewide discretionary funds - is a part of the array of strategies and services available to employer sponsors and individuals.
All registered apprenticeship programs will be included in the Workforce Inventory of Education and Training, Ohio’s eligible providers of training services.

In addition, the ODHE is working to leverage these programs into college degree pathways, helping students in selected fields also earn college credit that articulates to degrees. Ohio Administrative Code 5101:11-3-02 requires apprenticeship sponsors to have curriculum designed or provided in conjunction with a member of the University System of Ohio, which includes Ohio’s public institutions of higher education as well as adult career technical education centers. This provides for the framework of articulated credit and dual enrollment. ODJFS staff is providing technical support to apprenticeship sponsors, who do not currently have a relationship for articulated credit, of how these relationships can be built and fostered. The current results of this initiative have netted 87 percent of the over 1,000 sponsors meeting the criteria of the rule.

Ohio's Registered Apprenticeship program is being incorporated into the WIOA Title I program delivery models. As a result, WIOAPL No. 15-09.1 Adult and Dislocated Worker Training, WIOAPL No. 15-11.1 Individual Training Accounts and WIOAPL No. 15-22.1 On-the-Job Training were revised in 2017 to allow maximum funding opportunities to support individuals who are engaged in a registered apprenticeship program.

Locally, all State merit staff have been trained on registered apprenticeship as another workforce opportunity. State field staff conducts outreach to potential sponsors and individuals through the OhioMeansJobs Centers. Outside employers are directed to the centers for services, and individuals are provided information on qualifications and programs in their careers of interest.

(3) Training Provider Eligibility Procedure. Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

Overview. WIOAPL 16-02.1 Eligible Training Providers establishes the criteria for ETPs who may receive WIOA funding to provide training services and the procedures for approving them on the State Eligible Training Provider List (ETPL). In Ohio, this list is maintained through a portal call the Workforce Inventory of Education and Training (WIET). ETPs may include:

- Accredited institutions of higher education that provide programs which lead to recognized postsecondary credentials;
- Entities carrying out programs registered under the National Apprenticeship Act (29 U.S.C. 50); or
- Public or private providers of training services, which may include:
  - Community-based organizations;
  - Joint labor-management organizations; and
  - Eligible providers of adult education and literacy activities under title II of WIOA (in Ohio, known as Aspire) if such activities are provided in combination with occupational skills training.

In determining which entities may qualify as ETPs, a review is conducted to ensure that the provider’s training programs lead to recognized postsecondary credentials (RPCs) that are aligned with in-demand industry sectors or occupations in the State and or a local workforce development area (local area). An RPC is awarded in recognition of an individual’s attainment of measurable
technical or industry/occupational skills necessary to obtain employment or advance in a career field.

**Initial Eligibility Procedures.** To qualify as an ETP in Ohio, a provider of training services must also meet the following criteria:

- Remained in business for two years or longer;
- Registered with the Ohio Secretary of State to do business in Ohio, is exempted from such registration, or registered to do business in another State if the provider does not have a significant presence in Ohio;
- Is not debarred, suspended, proposed for disbarment, declared ineligible, or voluntarily excluded from participation in transactions by USDOL or the State of Ohio;
- Does not owe any outstanding tax liability to the State or Federal government more than six months past due; and
- Does not owe any outstanding civil, criminal, or administrative fines or penalties at the State or Federal level.

The State will review all applications for inclusion on the State ETPL and will notify each training provider via e-mail of the approval or denial decision for the provider and for each training program proposed by the provider.

ETPs may apply for approval of additional programs of training services at any time after initial eligibility by following the same procedure.

To remain active on the State ETPL and continue to receive WIOA funding, an ETP must renew its status in the State’s designated system for managing the State ETPL at least once every 12 months following the date of the previous approval. The renewal process requires an update of basic provider information, the information pertaining to each program offered by the ETP, and the indicators of program performance to reflect outcomes using the most recently available data that pertain to each performance measure (if such data are available) as required for performance reporting.

Any provider offering a program of training services to be funded through WIOA using ITAs must be included in the State ETP list. Except for registered apprenticeship programs, any provider that has not previously served as an ETP under section 122 of WIOA or section 122 of the Workforce Investment Act of 1998 (WIA) must apply for consideration by submitting the following information in the State’s designated online system for managing the State ETP list:

1. Provider Information
   - Name, address, e-mail address, and contact person;
   - Entity type (e.g., higher education, apprenticeship, etc.);
   - Number of years the provider has been in business;
   - Ability to provide training services to individuals with barriers to employment (e.g., availability of financial aid, grants, and scholarships);
   - Information on Americans with Disabilities Act (ADA) compliance; and
   - To the extent possible, alignment of the training services with in-demand industry sectors and occupations in Ohio.
VI. ADULT, DISLOCATED WORKER, & YOUTH ACTIVITIES UNDER TITLE I-B

2. Program Information
For each program of training services to be offered by the provider, the following information must also be submitted:

- Program name, description, and website;
- Location(s) that offer the program;
- Type of degree, certificate, or other attainment earned;
- Name of associated credential;
- Classification of instructional programs (CIP) code and title for the program;
- Occupational Information Network (O*NET) code for the program;
- Program length (credit or clock hours);
- Program prerequisite (e.g., experience, course-work, diploma or degree);
- Program format (in-person, online, etc.);
- Indication of whether the credits transfer to another institution;
- Program duration and term; and
- Cost of tuition and related fees.

Indicators of Program Performance and Waiver Authority. To assist participants in selecting training activities and providers of training services, ETPs are also required to provide outcome data for the following indicators of program performance for individuals who attended each training program:

- Number of individuals who attended the training program;
- Number of individuals who exited (including attendees who completed, withdrew, or transferred out of the program);
- Number of individuals who completed the program;
- Number of program exiters who are employed in the second quarter after exiting;
- Number of program exiters who are employed in the fourth quarter after exiting;
- Median earnings of program exiters in the second quarter after exiting;
- Number of program exiters who attained a credential during participation in the training program or within one year after exiting;
- Average (mean) earnings of program exiters in the second quarter after exiting; and
- Average (mean) earnings of program exiters in the fourth quarter after exiting.

However, under a temporary waiver granted by the USDOL, training providers who do not have systems or processes in place to gather one or more of the indicators of program performance may indicate in their application that the data is not available, in which case:
VI. ADULT, DISLOCATED WORKER, & YOUTH ACTIVITIES UNDER TITLE I-B

- The training provider may be added to, and remain on, the State ETP list if all other ETP criteria are met and may provide WIOA-funded training services to participants while the waiver authority remains in effect;
- The ETP must begin working to implement the necessary systems or processes to be able to submit data on some or all of the indicators of program performance on its subsequent State ETP list renewal request; and
- The performance outcomes for WIOA participants who attended the ETP’s program, exclusive of attendees who were not funded by WIOA, will be reported by ODJFS.

Additional ETP Requirements. To qualify as an ETP in Ohio, a provider of training services must also meet the following criteria:

- Remained in business for two years or longer;
- Registered with the Ohio Secretary of State to do business in Ohio, is exempted from such registration, or registered to do business in another State if the provider does not have a significant presence in Ohio;
- Is not debarred, suspended, proposed for disbarment, declared ineligible, or voluntarily excluded from participation in transactions by USDOL or the State of Ohio;
- Does not owe any outstanding tax liability to the State or Federal government more than six months past due; and
- Does not owe any outstanding civil, criminal, or administrative fines or penalties at the State or Federal level.

The State will review all applications for inclusion on the State ETPL and will notify each training provider via e-mail of the approval or denial decision for the provider and for each training program proposed by the provider.

ETPs may apply for approval of additional programs of training services at any time after initial eligibility by following the same procedure.

Continued Eligibility Procedures for ETPs. To remain active on the State ETP list and continue to receive WIOA funding, an ETP must renew its status in the State’s designated system for managing the State ETP list at least once every 12 months following the date of the previous approval. The renewal process requires an update of basic provider information, the information pertaining to each program offered by the ETP, and the indicators of program performance to reflect outcomes using the most recently available data that pertain to each performance measure (if such data are available) as required for performance reporting.

The State will review all submitted renewal requests and will terminate and remove providers that fail to meet criteria necessary to remain eligible. The training provider will be notified via e-mail when its status has either been renewed or terminated.

If an ETP does not renew its status within 90 days following the 12-month renewal date, the provider will be terminated and removed from the State ETP list. The training provider will no longer be permitted to provide ITA services funded by WIOA until completing the initial eligibility process described above and obtaining ODJFS approval.
VI. ADULT, DISLOCATED WORKER, & YOUTH ACTIVITIES UNDER TITLE I-B

If an ETP does not renew the status of one or more of its training programs within 90 days following the 12-month renewal date for that program, the program(s) will be removed. The provider may remain on the State ETP list if it maintains at least one active program. Providers with no available programs will be removed from the State ETP list as described in the previous paragraph.

Appeals. If an institution or training provider was denied ETP eligibility, has lost eligibility, or has been terminated from the State ETPL, the institution or training provider may appeal the denial or termination by requesting an appeal within 14 days from the date of receipt of notice of termination. The appeal may be submitted by:

- Using the automated appeal module available within the State’s designated information system for managing the ETPL;
- Sending an e-mail, with relevant information and exhibits attached, to WIOAQNA@jfs.ohio.gov; or
- Mailing a written request to ODJFS, Office of Workforce Development, P.O. Box 1618, Columbus, OH 43216-1618.

The State will review the appeal, gather any necessary information from the individual who submitted the appeal, provide an opportunity for a hearing, and issue a written decision within 60 days of the receipt of the appeal.

WIET. Ohio launched a new online portal for ETPs called the WIET (Workforce Inventory of Education and Training). Providers complete an in-depth application related to the provider, location(s), program(s), credentials, and performance. Providers complete an online application and must meet the minimum thresholds - legitimate Federal Employment Identification Number (FEIN), in business more than two years, not on disbarment list to be eligible to submit programs for review. If the provider meets all criteria and submits a training program that will result in an RPC, they will be eligible to receive WIOA funding to provide training services. Ohio is incorporating performance thresholds to the application process, however, under a temporary waiver granted by the USDOL, training providers who do not have systems or processes in place to gather one or more of the indicators of program performance may indicate in their application that the data is not available, in which case:

- The training provider may be added to, and remain on, the State ETPL if all other ETP criteria are met and may provide WIOA-funded training services to participants while the waiver authority remains in effect;
- The ETP must begin working to implement the necessary systems or processes to be able to submit data on some or all of the indicators of program performance on its subsequent State ETPL renewal request; and
- The performance outcomes for WIOA participants who attended the ETP’s program, exclusive of attendees who were not funded by WIOA, will be reported by ODJFS.

Registered Apprenticeships. Registered apprenticeship programs, upon approval by ODJFS, are automatically included on the State ETPL unless the sponsor requests to be excluded. When applying to become a registered apprenticeship program, the sponsor will be informed of this eligibility and the benefits of inclusion on the State ETPL.
Once included on the State ETPL, registered apprenticeship programs will remain on the list until they are deregistered or until the registered apprenticeship program notifies ODJFS that it no longer wishes to be included on the list.

Inclusion of a registered apprenticeship program on the State ETPL allows eligible adults, dislocated workers, and youth who are authorized to receive ITAs to use WIOA funds to cover the costs of classroom training provided as part of the apprenticeship program, subject to policy limitations by ODJFS or the LWDB.

(4) Describe how the State will implement and monitor the priority for public assistance recipients, other low-income individuals, and individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E), which applies to individualized career services and training services funded by the Adult Formula program.

WIOAPL No. 15-08.1 Career Services for Adults and Dislocated Workers and WIOAPL No. 15-09.1 Training Services for Adults and Dislocated Workers state that priority of career services and training services funded by and provided through the adult program shall be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient for receipt of those career and training services determined appropriate to obtain or retain employment. These policies emphasize that the requirement to prioritize individualized career and training services to those individuals who have the most barriers to employment and to provide those individuals with the opportunity to benefit from employment and training services.

WIOA policy letters are used to state requirements and to provide guidance to the local workforce development areas in the implementation of WIOA. The OWD provides the technical assistance to the local areas to assist in the implementation of the requirement to prioritize individualized career services and training services to those adults who are low-income, on public assistance, including development of local workforce area policies. This provision of the law will also be part of the annual WIOA programmatic monitoring, which includes interviews with staff and review of participant files, for adherence to Federal law, regulations, and State and local policies.

(5) Describe the State’s criteria regarding local area transfer of funds between the adult and dislocated worker programs.

As the designated State Workforce Agency operating under the authority of the governor, ODJFS performs certain functions relegated to the governor in the Act, including the process for approving transfers of local formula dollars between the Adult and Dislocated Worker funding streams. WIOAPL No. 15-25 Transfer of Funds between the Adult and Dislocated Worker Local Formula Funds permits local areas to transfer adult funding to the dislocated worker program and vice versa. Areas will be permitted to transfer up to 50 percent of each funding stream without constraint and will be able to ask permission from the State workforce agency to raise their transfer limit up to either 75 percent or 100 percent of adult or dislocated worker funding in a fiscal year. The purpose of this provision is for the State workforce agency to ensure the area has sufficient resources remaining available to be able to meet potential demand, such as if the area wishes to transfer dislocated worker funds to adult when a potential layoff event may be approaching.

As explained in WIOA Policy Letter 15-25, local boards wishing to transfer more than 50 percent of the area’s Adult or Dislocated Worker funds may e-mail such request to the ODJFS mailbox at WIOAQNA@jfs.ohio.gov with “Fund Transfer Request” in the subject line of the e-mail. The board’s request must specify which fund (Adult or Dislocated Worker by year of appropriation)
that the funds are being transferred from and whether the area is seeking 75 percent or 100 percent transfer authority. In the request e-mail, the board must also provide written justification of the need for the transfer, explanation of available funds remaining to serve enrolled participants, how the area will respond to unforeseen events such as mass layoffs, and the short- and long-term impacts of the transfer. A team of subject matter experts (i.e., policy and budget administrators) at the ODJFS-OWD will receive the board’s e-mail, review the justification and feasibility of the requested transfer, and provide an e-mail response within 30 days. If the higher transfer limit is granted by the State, the board should notify the local Fiscal Agent of the ability to transfer more than 50 percent of the allocation, and the Fiscal Agent will complete the transfer using expenditure codes available in the financial system that signify Adult funds being spent on Dislocated Workers, or Dislocated Worker funds being spent on Adult participants as appropriate.

(c) Youth Program Requirements. With respect to youth workforce investment activities authorized in section 129 of WIOA—

(1) Identify the State-developed criteria to be used by local boards in awarding grants or contracts for youth workforce investment activities and describe how the local boards will take into consideration the ability of the providers to meet performance accountability measures based on primary indicators of performance for the youth program as described in section 116(b)(2)(A)(ii) of WIOA in awarding such grants or contracts.¹¹

Chapter 5116 of the Ohio Revised Code establishes the Comprehensive Case Management and Employment Program (CCMEP), the statewide operational framework used to deliver integrated, services to eligible youth aged 14- to 24-years. It pushes traditional program boundaries by integrating components of the Temporary Assistance for Needy Families (TANF) program and Title I employment and training programs to create a better-coordinated, person-centered case management system.

CCMEP takes a coordinated, holistic approach to stabilizing individuals and families by addressing a myriad of factors that may be contributing to poverty and unemployment, including health, housing, education, training, transportation, and child care. In conjunction with supportive services, the program will provide access to employment and training services, including career counseling, job placement, and services to facilitate job retention. By leveraging the strengths of both the workforce and human services systems, it seeks to improve employment and education outcomes for low-income youth and young adults by helping recipients overcome barriers to employment and develop the skills local employers seek.

CCMEP requires each board of commissioners to designate a single lead agency to be responsible for administering the program and meeting performance goals established by the State. The lead agency may be the County Department of Job and Family Services (CDJFS) or the workforce development agency that serves the county. Regardless of which agency is chosen as the lead agency, successful implementation of CCMEP requires strong partnerships and collaboration between the CDJFS, the county’s workforce development agency, and the local area’s workforce development board.

Workforce development boards are responsible for developing the local workforce development area plan, engaging employers, providing program oversight, negotiating performance measures,

¹¹Sec. 102(b)(2)(D)(i)(I)
VI. ADULT, DISLOCATED WORKER, & YOUTH ACTIVITIES UNDER TITLE I-B

and procuring youth program providers. In addition, the LWDB, in collaboration with the CCMEP lead agency, determines the criteria to be used when awarding contracts or grants for WIOA youth providers. Contract or grant awarding criteria should include consideration of the provider’s ability to work with youth and young adults in Ohio Works First, the financial assistance portion of the TANF program, other TANF-eligible youth, as well as Title I Youth. Also, criteria should include the service provider’s ability to link youth to additional social services to assist in addressing non-employment and training barriers such as mental health needs and substance abuse treatment. The criteria for selection of youth providers must also consider the providers ability to provide the necessary assistance and services for those participants to enter into unsubsidized employment or training opportunities.

(2) Describe the strategies the State will use to achieve improved outcomes for out-of-school youth as described in 129(a)(1)(B), including how it will leverage and align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available. 

CCMEP ends the siloed, fragmented approach that has tried to treat the collected “symptoms” of poverty instead of seeking a cure for the underlying challenges that needy Ohioans face. The State’s teens and young adults face higher rates of unemployment than any other age group and many struggle to complete high school. Many of these youth also encounter additional barriers to reaching their full potential including homelessness, substance abuse, teen pregnancy, and mental health issues. Addressing these issues and barriers early on in a coordinated way, could break the cycle of poverty.

Most of the CCMEP population will be out-of-school youth. By connecting clients to the right resources and services across various programs and partners, including adult and family literacy, Carl Perkins Career Tech, and local community-based organizations, standardizing eligibility, and combining resources to improve education and training outcomes, the participants will establish pathways to employment and begin to move up and out of poverty. This program integrates the funding from two existing programs, TANF and WIOA, to focus on each individual’s unique needs and strengths to make better use of these existing funds which are already allocated for purposes of employment and training and reaching self-sufficiency.

(3) Describe how the state will ensure that all 14 program elements described in WIOA section 129(c)(2) are made available and effectively implemented, including quality pre-apprenticeship programs under the work experience program element. 

CCMEP takes a coordinated, holistic approach to stabilizing individuals and families by addressing the myriad of factors that may be contributing to poverty and unemployment, including health, housing, education, transportation and child care. In conjunction with supportive services, the program will provide access to employment and training services, including career counseling, job placement and services to facilitate job retention. LWDBs and CCMEP lead agencies must make available to participants the 14 youth program elements of WIOA that include:

- Tutoring, study skills training, instruction and dropout prevention;
- Alternative secondary school services, or dropout recovery services;
- Paid and unpaid work experience (with an academic and occupational education component);

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12 Sec. 102(b)(2)(D)(i)(I)
VI. ADULT, DISLOCATED WORKER, & YOUTH ACTIVITIES UNDER TITLE I-B

- Occupational skill training;
- Education offered concurrently with workforce preparation activities;
- Leadership development opportunities;
- Supportive services;
- Adult mentoring;
- Follow-up services for not less than 12 months;
- Comprehensive guidance and counseling;
- Financial literacy education
- Entrepreneurial skills training;
- Labor market and employment information; and
- Activities to prepare for and transition to postsecondary education and training.

These services will be made available and/or will be provided through the procured youth provider. Assurance that all local workforce development areas and the lead agency are making the 14 program elements available and implemented will be done through the State monitoring program.

In addition, LWDBs and lead agencies must make available supportive services that are customer-focused and meet the needs and circumstances of the individual to help participants address barriers to employment.

Finally, job retention is a primary outcome measure for CCMEP. All participants, unless they decline follow-up services or their location cannot be determined, must receive some form of follow-up services for a minimum of 12 months. The type and intensity of follow-up services will differ for each participant. Follow-up services may include supportive services and regular contact with the participant’s employer, including assistance in addressing work-related problems, assistance in securing better paying jobs, financial literacy, career pathway development and/or adult mentoring.

(4) Provide the language contained in the State policy for “requiring additional assistance to enter or complete an educational program, or to secure and hold employment” criterion for out-of-school youth specified in WIOA section 129(a)(1)(B)(iii)(VIII) and for “requiring additional assistance to complete an education program, or to secure and hold employment” criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII). If the state does not have a policy, describe how the state will ensure that local areas will have a policy for these criteria.

For both the in-school and out-of-school youth programs, an individual who requires additional assistance to complete an education program or to secure or hold employment is one who receives or has received in the past six months, assistance from the Supplemental Nutrition Assistance Program (SNAP), TANF, or Supplemental Security Income (SSI) or other criteria defined by the local area’s workforce development board.

(5) Include the State definition, as defined in law, for not attending school and attending school as specified in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i). If State law does not define “not attending school” or “attending school,” indicate that
VI. ADULT, DISLOCATED WORKER, & YOUTH ACTIVITIES UNDER TITLE I-B

is the case and provide the state policy for determining whether a youth is attending or not attending school.

Although the ORC does set the parameters for school attendance, the State does not have a specific definition of "attending school." Therefore, the State has defined "attending school" as an individual who is enrolled and/or attending secondary or postsecondary school.

"School" is defined as any school operated by a board of education, any community school established under Chapter 3314 of the ORC, or any nonpublic school for which the State Board of Education prescribes minimum standards under section 3301.07 of the ORC.

"Secondary school" is a nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education as determined under Ohio State law, except that the term does not include any education beyond grade 12.

"Postsecondary school" is any schooling that follows graduation from high school or completion of high school equivalency, including community colleges, four-year colleges and universities, and technical and trade schools.

It should be noted that youth attending classes through Aspire, YouthBuild, Job Corps programs, high school equivalency programs, and dropout re-engagement programs are not considered "attending school." The one exception is attending high school equivalency (HSE) programs, including those considered to be dropout re-engagement programs, which are funded by the public K-12 school system. These individuals are considered enrolled in the school system and are considered to be attending school.

(6) If using the basic skills deficient definition contained in WIOA Section 3(5)(B), include the State definition which must further define how to determine if an individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society. If not using the portion of the definition contained in WIOA Section 3(5)(B), indicate that is the case.

The State has defined basic skill deficient as a youth who has English reading, writing, or computing skills at or below the eighth grade on a generally accepted standardized test or who is unable to compute or resolve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.

(d) Single-area State requirements. In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must include—

(1) Any comments from the public comment period that represent disagreement with the Plan. (WIOA section 108(d)(3).)
(2) The entity responsible for the disbursal of grant funds, as determined by the governor, if different from that for the State. (WIOA section 108(b)(15).)
(3) A description of the type and availability of WIOA title I Youth activities and successful models, including for youth with disabilities. (WIOA section 108(b)(9).)
(4) A description of the roles and resource contributions of the one-stop partners.
(5) The competitive process used to award the subgrants and contracts for title I activities.
(6) How training services outlined in section 134 will be provided through individual training accounts and/or through contracts, and how such training approaches will be
coordinated. Describe how the State will meet informed customer choice requirements regardless of training approach.

(7) How the State Board, in fulfilling Local Board functions, will coordinate title I activities with those activities under title II. Describe how the State Board will carry out the review of local applications submitted under title II consistent with WIOA secs. 107(d)(11)(A) and (B)(i) and WIOA sec. 232.

(8) Copies of executed cooperative agreements which define how all local service providers will carry out the requirements for integration of and access to the entire set of services available in the one-stop delivery system, including cooperative agreements with entities administering Rehabilitation Act programs and services.

Ohio does not function as a single-area; therefore, this section is not applicable.

(c) Waiver Requests (optional). States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

(1) Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined State Plan;

(2) Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;

(3) Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;

(4) Describes how the waiver will align with the Department’s policy priorities, such as:

(A) supporting employer engagement;
(B) connecting education and training strategies;
(C) supporting work-based learning;
(D) improving job and career results, and
(E) other guidance issued by the Department.

(5) Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and

(6) Describes the processes used to:

(A) Monitor the progress in implementing the waiver;
(B) Provide notice to any local board affected by the waiver;
(C) Provide any local board affected by the waiver an opportunity to comment on the request;
(D) Ensure meaningful public comment, including comment by business and organized labor, on the waiver.
(E) Collect and report information about waiver outcomes in the State’s WIOA Annual Report.

(7) The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver.

Ohio is applying for four waivers as described on the following pages.
VI. ADULT, DISLOCA TED WORKER, & YOUTH ACTIVITIES UNDER TITLE I-B

Waiver 1: Allow TANF funds to count toward the 75 percent expenditure requirement on out-of-school youth and to calculate the expenditure requirement on a statewide basis.

(1) Identify the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Combined State Plan.

Section 129 (a)(4) and 20 CFR 681.41 requires that local workforce development areas must expend a minimum of 75 percent of WIOA youth funds on out-of-school youth. Ohio would like to waive the requirement to allow for the inclusion of a percentage of TANF funds as part of the 75 percent expenditure for out-of-school youth requirement. Additionally, as part of this waiver, Ohio would like to calculate this expenditure requirement on a statewide basis.

Under CCMEP, with its emphasis on co-funding to benefit more cost-effective service delivery, the number of disconnected youth that can be served will increase, particularly given the large infusion of TANF dollars. This will ultimately allow WIOA youth dollars to have a further reach and greater impact in local communities. Additionally, by allowing the calculation of the expenditure rate to be statewide, there would be more flexibility amongst all the local workforce development areas to serve the population of participants unique to that local area.

To recognize the influx of TANF dollars being invested in the WIOA out-of-school youth (OYS) population under CCMEP, ODJFS will include the amount of TANF dollars spent on co-enrolled WIOA OSY during a program year in both the numerator and denominator of the OSY rate calculation. The formula below defines the proposed alternative calculation to be used beginning with PY 20 funds:

<table>
<thead>
<tr>
<th>Proposed OSY Rate Calculation Under Waiver Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIOA OSY expenses + TANF spent on co-enrolled WIOA OSY</td>
</tr>
<tr>
<td>Total WIOA OSY + ISY expenses</td>
</tr>
<tr>
<td>TANF spent on co-enrolled WIOA OSY</td>
</tr>
</tbody>
</table>

The example below compares the OSY rate calculation under current WIOA law to the proposed waiver flexibility for a local area that spent $400,000 of its $600,000 in PY18 WIOA Youth program funds during the two years of availability as well as $200,000 of its CCMEP TANF funds spent during the second year of the Youth grant on services for OSY who are co-enrolled:

- Of $600,000 in Youth spending, $400,000 was spent on OSY: $400,000 / $600,000 = 67%
- The area also invests $200,000 of its TANF funds on co-enrolled OSY WIOA youth: $400,000 + $200,000 = $600,000
- WIOA TANF = 75%

The waiver supports the principles of streamlining services, increasing accountability and accessibility, State and local flexibility and ease of administration. Furthermore, this waiver supports the implementation of CCMEP by using both WIOA and TANF funding sources together.
to support the different needs of the same customer while easing administrative burden associated with managing two different Federal funding streams.

It should be noted that the LWDB still maintains the authority to determine how to fund the WIOA youth program, including how much funding should be dedicated to the WIOA in-school and out-of-school programs.

(2) Describe the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers.

There are no State or local statutory or regulatory barriers to implementing the proposed waiver.

(3) Describe the goals of the waiver and the expected programmatic outcomes if the request is granted.

Ohio expects to achieve the following goals:

- Continuity and greater efficiency of service delivery;
- Flexibility in deciding the funding source for CCMEP participants who are eligible for these separate funding sources;
- Decrease in administrative costs to deliver services; and
- Integration of WIOA and TANF services as part of the CCMEP program.

(4) Describe how the waiver will align with the Department’s policy priorities, such as:

(A) Supporting employer engagement;
(B) Connecting education and training strategies;
(C) Supporting work-based learning;
(D) Improving job and career results, and
(E) Other guidance issued by the Department.

With the development of CCMEP, Ohio is pushing traditional program boundaries by integrating components of Ohio’s TANF program with WIOA employment programs to create a better-coordinated, person-centered case management system. CCMEP takes a coordinated, holistic approach to stabilizing individuals and families by addressing the myriad of factors that may be contributing to poverty and unemployment, including health, housing, education, transportation, and child care. In conjunction with supportive services, the program will provide access to employment and training services, including career counseling, job placement, and the fourteen program elements to facilitate job retention.

This waiver supports co-funding and coordination of services and provides more flexibility on how funding is allocated. Furthermore, this waiver would extend WIOA funds and allow resources to go further. It will allow CCMEP to serve more youth by allowing both TANF and WIOA funds to be used when calculating the 75 percent expenditure requirement for out-of-school youth.

The population of youth and young adults fluctuates across Ohio. The population in some local areas is high density with a lot of resources to serve this population. In other local areas in the State, particularly the rural and Appalachian areas, the population is lower and resources are minimal. The waiver to calculate this expenditure requirement on a statewide basis would provide flexibility in serving CCMEP participants, allow the LWDB to focus on the populations who need services the most, and reflect the populations of participants who should be served.
VI. ADULT, DISLOCATED WORKER, & YOUTH ACTIVITIES UNDER TITLE I-B

(5) Describe the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment.

CCMEP serves TANF work-eligible recipients and WIOA in-school and out-of-school youth ages 14 to 24 years. By virtue of the program eligibility requirements, CCMEP is directly addressing service delivery for disadvantaged populations and individuals with multiple barriers to employment. This waiver will allow local areas to fund services in a manner which best meets the needs of the participant. The waiver to allow the use of TANF funds as part of the 75 percent expenditure requirement for out-of-school youth will allow additional funding flexibility so that both TANF and WIOA youth program funds can be used effectively and efficiently.

Furthermore, by allowing the 75 percent expenditure rate to be calculated on a statewide basis, the local areas may focus on serving the populations the LWDB has chosen to serve as well as the population of individuals who may benefit from the delivery of CCMEP services.

(6) Describe the processes used to:

(A) Monitor the progress in implementing the waiver;
(B) Provide notice to any local board affected by the waiver;
(C) Provide any local board affected by the waiver an opportunity to comment on the request;
(D) Ensure meaningful public comment, including comment by business and organized labor, on the waiver.
(E) Collect and report information about waiver outcomes in the State’s WIOA Annual Report.

ODJFS will monitor implementation and impact of this waiver through a combination of reporting from the local level using the Ohio Workforce Case Management System (OWCSM) and State monitoring, oversight, and evaluation functions. Monitoring of the waiver may be conducted through a variety of approaches that may include routine desk reviews and on-site compliance monitoring. ODJFS may also monitor the implementation of this waiver through feedback from local workforce development areas and review of all fiscal data systems. Meetings between ODJFS staff and local board directors are held on a regular basis, which serves as a venue to address any issue with the implementation of this waiver.

In addition to monitoring, CCMEP is being formally evaluated by the Ohio State University (OSU) to assess the impact of CCMEP on youth employment, education, and training outcomes using an experimental study design. OSU is using a broad evaluation strategy to assess CCMEP on three levels:

1. A random-assignment outcome evaluation
2. An implementation study to assess the key indicators of successful TANF-WIOA integration; and
3. A descriptive study of the overall program, including an analysis of participant demographic, participation, and outcome data and an assessment of administrative effectiveness.

Additionally, the WIOA annual report published each year and provided to USDOL will include a section related to the effects of this waiver showing a re-calculation of the statewide OSY rate to include the TANF funds spent on co-enrolled OSY during the program year being reported.

Workforce development stakeholders, including local boards, businesses, and organized labor
VI. ADULT, DISLOCATED WORKER, & YOUTH ACTIVITIES UNDER TITLE I-B

organizations, were notified of the proposed waiver request through an e-mail alert. The e-mail alert contained instructions on how to submit comments. In addition, both the general public and stakeholders had access to the waiver request on the OWD website located at the following address: http://jfs.ohio.gov/owd/Whats-New.stm.
VI. ADULT, DISLOCATED WORKER, & YOUTH ACTIVITIES UNDER TITLE I-B

**Waiver 2: Allow the use of individual training accounts (ITA) for in-school youth, ages 18-21 years.**

1. Identify the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Combined State Plan.

   20 CFR 681.550 allows ITAs funded by WIOA youth funds to be used by out-of-school youth. The final rule did not expand the use of ITAs to in-school youth. Instead, in-school youth wishing to access ITAs may only do so through the WIOA adult program. Ohio would like to waive the requirement to only allow ITAs for out-of-school youth and expand this flexibility to in-school youth.

   The intent of using ITAs in the WIOA out-of-school youth program is to expand training options, increase program flexibility, enhance customer choice, and reduce paperwork. Ohio would like in-school youth to also have this option. This waiver encourages this youth population to seriously look at career pathways and in-demand occupations and empowers them to make their own decisions, thereby taking responsibility for their actions.

   This waiver request supports the principle of accountability and ease of administration. Co-enrollment in the WIOA adult program would not be necessary under this waiver. The ITA could be issued from one funding source and will increase accountability.

2. Describe the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers.

   There are no State or local statutory or regulatory barriers to implementing the proposed waiver.

3. Describe the goals of the waiver and the expected programmatic outcomes if the request is granted.

   Ohio expects to achieve the following goals and programmatic outcomes:
   - Improve the ability of LWDBs, youth program providers, and CCMEP lead agencies to respond quickly to the needs of in-school youth;
   - Increase the quality of learning opportunities;
   - Increase employment and training opportunities;
   - Improve coordination by reducing fragmentation of service delivery;
   - Improve customer choice and increase empowerment for youth, making them capable and responsible for making thoughtful choices about their career;
   - Reduce unnecessary paperwork;
   - Develop the emerging workforce with prepared candidates ready for work; and
   - Increase accountability.

4. Describe how the waiver will align with the Department’s policy priorities, such as:
   - (A) Supporting employer engagement;
   - (B) Connecting education and training strategies;
   - (C) Supporting work-based learning;
   - (D) Improving job and career results,
VI. ADULT, DISLOCATED WORKER, & YOUTH ACTIVITIES UNDER TITLE I-B

(E) Other guidance issued by the Department.

In the WIOA Final Rule, the intent of using ITAs in the WIOA out-of-school youth program is to expand training options, increase program flexibility, enhance customer choice, and reduce paperwork. Ohio would like in-school youth to also have this option. This waiver encourages this youth population to seriously look at career pathways and in-demand occupations and empowers them to make their own decisions, thereby taking responsibility for their actions. The waiver also assists in the preparation of an emerging workforce with candidates who are ready for work.

(5) Describe the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment.

WIOA in-school youth participants will benefit from this waiver. In Ohio, CCMEP serves TANF work-eligible recipients and WIOA in-school and out-of-school youth. By virtue of the program eligibility requirements, CCMEP is directly addressing service delivery for disadvantaged populations and individuals with multiple barriers to employment. This waiver will allow this youth population to seriously look at career pathways and in-demand occupations, increase training and employment opportunities for this population of youth, and empower youth to make their own decisions.

(6) Describe the processes used to:

(A) Monitor the progress in implementing the waiver;
(B) Provide notice to any local board affected by the waiver;
(C) Provide any local board affected by the waiver an opportunity to comment on the request;
(D) Ensure meaningful public comment, including comment by business and organized labor, on the waiver.
(E) Collect and report information about waiver outcomes in the State’s WIOA Annual Report.

ODJFS will monitor implementation and impact of this waiver through a combination of reporting from the local level using the Ohio Workforce Case Management System and State monitoring, oversight, and evaluation functions. Monitoring of the waiver may be conducted through a variety of approaches that may include routine desk reviews and on-site compliance monitoring. ODJFS may also monitor the implementation of this waiver through feedback from local workforce development areas and review of all fiscal data systems. Meetings between ODJFS staff and local board directors are held on a regular basis, which serves as a venue to address any issue with the implementation of this waiver.

Workforce development stakeholders, including local boards, businesses, and organized labor organizations, were notified of the proposed waiver request through an e-mail alert. The e-mail alert contained instructions on how to submit comments. In addition, both the general public and stakeholders had access to the waiver request on the OWD website located at the following address: http://jfs.ohio.gov/owd/Whats-New.stm.
VI. ADULT, DISLOCATED WORKER, & YOUTH ACTIVITIES UNDER TITLE I-B

Waiver 3: Allow State to not collect and report performance data for all individuals engaged in programs of study listed on the State Eligible Training Provider List (ETPL).

(1) Identify the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Combined State Plan.

As the State workforce agency, ODJFS is seeking a statewide waiver of the requirement to collect and report the number of individuals engaging in and exiting from the programs of study listed on the State ETPL, and the outcome data for the primary indicators of performance for all individuals in such programs, as mandated in WIOA §§ 116 and 122, and at 20 CFR 677.230 and 20 CFR 680.400 - 680.530.

Specifically, ODJFS requests waiver authority to report a “0” in the ETP Performance Report for the nine data elements related to all individuals in training (i.e., data elements 120 through 128 on form ETA 9171) for programs of study where the data is not currently available.

The passage of WIOA resulted in new standards for tracking the quality of ETPs and informing consumers of performance outcomes associated with each training program. Pursuant to the WIOA requirements, ODJFS implemented numerous changes, including:

- Replacement of the State’s legacy ETPL database with a new portal known as the WIET system;
- Creation of new data fields for providers to input their levels of performance achieved on the primary indicators of performance for all trainees engaging in each program;
- Implementation of new policy guidance explaining the WIOA criteria and process for ETPs to become listed and renew their programs in WIET; and
- Issuance of frequent communications with training providers regarding the new requirements including a guidebook to help them navigate WIET.

ODJFS is implementing additional WIET system enhancements to begin collecting the number of individuals enrolling in and completing each program of study. Despite these efforts to streamline and modernize the ETPL system and to achieve the WIOA vision of informed customer choice, some training providers have reported that they are struggling to provide the performance data required for all students in all programs. Their challenges fall within several categories:

- Excessive administrative costs associated with tracking former students, surveying their employment outcomes, and reporting the data for each training program, especially for programs where the percentage of WIOA participants is minute;
- Concerns with the protection of sensitive information (i.e., Social Security numbers) that would need to be gathered on all students to conduct wage record matches, leaving the students vulnerable to identity theft and privacy breaches; and
- Questionable accuracy of performance data if it is based on self-reported student surveys, anecdotal data, and potentially low response rates.

(2) Describe the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers.
VI. ADULT, DISLOCATED WORKER, & YOUTH ACTIVITIES UNDER TITLE I-B

There are no known State or local barriers delaying implementation of this waiver. For purposes of selecting programs of training services, a LWDB may supplement the State’s criteria and information requirements for the ETPs it will utilize. This local authority will not be diminished by the waiver, enabling a local board to continue requiring its ETPs to report performance outcomes for all individuals if the local board deems this information to be necessary for informed customer choice and the achievement of local performance indicators.

(3) Describe the goals of the waiver and the expected programmatic outcomes if the request is granted.

The programmatic outcomes expected to result from waiver implementation include:

- Maintaining or increasing the number and diversity of training programs available on the ETPL;
- Reporting primary performance data for all programs for which it is available;
- Increasing the capacity to gather and report student counts and training program performance data where it is currently unavailable pursuant to WIOA mandates; and
- Strengthening relationships between training providers and the public workforce system through compromise and collaboration.

(4) Describe how the waiver will align with the Department’s policy priorities, such as:

(A) Supporting employer engagement;
(B) Connecting education and training strategies;
(C) Supporting work-based learning;
(D) Improving job and career results, and
(E) Other guidance issued by the Department.

The Combined State Plan identifies the alignment of training to business needs as a primary strategic goal for accomplishing WIOA’s primary purposes. Approval of the waiver would enhance this goal by ensuring that numerous and varied training programs remain available for participant selection, resulting in a well-prepared workforce possessing the widest possible array of technical skills that employers need to compete globally.

The USDOL priority of ensuring customer choice in the selection of training programs and providers is also supported by this waiver. If the list of available programs is diminished by removing many that are unable to provide data on all individuals, then the participants’ choices of potential training options would be diminished as well.

Finally, the State and Federal goal of serving disadvantaged populations and individuals with multiple barriers is supported by the waiver by ensuring that training providers with limited resources to track former student outcomes will focus their time and resources on ensuring successful outcomes for WIOA-funded participants rather than data collection tasks.

(5) Describe the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment.

Ohio provides training services to about 5,000 Adults, 3,000 Dislocated Workers, and 7,000 Youth annually. Most participants in training receive occupational skills training from an ETP on the State’s ETPL and would therefore benefit from this waiver by having access to a wide variety of
in-demand training programs, which might otherwise be reduced if the providers who are unable to comply with all-individual reporting mandates must be removed from the ETPL.

(6) Describe the processes used to:
   (A) Monitor the progress in implementing the waiver;
   (B) Provide notice to any local board affected by the waiver;
   (C) Provide any local board affected by the waiver an opportunity to comment on the request;
   (D) Ensure meaningful public comment, including comment by business and organized labor, on the waiver.
   (E) Collect and report information about waiver outcomes in the State’s WIOA Annual Report.

If the waiver is granted, ODJFS will monitor the entries in the WIET system and the program performance measures to evaluate the following outcomes:

- The number and diversity of training programs available on the ETPL, which should not decrease after the waiver is granted;
- The percentage of WIOA participants in training who receive a recognized postsecondary credential and retain employment in the second and fourth quarters after exit, which should not decrease due to this waiver (or else the waiver flexibility may have compromised the quality of the training services); and
- The percentage of providers that are unable to provide program performance data for all students, which should decrease as performance tracking methods improve.

Annually, ODJFS will evaluate the appropriateness and effectiveness of the waiver based on these measures and provide updates in each WIOA annual report while the waiver is in effect.

Workforce development stakeholders, including local boards, businesses, and organized labor organizations, were notified of the proposed waiver request through an e-mail alert. The e-mail alert contained instructions on how to submit comments. In addition, both the general public and stakeholders had access to the waiver request on the OWD website located at the following address: [http://jfs.ohio.gov/owd/Whats-New.stm](http://jfs.ohio.gov/owd/Whats-New.stm).
Waiver 4: Allow local areas to conduct non-participating career services for all youth as a WIOA youth-funded outreach activity.

(1) Identify the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Combined State Plan.

Ohio is committed to providing high-quality services for youth, beginning with career exploration and guidance. As such, a partnership is developing between the Ohio Department of Education (ODE) and ODJFS to assist with the provision of career preparation activities for students in secondary education. These activities may include providing workshops, self-directed job search assistance, provision of information on in-demand sectors and occupations, information on postsecondary opportunities, and provision of workforce and labor market statistics information. These activities are aligned with the goals of the Combined State Plan which emphasizes career preparation prior to graduation from high school.

20 CFR 677.150 (a)(2) states that a participant for the WIOA youth program is an individual who has satisfied all applicable program requirements for the provision of services, including eligibility determination, an objective assessment, and development of an individual service strategy, and received one of the 14 WIOA youth program elements identified in section 129 (c)(2) of WIOA. Furthermore, Training and Employment Guidance Letter WIOA No. 21-16 Operating Guidance for the Workforce Innovation and Opportunity Act outlines the limited instances where WIOA youth funds may be expended on costs related to individuals who are not yet participants in the WIOA program. These instances include outreach and recruitment or assessment for eligibility determination. Funds cannot be spent on delivery of program elements. One of these program elements is services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.

Ohio would like to waive the inability to utilize WIOA youth funds to provide certain labor exchange services for secondary school students who are not enrolled in or considered participants under CCMEP. These labor exchange services, listed previously, are considered non-participating basic career services under the WIOA adult and dislocated worker programs. Ohio would provide these services to all students as an outreach activity for the WIOA youth program. If students appear appropriate for the CCMEP, a referral to the program will be made.

(2) Describe the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers.

There are no State or local statutory or regulatory barriers to implementing the proposed waiver.

(3) Describe the goals of the waiver and the expected programmatic outcomes if the request is granted.

The programmatic outcomes expected to result from waiver implementation include:

- Flexibility within CCMEP to provide basic labor exchange activities to all students without enrolling these students in the program.
- Mechanism to provide outreach to potential CCMEP applicants.
- Building a strong relationship between the local area and the local school system to assist with the provision of career preparation activities for students in secondary education.
VI. ADULT, DISLOCATED WORKER, & YOUTH ACTIVITIES UNDER TITLE I-B

- Providing career preparation prior to graduation from high school to students and developing a pipeline of employees to local businesses.

(4) Describe how the waiver will align with the Department’s policy priorities, such as:
   (A) Supporting employer engagement;
   (B) Connecting education and training strategies;
   (C) Supporting work-based learning;
   (D) Improving job and career results, and
   (E) Other guidance issued by the Department.

Career awareness begins the process of developing a knowledge of the variety of careers and occupations available, their skill requirements, working conditions and training prerequisites, and job opportunities across a wide range of industry sectors. Providing career preparation activities to secondary school students supports the individual prepare for a potential career prior to graduation from high school. By providing these services as an outreach activity, the local area is then able to identify students who may need and/or benefit from CCMEP services. Under CCMEP, these students may then be connected to education and training, have an opportunity to obtain work experiences, and obtain not just a job, but a career.

(5) Describe the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment.

This waiver will allow the local area to provide labor exchange services to all high school students, not just those who seek CCMEP services. As such, the local areas will have another method of outreach to individuals who are low income, have disabilities, or have barriers to education and employment. Additionally, this waiver will allow the local areas to provide minimal career services to these individuals, which they may not have received otherwise.

(6) Describe the processes used to:
   (A) Monitor the progress in implementing the waiver;
   (B) Provide notice to any local board affected by the waiver;
   (C) Provide any local board affected by the waiver an opportunity to comment on the request;
   (D) Ensure meaningful public comment, including comment by business and organized labor, on the waiver.
   (E) Collect and report information about waiver outcomes in the State’s WIOA Annual Report.

ODJFS will monitor implementation and impact of this waiver through a combination of reporting from the local level using the State monitoring, oversight, and evaluation functions. ODJFS will solicit feedback from local areas on the effectiveness of this waiver and the impact on participation in CCMEP. A review of all fiscal data systems will ensure that youth program funding spent on this outreach activity is appropriate with the allocation received by the local area. ODJFS will also communicate with ODE to ensure the goal of establishing a partnership between the local area and the local school system to provide career preparation prior to graduation from high school is met.

Workforce development stakeholders, including local boards, businesses, and organized labor organizations, were notified of the proposed waiver request through an e-mail alert. The e-mail alert contained instructions on how to submit comments. In addition, both the general public and stakeholders had access to the waiver request on the OWD website located at the following address: http://jfs.ohio.gov/owd/Whats-New.stm.
**VI. WAGNER-PEYSER ACT PROGRAM AND AGRICULTURAL OUTREACH PLAN**

**TITLE I-B ASSURANCES**

The State Plan must include assurances that:

<table>
<thead>
<tr>
<th></th>
<th>The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient; <strong>Yes</strong></th>
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<tr>
<td>1.</td>
<td>The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program’s Disabled Veterans’ Outreach Program (DVOP) specialist; <strong>Yes</strong></td>
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<td>2.</td>
<td>The State has established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members; <strong>Yes</strong></td>
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<td>3.</td>
<td>The State has established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2); <strong>Yes</strong></td>
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<td>4.</td>
<td>Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership; <strong>Yes</strong></td>
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<td>5.</td>
<td>The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7); <strong>Yes</strong></td>
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<td>6.</td>
<td>The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan; <strong>Yes</strong></td>
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<td>7.</td>
<td>If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner- Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; <strong>Yes</strong></td>
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VI. WAGNER-PEYSER ACT PROGRAM AND AGRICULTURAL OUTREACH PLAN

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<th></th>
<th>The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.; and <strong>Yes</strong></th>
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<td>10.</td>
<td></td>
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<td>11.</td>
<td>The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3). <strong>Yes</strong></td>
</tr>
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</table>
VI. WAGNER-PEYSER ACT PROGRAM AND AGRICULTURAL OUTREACH PLAN (AOP)

WAGNER-PEYSER ACT PROGRAM (Employment Services)

(a) Employment Service (ES) Staff

(1) Describe how the state will staff the provision of labor exchange services under the Wagner-Peyser Act, such as through state employees, including but not limited to state merit staff employees, staff of a subrecipient, or some combination thereof.

(Note- States not seeking to utilize the staffing flexibility in the final rule as part of their 2020 State Plan submission can answer this question by entering that the state will continue to utilize state merit staff employees.)

Ohio is not seeking to utilize the staffing flexibility at this time and will continue to utilize state merit staff employees to conduct labor exchange services under the Wagner-Peyser Act.

(2) Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both jobseekers and employers.

The Ohio Department of Job and Family Services (ODJFS) is dedicated to the professional development of its employees. The Office of Workforce Development (OWD) has a unit dedicated to addressing the training and educational services needed to support the individual, team and organizational performance goals. Six regional trainers are available to ensure the Federal merit staff are trained on all program areas, including but not limited to, Wagner-Peyser (W-P), Workforce Innovation and Opportunity Act (WIOA), and Unemployment Compensation (UC).

Starting in October of 2018, OWD strategically focused on the employment service delivery model targeting local integration. Restructuring the delivery of the programs has improved efficiency while streamlining services. Program-specific Employment Service (ES) staff are solely responsible for the delivery of a single program, focusing on specific customer base and developing a hands-on method to employment services. Specialization of program delivery gives us the ability to easily train staff, the flexibility to assess the needs of the customer/employer and to better assist these clients with employment services. On a local basis, the specialization allowed for the ES staff to be the subject matter expert and allowed for flexibility in meeting the local demands. ES staff provide services to the following populations: Unemployment Compensation Reemployment Services (UCRS), Reemployment Services and Eligibility Assessment (RESEA), Migrant and Seasonal Farmworkers (MSFW), Trade Adjustment Assistance (TAA), walk-in claimants who come to the OhioMeansJobs Centers and employers.

In addition, unique local workflows were established to ensure partner collaboration, reduction in duplication and the referrals processes were addressed. Ohio is excited to have Labor Exchange Workforce Specialist in all of our comprehensive centers working in conjunction with established local Business Service Team.

Surface Pro with remote access to internal Federal systems have been given to the ES staff which allow for the ability to use technology to reach customers where they are and the staff to be more mobile, effectively capture the work that is being performed.

Below is a collaboration that highlights how a Labor Exchange Workforce Specialist provided high quality service to an employer.

(3) Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance (UI) program and the training provided for Employment Services and WIOA staff on identification of UI eligibility issues and referral to UI staff for adjudication.
It is essential that Ohio ensures that its workforce professionals across the core partners are up-to-date on Unemployment Insurance (UI) eligibility issues and understand the referral process to UI staff for adjudication when appropriate. Workforce Innovation and Opportunity Act Policy Letter (WIOAPL) No.16-09.1 Establishment of the Workforce Delivery System provided guidance on UI assistance within the OhioMeansJobs Centers. A thorough description of “meaningful assistance” for UI customers was included in the policy. The five activities which are comprised of meaningful assistance were also outlined. A recorded webinar training on meaningful assistance to UI customers was provided for WIOA and ES staff. This remains accessible online through the OWD website.

WIOAPL No. 16-09.1 Establishment of the Workforce Delivery System also specified the requirements on the exchange of information and training across the core programs to ensure all partners understand the essential elements of the programs and have on-going opportunities to engage one another. This policy includes a requirement for regular partner meetings during which designated partners to provide information and training when needed for their respective programs. This is Ohio’s first policy that provides specific requirements for One-Stop Operators and is a solution to the ongoing challenge of internal communication among partners.

This policy is also tied to WIOAPL No. 16-10 Certification of the Workforce Delivery System, and program monitoring. Local areas will need to provide evidence that partner meetings are taking place as required and that designated partners are providing workforce professionals from all core partners and others within the OhioMeansJobs Centers with program-specific information. Ohio will be looking specifically for evidence that UI program eligibility issues and referral processes are provided, and that attendance at the meetings are documented along with the partner program they represent.

Another vehicle for UI collaboration and educating partners is through Rapid Response. UI is a required team member on all Rapid Response Teams. Every workforce area is required to have a team, comprised of the ES regional coordinator, ES program delivery supervisor, business services staff, and the local Rapid Response Coordinator. Some areas have added additional team members. During the planning and implementation phases of Rapid Response services, the UI representative informs the team of any significant challenges around this event, discusses mass layoff procedures if applicable, and makes presentations during worker orientation sessions about applying for UI benefits and basic requirements. Each and every event provides opportunities for learning about and/or keeping up-to-date on UI program requirements, and with all local teams having one or more local team members, this is an effective way to keep partners informed about UI eligibility issues and referral processes when needed.

(b) Explain how the State will provide information and meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation through one-stop centers, as required by WIOA as a career service.

ES staff in the OhioMeansJobs Centers focus their assistance with UI customers on reemployment activities, such as job search, resume writing, and related activities. In addition to reemployment, there are five activities that OhioMeansJobs Centers are instructed to provide UI customers. They are as follows:

1. Computers must be made available for individuals to file a claim for UI or to file an appeal of their claim.
2. Telephones must be made available with access to the toll-free phone numbers established by the Office of UI Operations for individuals to use when seeking assistance from UI merit staff in filing claims or appeals. Individuals must not simply be referred to a general information phone number.

3. Posters providing claimants information on how to file UI claims must be visible in the resource room.

4. Additional documents that provide assistance to claimants must be available in the resource room.

5. Resource room staff must be trained and have the knowledge to navigate Ohio's claims filing processes and to provide general information to the claimant on their responsibilities as a claimant.

However, there are times when staff at the OhioMeansJobs Centers need to provide assistance over and above informational services without bypassing or circumventing the established UI filing process that is already in place. One of the most common problems an UI Claimant has is remembering their “PIN” or “password” that allows them to access their UI claim online. Without it, a claimant is unable to utilize these self-service tools. A phone line has been established specifically for PIN resets only. No other services are offered on this line. This number is available year-round and available to the public.

If a claimant filed their week(s) of unemployment as required and is experiencing either of the two issues listed below, further assistance by partner staff in an OhioMeansJobs Center can occur.

1. The UI Claimant has a “locked” claim.
2. The UI Claimant states they completed their resume and/or career profile assessment requirement more than 24 hours ago, but the completion is not reflected in the system.

To handle these issues, a unique Customer Service phone line for partner staff only has been established. This phone line gives direct access to a UI representative that can quickly assist in resolving the identified issues.

(c) Describe the State’s strategy for providing reemployment assistance to UI claimants and other unemployed individuals.

ES staff plays a key role in providing reemployment assistance to UI claimants and other unemployed individuals, and that assistance is delivered through a variety of methods.

First and foremost, all UI claimants are required to register in the State’s primary job matching tool, OhioMeansJobs.com. This ensures all claimants have access to resources that will assist them in finding employment. This site also includes a comprehensive array of information, resources, and assessment tools designed to meet the needs of individuals who lack a clear career goal as well as to advanced jobseekers who know what they want and just need to know where the job opportunities are. Individuals can create a “backpack” that keeps all their information, job leads, assessment results, and related information in one location. This is a state-of-the-art system that is constantly evolving to keep up with new technology, new resources, and tools that all jobseekers, claimants or universal customers need.

ES staff is responsible for the delivery of UCRS and RESEA. State merit Trade Delivery Professionals (TDP) deliver services with the TAA program. Workforce Specialist are conduit to the employers. The ultimate goal of each of these programs is reemployment.
In Ohio, all 88 counties offer UCRS. Those selected to participate in UCRS are required to view an online orientation that provides them with reemployment information, such as resume writing, tips for interviewing, career exploration, and general job-seeking information. In addition, resources through Ohio’s OhioMeansJobs Centers are highlighted and individuals are encouraged to visit the center closest to them for additional assistance in obtaining employment. ES staff conduct outreach to personally invite UCRS customers into the OhioMeansJobs Centers.

Ohio continued to improve the RESEA programs to not only meet the Federal requirements, but emphasis quality of the services delivered. The RESEA program serves transitioning veterans receiving UC benefits as Unemployment Compensation for Ex-Service Members (UCX) and claimants likely to exhaust their UC benefits. Twelve counties of the highest trafficked OhioMeansJobs Centers in Ohio provide RESEA. Participants are required to view an online orientation that provides them virtual reemployment information. In addition, the claimant meets one-on-one with an ES staff to establish an individual reemployment plan. A subsequent appointment is also conducted to check claimant’s progress in completing the goals established in individual reemployment plan, update the plan as needed, and to offer additional reemployment services to the claimant.

In October 2018, Ohio collaborated with local areas to integrate services. As part of the subsequent appointment, claimants may be required to attend an in-person OhioMeansJobs Center orientation conducted by OhioMeansJobs Center partners/ locals to learn about additional services available through other stakeholders such as WIOA, Aspire, Ohio Department of Aging (ODA), Opportunities for Ohioans with Disabilities (OOD), and faith-based resources. Eleven of the twelve OhioMeansJobs Centers have locals that participate in the center orientation.

To increase the quality within the State, Ohio has established a scheduling team that handles the statewide data entry for both RESEA and UCRS programs. The scheduling group focuses specifically on all data related entries allowing the ES staff to focus solely on reemployment needs of the customers. The scheduling group has increased the efficiency of the entries, identified potential UI issues and allowed ES staff time to offer more in-depth assistance designed to get the customer back to work.

The TAA program also provides its participants with a comprehensive array of reemployment assistance including an in-depth assessment, case management support, and if needed for reemployment, classroom training or on-the-job training (OJT).

In addition to the methods listed above, ES staff members are involved in serving the general population through a variety of ways, depending upon staff levels and existing resources at the OhioMeansJobs Centers. Typical reemployment activities include supporting the Resource Room, where assistance is provided to individuals without regard of program eligibility; the delivery of workshops including interview preparation and resume writing; OhioMeansJobs.com help sessions; assistance at job fairs and hiring events; and one-on-one job search assistance through coaching. In addition, ES staff provide labor exchange by resume mining OhioMeansJobs.com and connecting employers with jobseekers.

ES staff also assists with Rapid Response events in most areas of the Federal, helping impacted workers find new jobs. Workers who are not interested in training, but rather need to get back to work as quickly as possible are often assisted by ES staff.
VI. WAGNER-PEYSER ACT PROGRAM AND AGRICULTURAL OUTREACH PLAN (AOP)

Additional services are in the discussion phase with ES regional coordinators and local OhioMeansJobs Center operators and workforce development board directors to further integrate W-P into the mix of services to the universal customers. Under WIOA, ES staff members can provide career services that fall under both basic and individualized services.

Ohio has placed an increased emphasis on integrating ES team members within the local OhioMeansJobs Center service delivery system. The decision to assign and/or hire a Labor Exchange Workforce Specialist to increase the capacity of the Business Service Teams and to have dedicated ES staff that focus on serving the universal customer are two noteworthy endeavors. Effective utilization of ES staff members will assist the partners and operators, enabling them to focus on services that are not available through W-P. Specific services that are being discussed include a job club or boot camp that is conducted over several days and provides attendees with a comprehensive and focused job search curriculum that upon completion, attendees should be job-ready or be prepared for successful transition to other services at the OhioMeansJobs Center. Conducting mock interviews and job placement activities are also being considered as part of increased service delivery. These activities could be open for all job-ready candidates through referrals from partners to ES staff members. This approach would foster integration of programs, co-enrollment, and strengthen the partnerships among all partners at the OhioMeansJobs Centers.

(d) Describe how the State will use W-P funds to support UI claimants, and the communication between W-P and UI, as appropriate including the following:

(1) Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act;

W-P ES staff members implement the following programs targeting UI claimants: UCRS, RESEA, TAA, Ohio Learn to Earn, and walk-in claimants, including those from Rapid Response events and grants targeting dislocated workers, such as National Dislocated Worker Grants. W-P funds also pay for Federal services for MSFW and the growers who employ them in order to supplement the array of services available from Ohio’s MSFW grant recipient funded by the US Department of Labor (USDOL).

Claimants have access to the full array of W-P and labor exchange services, including reemployment assistance, referral to appropriate partners within the OhioMeansJobs Center, referrals to training opportunities and assistance with applying for PELL grants and other grants, and career guidance. ES staff also discusses work search requirements with claimants, and reviews job contacts when delivering program services under UCRS and RESEA.

UI representatives from the Adjudication and Delivery Centers are knowledgeable of the OhioMeansJobs Center delivery system, locations, and basic services. As they interact with claimants on the phone, they inform them of resources at the centers if claimants are in need of additional assistance.

Written communication between UI and ES staff is conducted via e-mail when there are UI programmatic changes, and other updates related to claimants that ES staff members need to know. Typically, these e-mails are UC-Tech memos, which are easily referenced by staff. In addition to written communication, webinars are often conducted for ES staff to inform of changes or new initiatives.

Unfortunately, not all claimants are aware of the OhioMeansJobs Centers and the services that are available to them. Because of this, local areas have the ability to sign a Data Sharing Agreement, which provides them access to a variety of information that can be used to recruit claimants for
services. This includes an “Early Intervention Report” consisting of claimants early in their claims as well as an “End of Benefits Report” consisting of claimants who are within a few weeks of exhausting their benefits. These reports can be used to reach out to claimants and encourage them to come to the OhioMeansJobs Centers for assistance in finding a job.

In an effort to make Title I Dislocated Worker services easier to access from an eligibility perspective, the Federal has developed the WIOAPL 15-02 Adult and Dislocated Worker Eligibility to include specific targeted groups as defined in WIOA Statute Section 3, (15)(A)(i) Dislocated Worker eligibility. These targeted groups include UCRS participants and TAA eligible workers. This coordination between UI and the local Title I Dislocated Worker program is an excellent example of how the programs are working together to assist claimants in accessing services efficiently.

(2) Registration of UI claimants with the State’s employment service if required by State law;

UI claimants are required to register in the State’s premier job matching system, OhioMeansJobs.com. Individuals receive their log-in information in the mail or electronically. ES staff at the OhioMeansJobs Centers are able to assist claimants who have questions about their accounts and also assist them if they are experiencing challenges logging into the system. Moreover, ES staff are available to help those with physical disabilities who are unable to utilize the computer, those with limited English language proficiency, and those who are barred from using computers due to criminal background issues.

Once claimants register in OhioMeansJobs.com, job leads are sent to them on a regular basis. State law requires them to complete specific activities to continue receiving benefits. OhioMeansJobs.com documents their actions.

(3) Administration of the work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants; and

ES staff members review work search/job contacts during RESEA one-on-one appointments. If it is found that claimants (whether participating in RESEA or not) have not provided adequate documentation on the work search requirement, ES staff enter an “alert” in the Ohio Job Insurance (OJI) system, Ohio’s UI system. The alert is addressed by UI staff at the Adjudication Centers.

OWD and Office of Unemployment Insurance Operations are coordinating an initiative to enhance the current work search policy to include a broad range of activities beyond just employer contacts. The following list is not meant to be all-inclusive of every type of work search activity, but it captures a majority of the current/popular work search methods and allows flexibility to accept other efforts.

- Creating a reemployment plan;
- Creating an application cover letter or resume;
- Adding a resume to an online job board;
- Registering for work with the Federal’s labor exchange system, placement firm, temporary work agencies, or educational institution with job placement offices;
- Using online career tools (e.g., job match advisors or My Skills My Future);
VI. WAGNER-PEYSER ACT PROGRAM AND AGRICULTURAL OUTREACH PLAN (AOP)

- Logging on and looking for work in the Federal’s labor exchange or other online job matching system;
- Using reemployment services in OhioMeansJobs Centers:
  - Obtaining and using labor market and career information;
  - Participating in RESEA activities;
  - Participating in skills assessments for occupational matching;
  - Completing online or staff-assisted workshops; and
  - Other specialized activities;
- Following through on job referrals or job development attempts, as directed by Federal workforce or UI staff;
- Taking an exam required as part of the application process for a new job;
- Interviewing for a job (virtually or in-person);
- Applying for and/or participating in partner-sponsored reemployment services, or non-WIOA-related/sponsored training;
- Creating a personal user profile on a professional networking site (e.g., LinkedIn, Facebook, etc.);
- Participating in work-related networking events (e.g., job clubs, job fairs, industry association events, etc.);
- Participating in a public speaking class (e.g., Toastmasters, etc.)
- Taking civil service exam; and
  Any other reemployment strategy that is reasonably expected to result in reemployment.

The initiative is designed to align the work search policy with reemployment objectives, using data from ES and Labor Market Information (LMI), and data received from an OUIO driven LinkedIn pilot to drive and inform policy decisions and to better understand work search in evolving economic conditions. The initiative is to promote a “good faith effort” clause in work search policy to allow for proven reemployment strategies and work search verification flexibility.

(4) Provision of referrals to and application assistance for training and education programs and resources.

Ensuring UI Claimants have ready access to information about training and education programs is a high priority. Over the past few years, Ohio has conducted an exhaustive review of demand occupations throughout the Federal and created a user-friendly process for exploring the information in order to make informed decisions about their search for employment. Likewise, this same information is used by ES staff in order to guide customers toward occupations that are currently in-demand with Ohio employers. This powerful tool is part of OhioMeansJobs.com, where it becomes essentially an online career counselor. The “First Up” feature recommends activities to prepare claimants for jobs, tracks progress, and permits sharing of progress with multiple programs’ career counselors and service providers. Assessments help claimants determine career options that match their individual interests and view occupations that fit their
VI. WAGNER-PEYSER ACT PROGRAM AND AGRICULTURAL OUTREACH PLAN (AOP)

profile. A “thumbs up” symbol indicates which occupations are in demand. A budget calculator helps claimants determine what target salary is needed, occupations that provide that salary, what training and education is required, which educational institutions or programs offer the training, and more.

Claimants and universal customers are informed of this feature in the OhioMeansJobs Resource Rooms, during RESEA program activities, Rapid Response activities, during orientations with local WIOA dislocated worker programs, and when interacting with both Federal and local workforce professionals at the OhioMeansJobs Centers.

This information, in combination with Ohio’s new online portal for Eligible Training Providers (ETPs), Workforce Inventory of Education and Training (WIET), creates a comprehensive packet of information that claimants can access any time to plan their futures - whether it is with a workforce professional or self-directed, it is always available. WIET includes a complete catalog of the training programs, including all types of providers, cost of the program, length of training, type of credential earned, program capacity, etc. All ETPs will be required to enter their information in this system, and keep the information updated in order to ensure that Ohioans can have this information at their fingertips to plan their futures.

(e) Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified or Combined State Plan required under sections 102 or 103 of WIOA. The AOP must include—

1. Assessment of Need. Provide an assessment of the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.

Three areas of unique needs of farmworkers emerge as a prominent focus of Ohio’s services to MSFWs:

Employment. Migrant farmworkers may need help obtaining employment that ensures an adequate income through the year. During peak activity periods, Ohio crop farming employs nearly 10,500 workers. But while growers often struggle to fill these demanding jobs, it can be equally hard for workers to find them. Heavy reliance is placed on farm labor contractors by both the MSFWs and the growers. The farm labor contractors, referred to as crew leaders, recruit workers for employers. MSFWs turn to crew leaders to help them find employment wherever they find themselves. The farm crew leaders may recruit MSFWs to work near the areas where they live or to migrate to other states to perform agricultural work. The hiring schedule is unpredictable, as it changes with the varying degrees of weather from year to year, county to county and state to state. And within the active months, farm work can be reduced by random events such as bad weather, pests, mold, etc. For example, 2019 saw some above-average rainfall. Some crops were flooded, and others were not even planted because the ground was too wet. Hiring at the start of a local season, replacing a lost job, or finding supplemental employment in another sector is especially challenging for workers who migrate from other states and thus lack employer contacts within Ohio.

Training. Migrant farmworkers encounter special barriers to education and training. These barriers threaten their long-term employment prospects. Migrant farmworkers are too busy working and stay in one place for such a brief period that it is often difficult to fully explore the learning options of a given location. The cycle of movement from one seasonal job to another in widely scattered locations makes it nearly impossible to complete an entire school year in one
school district. It is even more difficult to complete a full course of study at a school or program that is based at one address. This problem starts early in a worker’s life. MSFWs tend to travel in family groups, including children, who at age 12 can legally start contributing to the family income. State laws require children to attend classes throughout the academic year, but children in migrant families leave their community and school in the early spring and late fall. As a result, half of MSFWs fail to complete high school. Many workers do not get beyond sixth grade. This results in career obstacles, including above-average levels of illiteracy. Limited English proficiency is also an obstacle, especially among farmworkers from Spanish-speaking countries.

The Ohio Migrant Education Center (OMEC), 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.

Housing. Migrant farmworkers often lack the time and resources to find housing for the limited periods when they are in Ohio. Each year, roughly 3,500 workers (about a third of the Federal’s agricultural labor force) live in employer-provided temporary agricultural labor camps. As a result, they are dependent on employers for the quality of their shelter and the related plumbing, grounds, and amenities. At the same time, it is to employers’ advantage to meet those needs adequately. Differences in housing between areas with concurrent work seasons affect employers’ ability to compete for the labor they need, when they need it, on a time-sensitive work calendar.

To protect the interests of both the farmworkers and the employers, the Ohio Department of Health (ODH) licenses the farm labor camps for health and safety. In Ohio, 118 camps were licensed to operate as temporary housing for MSFWs; ODH appointed a committee that represents employers, farmworkers and government staff to review the Federal rules governing the operation of temporary agricultural labor camps. These rules were last updated in 1985. The committee’s goal is to ensure that licensing standards remain current with evolving medical knowledge, policy concerns and to avoid potentially losing MSFWs to other states with better quality housing.

(A) An assessment of the agricultural activity in the State means: 1) identifying the top five labor-intensive crops, the months of heavy activity, and the geographic area of prime activity; 2) Summarize the agricultural employers’ needs in the State (i.e. are they predominantly hiring local or foreign workers, are they expressing that there is a scarcity in the agricultural workforce); and 3) Identifying any economic, natural, or other factors that are affecting agriculture in the State or any projected factors that will affect agriculture in the State.

ODJFS recognizes the cyclical schedule of crop farming, with multiple but separate rounds of planting, crop maintenance and tending to the harvest, all start and end at different times in different climate zones. This calls for workers who can travel between Federals as employment becomes available. The work is taxing because there is significant heavy labor that includes bending, lifting and stooping performed for many hours, often in extreme heat. This requires individuals who can tackle the rigors of continuing migration, while continuing to bear the elements of ever-changing weather and environmental conditions. The top five labor-intensive crops in Ohio are tomatoes, peppers, cucumbers, nursery and orchard crops. The peak season varies between the crops as detailed in the Figure 25. Ohio’s Top Crops and Seasons.
Figure 25. Ohio’s Top Crops and Seasons

<table>
<thead>
<tr>
<th>Crop</th>
<th>Season</th>
<th>Geographic Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peppers</td>
<td>May - October</td>
<td>Northwest: Sandusky, Huron, Ottawa, Seneca, Erie, Fulton, Henry Counties</td>
</tr>
<tr>
<td>Tomatoes</td>
<td>May - October</td>
<td>Northwest: Sandusky, Huron, Ottawa, Seneca, Erie, Fulton, Henry Counties</td>
</tr>
<tr>
<td>Cucumbers</td>
<td>March - November</td>
<td>Northwest: Sandusky, Huron, Ottawa, Seneca, Erie, Fulton, Henry Counties</td>
</tr>
<tr>
<td>Nurseries</td>
<td>March - November</td>
<td>Statewide</td>
</tr>
<tr>
<td>Orchard Crops</td>
<td>March - November</td>
<td>Statewide</td>
</tr>
</tbody>
</table>

Ohio’s agricultural employers rely heavily on the migrant worker to meet their labor needs. This workforce accepts the terms and conditions of employment which includes free housing, which is a strong incentive for the workforce to come to Ohio. Data has shown that the seasonal workforce is not willing to work in the agricultural industries for a variety of reasons, including being exempt from overtime and the irregular work hours. Ohio has documented a decrease in the number of migrant workers coming to Ohio. As a consequence, Ohio employers are sharing resources to ensure the work is completed.

Ohio data indicate a decrease in the numbers of migrant workers, particularly migrant families, coming to Ohio. Consequently, partner services for this specialized population are struggling to maintain funding and a Statewide presence for services. Additionally, as the number of migrant workers decrease, the agricultural employers are looking for alternative options to fulfill their workforce needs. Ohio is seeing a rise in H2A applications that are being filled with foreign labor. This practice is adversely impacting the MSFW and causes a disincentive for the migrant worker to come to Ohio as it appears the number of opportunities are decreasing.

(B) An assessment of the unique needs of farmworkers means summarizing Migrant and Seasonal Farm Worker (MSFW) characteristics (including if they are predominantly from certain countries, what language(s) they speak, the approximate number of MSFWs in the Federal during peak season and during low season, and whether they tend to be migrant, seasonal, or year-round farmworkers). This information must take into account data supplied by WIOA Section 167 National Farmworker Jobs Program (NFJP) grantees, other MSFW organizations, employer organizations, and Federal and/or Federal agency data sources such as the U.S. Department of Agriculture and the U.S. Department of Labor (DOL) Employment and Training Administration.

ODJFS compiles data throughout the year, via outreach activity logs related to the MSFW population. This data is compared to the data collected by partners, including the WIOA Section 167 National Farmworker Jobs Program (NFJP) grantee, PathStone.

During the 2019 peak seasons, for both field crops and nursery crops, it is estimated that 10,000 MSFWs worked in Ohio. The bulk of this population are of Hispanic background with Spanish as their primary language with educational attainment as an additional barrier that threatens their long-term employment prospects.
The non-peak MSFW population is estimated to be less than ten percent of the peak numbers.

(2) Outreach Activities. The local offices outreach activities must be designed to meet the needs of MSFWs in the Federal and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:

(A) Contacting farmworkers who are not being reached by the normal intake activities conducted by the employment service offices.

ODJFS has three full-time, bilingual migrant outreach staff to contact agricultural employers and to inform migrant farmworkers of available services. Ohio reaches farmworkers not being reached by normal intake through targeted outreach on a consistent basis at important venues such as church gatherings, entertainment events, clinics, laundromats, grocery stores, specialty shops and taquerias. Staff invite workers to OhioMeansJobs Centers to help them find jobs. Where necessary, the training needed to meet the hiring criteria will be provided. Additional intermittent staff may be hired to conduct targeted outreach during peak periods in certain agricultural areas and industries. Northeast Ohio has many plant nurseries with peak seasons starting in February and March through November. In the northwest and the west-central districts, farms are especially active from May through October.

(B) Providing technical assistance to outreach workers. Technical assistance must include trainings, conferences, additional resources, and increased collaboration with other organizations on topics such as one-stop center services (i.e. availability of referrals to training, supportive services, and career services, as well as specific employment opportunities), the employment service complaint system, information on the other organizations serving MSFWs in the area, and a basic summary of farmworker rights, including their rights with respect to the terms and conditions of employment.

ODJFS’ migrant outreach staff are required to attend organizational training provided by the Office of Employee and Business Services and programmatic training provided by the OWD. As shown in Figure 26. Outreach Worker Programmatic Training/Statewide Issues Awareness, the topics of the programmatic training and statewide issues awareness includes, but is not limited to, the following:

<table>
<thead>
<tr>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>ES Complaint System and Apparent Violations</td>
</tr>
<tr>
<td>OhioMeansJobs.com (Ohio’s Labor Exchange system)</td>
</tr>
<tr>
<td>Human Trafficking</td>
</tr>
<tr>
<td>Advocates for Basic Legal Equality (ABLE)</td>
</tr>
<tr>
<td>Other advocacy groups</td>
</tr>
<tr>
<td>Occupational Safety and Health Administration (OSHA)</td>
</tr>
<tr>
<td>UI, Online Unemployment Benefits Submission and Application Instructions</td>
</tr>
<tr>
<td>Foreign Labor Certification</td>
</tr>
<tr>
<td>US DOL Wage and Hour</td>
</tr>
<tr>
<td>Teaching and Mentoring Communities (TMC)</td>
</tr>
<tr>
<td>Ohio Workforce Case Management System (OWCMS)</td>
</tr>
</tbody>
</table>
 VI. WAGNER-PEYSER ACT PROGRAM AND AGRICULTURAL OUTREACH PLAN (AOP)

<table>
<thead>
<tr>
<th>Opioid Crisis</th>
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</thead>
<tbody>
<tr>
<td>Protecting Farmworker from Sexual Harassment</td>
</tr>
<tr>
<td>Every Student Succeed Act (ESSA)</td>
</tr>
<tr>
<td>Special Population Da Training, Serving Farmworkers</td>
</tr>
<tr>
<td>Disaster Preparedness</td>
</tr>
<tr>
<td>Equal Employment Opportunity</td>
</tr>
</tbody>
</table>

The outreach staff are encouraged to participate in coalitions that provide services to the MSFW populations such as the Farmworker Agencies Liaison Communication and Outreach Network (FALCON), Dayton Latino Connection and Hartville Migrant Ministries. Furthermore, the outreach staff are encouraged to participate in special projects such as the Farmworker Appreciation Day.

(C) Increasing outreach worker training and awareness across core programs including the Unemployment Insurance (UI) program and the training on identification of UI eligibility issues.

ODJFS provides programmatic training for all of its employees. Core programmatic training, including UI training, is conducted annually to all employees, including migrant outreach staff. Additionally, migrant outreach staff work in conjunction with Federal merit staff in their respective OhioMeansJobs Centers. This structure supports reporting potential UI eligibility issues to the assigned processing centers as required.

(D) Providing State merit staff outreach workers professional development activities to ensure they are able to provide high quality services to both jobseekers and employers.

ODJFS is dedicated to the professional development of its employees. The Office of Employee and Business Services has a stand-alone unit to address the training and educational services needed to support the individual, team and organizational performance goals. Furthermore, the OWD has six regional trainers to ensure the Federal merit staff are trained on all program areas including but not limited to W-P, WIOA, and UC.

(E) Coordinating outreach efforts with NFJP grantees as well as with public and private community service agencies and MSFW groups.

ODJFS plans outreach efforts to target concentrations of need while also maximizing its impact statewide. Agency outreach staff participate in activities such as the Community Legal Education Presentations of Farmworker Legal Services and the parental advisory committee meetings sponsored by other partners. As discussed previously, other important venues include church gatherings, entertainment events, clinics, laundromats, grocery stores, specialty shops, and taquerias. Staff will also regularly review the ODH list of licensed agricultural labor camps to identify those that have not been visited.

Migrant outreach staff will be located strategically to reach the maximum number of farmworkers. Two full-time staff are stationed in the northwest area (Sandusky and Ottawa Counties OhioMeansJobs Centers with a third in the northeast (Stark County OhioMeansJobs Center). All outreach staff receive training at the beginning of the year to review and update information from the previous year.

ODJFS signed a Memorandum of Understanding (MOU) with WIOA167 grantee, PathStone, to jointly provide migrant farmworker services.
The Federal monitor advocate coordinated a series of visits around Ohio that included the WIOA167 grantee, PathStone; outreach staff; and the ODJFS workforce specialists who work with employers. The outreach staff helps coordinates such efforts. For example, staff can identify and inform the MSFW partners about problems Ohio may be facing, including work reductions, downtime, and income impacts stemming from weather issues.

(3) Services provided to farmworkers and agricultural employers through the one-stop delivery system. Describe the State agency's proposed strategies for:

(A) Providing the full range of employment and training services to the agricultural community, both farmworkers and agricultural employers, through the one-stop delivery system. This includes:
   i. How career and training services required under WIOA Title I will be provided to MSFWs through the one-stop centers;
   ii. How the State serves agricultural employers and how it intends to improve such services.

ODJFS migrant outreach staff are bilingual and can capably inform farmworkers through written material and oral presentations about the services available in the OhioMeansJobs Centers. During these contacts, outreach staff register farmworkers for agency services; refer them to jobs and other needed resources; and make appointments for them and arrange transportation. Other topics of discussion may include:

- Resources and tools available on OhioMeansJobs.com;
- Services available by referral, including agriculture/non-agricultural employment, training, supportive services, assessments, and other job development activities
- Farmworker rights, including Federal and Federal laws and employment-related protections;
- The OhioMeansJobs Center complaint system;
- WIOA Title I employment and training services;
- Other entities and programs that serve MSFWs, including: the WIOA167 grantee, PathStone; the ODH; Advocates for Basic Legal Services; migrant health clinics; food assistance; K-12 education through the OMEC; Teaching and Mentoring Communities (a provider of care for children from infancy through age five), and the Ohio Department of Agriculture (for pesticide issues);
- UI and Online Unemployment Benefits Submission and Application Instructions (online or by phone); and
- Federal wage/hour laws.

Additional activities include joint outreach visits with partners who serve MSFWs. The outreach staff and the Federal monitor advocate identify and work with local entities that provide MSFW services, especially in areas where our Statewide partners have limited presence.

ODJFS migrant outreach staff have been the primary point of contact with agricultural employers. However, the W-P staff have been trained in the MSFW program and can help agricultural employers with their workforce needs.

(B) Marketing the employment service complaint system to farmworkers and other farmworker advocacy groups.
Migrant outreach staff inform farmworkers and agencies about the complaint system individually and in group settings with verbal and written material in appropriate language(s). Staff meet regularly with the partners during agency visits and in coalition meetings to solve problems and offer the complaint system as means to resolve problems.

(C) Marketing the Agricultural Recruitment System to agricultural employers and how it intends to improve such publicity.

ODJFS MSFW program and outreach staff encourage the use of the Agricultural Recruitment System (ARS) in all contacts with employers and groups, including at the beginning of the season, end of the season, and partner and employer meetings. Ohio further provides technical assistance to those employers throughout the ARS and interstate clearance order process. Additionally, Ohio has developed a cooperative agreement with Texas and Florida for interstate clearance orders, to ensure that Ohio’s employers have access to the labor force they need.

(4) Other Requirements.

(A) Collaboration. Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

ODJFS signed an MOU with the WOIA 167 grantee, PathStone, to jointly provide migrant farmworker services. The Federal monitor advocate coordinated a series of visits around Ohio that included the WIOA167 grantee staff, outreach staff and the ODJFS workforce specialists who work with employers. The outreach staff help coordinates such efforts.

(B) Review and Public Comment. In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP.

i. The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.
ODJFS solicited information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. The following agencies and organizations listed below have been given an opportunity to comment on the Federal Agricultural Outreach Plan (AOP): 1. Adelante - Dayton; 2. Teaching and Mentoring Communities (TMC); 3. OMEC; 4. Migrant Health Clinics; 5. Advocates for Basic Legal Equality; 6. Hartville Migrant Ministries; 7. Latino Coalition of Clark & Champaign; 8. ODH; 9. USDOL-ESA-Wage & Hour; 10. Occupational Safety and Health Administration (OSHA); 11. Equal Employment Opportunity Commission (EEOC); 12. Ohio Civil Rights Commission (OCRC); 13. Bureau of Workers’ Compensation (BWC); 14. Ohio Attorney General; 15. Ohio Producers, Growers and Marketing Association (OPGMA); 16. Nursery Growers of Lake County Ohio (NGLCO); 17. Ohio Nursery and Landscape Association; 18. Ohio Farm Bureau (OFB); 19. Ohio Commission on Hispanic and Latino Affairs (OCHLA); and 20. PathStone.

One constituent commented on the AOP. The constituent commented that the AOP does not reflect the total of the MSFW population. Ohio’s response is that §653.107 describes the criteria the Federal must use in development of the Agricultural Outreach Plan outreach and services to MSFWs. A migrant worker, per §651, means a seasonal farmworker who travels to the job site so that the farmworker is unable to return to his/her permanent residence within the same day. Additionally, seasonal farmworker means an individual who is employed, or was employed in the last 12 months, in farmwork of a seasonal or other temporary nature and is not required to be absent overnight from his/her permanent place of residence…Labor is performed on a seasonal basis where, the employment pertains to or is the kind exclusive performed at certain season or periods of the year, which form its nature, may not be continuously or carried on throughout the year.… Section 653.107 further describes the activities that are required for the Federal to provide to the MSFW. Outreach workers must locate and contact MSFWs who are not being reached by normal intake activities and: a. Explain to the MSFWs at their working, living, or gathering area by means of written or oral in the language that they can understand 1. Services available at the OhioMeansJobs Center (One-Stop Center) and other services 2. Complaint system 3. Information on other organizations that serve MSFWs 4. Farmworker rights b. If an MSFW does not visit the OhioMeansJobs Center, the outreach staff must: 1. Assist with applications 2. Assist with referrals 3. Assist with complaints 4. Refer to supportive services 5. Assist in making appointments and arrange transportation to OhioMeansJobs Center.

Consequently, Ohio’s approach for the number of MSFWs is based on the number of licensed labor camps in Ohio, the capacity and what has been report as factual numbers. The MSFW population must be afforded the same rights as any individual seeking services through the workforce system. So, if Ohio counts them, the Federal also needs to be able to provide services for them. The plan addresses a staffing plan and how the staff will be ensuring that outreach to the employers and MSFW population is being done. This plan also recognizes and addresses the need based on the amount of agricultural work that is being done. The same constituent commented on alleged widespread injustices of the agricultural worker. As noted above, it is the duty of the ES staff to inform and assist the MSFW regarding their rights, how to file a complaint and other services. Furthermore, duties of the Federal monitor advocate include field checks and field visits which are designed to ensure the MSFW’s rights and conditions are being met. These checks are performed on the sites that we are informed of and licensed labor camps. Ohio believes that the comments were addressed and did not make changes to the AOP.
VI. WAGNER-PEYSER ACT PROGRAM AND AGRICULTURAL OUTREACH PLAN (AOP)

(C) Data Assessment. Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

Review the previous four years W-P data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

The previous four years of the W-P 9002A reports were reviewed for the years ending June 2018, June 2017, June 2016, and June 2015. The Federal was found in compliance with providing MSFWs quantitatively proportionate services as compared to the MSFW. ODJFS reviews each quarterly submission of the Labor Exchange Agricultural Reporting System (LERS) 9002A report as part of continuous improvement and develops a strategy of course correction if deficiencies are found.

(D) Assessment of progress. The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

Figure 27. Previous Years’ History (Based on October – September Data) presents what was achieved based on the previous AOP. Ohio anticipates more typical weather conditions in the upcoming years. In addition, the State plans to mitigate the shortfall in previously established outreach goals by dedicating four full-time along with intermittent bilingual outreach staff to contact agricultural employers and to inform migrant farmworkers of available services, while increasing targeted outreach. Ohio projects to not only meet but exceed the performance indicators.

Figure 27. Previous Years’ History (Based on October – September Data)

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Job Orders Received</td>
<td>63</td>
<td>69</td>
<td>89</td>
<td>103</td>
<td>149</td>
</tr>
<tr>
<td>Agricultural Job Order Filled</td>
<td>62</td>
<td>69</td>
<td>89</td>
<td>98</td>
<td>146</td>
</tr>
<tr>
<td>Interstate Clearance Order Initiated</td>
<td>19</td>
<td>59</td>
<td>0</td>
<td>0</td>
<td>222</td>
</tr>
<tr>
<td>Interstate Clearance Order Received to include H-2A</td>
<td>10</td>
<td>63</td>
<td>105</td>
<td>254</td>
<td>325</td>
</tr>
</tbody>
</table>

(E) State Monitor Advocate. The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

The State Monitor Advocate provided input into developing this AOP. The plan was reviewed and approved by the State Monitor Advocate prior to its submission. The Advocate will also ensure that all interested agencies and individuals have an opportunity to view this plan and make comments.
VI. ADULT EDUCATION & FAMILY LITERACY PROGRAM

WAGNER-PEYSER ASSURANCES

<table>
<thead>
<tr>
<th>The State Plan must include assurances that:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3)); Yes</td>
<td></td>
</tr>
<tr>
<td>2. The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers; Yes</td>
<td></td>
</tr>
<tr>
<td>3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and Yes</td>
<td></td>
</tr>
<tr>
<td>4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations. Yes</td>
<td></td>
</tr>
</tbody>
</table>
VI. ADULT EDUCATION & FAMILY LITERACY PROGRAM

ADULT EDUCATION AND FAMILY LITERACY PROGRAM
The Unified or Combined State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under title II, the Adult Education and Family Literacy Act (AEFLA).

(a) **Aligning of Content Standards.** Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

Aspire, Ohio’s Workforce Readiness Education program, has a long history, over 25 years, of standards-based education. In 2014, the Ohio Department of Higher Education’s (ODHE’s) Aspire program adopted the rigorous College and Career Readiness (CCR) Standards for Adult Education (US Department of Education {USDOE}, 2013) for use in all Adult Basic Education / Adult Secondary Education (ABE/ASE) classes. In 2018, the Aspire program adopted and adapted the English Language Proficiency Standards (ELP) for Adult Education (USDOE, 2016) for use in all English for Speakers of Other Languages (ESOL) classes. The ELP standards have correspondences to the CCR standards for English Language Arts, Mathematics, and Science. By utilizing national standards, Ohio Aspire programs are situated to meet the academic rigor outlined in the Workforce Innovation and Opportunity Act (WIOA). The CCR standards were developed and aligned to the Common Core State Standards, which were adopted by the Ohio Department of Education (ODE). The CCR standards are evidence-based standards intended to provide all adult students with the opportunity to be prepared for postsecondary education/training and the workforce without needing basic skills remediation. All Aspire programs are required to implement these standards as a requirement of their funding.

(b) **Local Activities.** Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

**Adult Education and Literacy Activities (Section 203 of WIOA)**
- Adult education;
- Literacy;
- Workplace adult education and literacy activities; Family literacy activities;
- English language acquisition activities; Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—
  1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
  2. Is for the purpose of educational and career advancement.
VI. ADULT EDUCATION & FAMILY LITERACY PROGRAM

Special Rule. Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

The ODHE will select and fund eligible providers through a Request for Proposal (RFP) process effective PY 2021. Proposals will be reviewed through an objective process that focuses on the program content, specifically the thirteen considerations in section 231(e) of WIOA, organizational capacity, geographic distribution, and alignment to the core activities of Ohio’s Combined State Plan. Once selected, eligible providers will operate programs that provide adult education and literacy activities based on best practices derived from rigorous research, including programs that offer activities concurrently.

Aspire students come with diverse skill levels, ranging from non-literate to secondary levels of education. Many students have disabilities, including a large percentage with learning disabilities and learning difficulties. To ensure that programs are offering the best, research-based practices to serve students, the ODHE Aspire office has established a network of professional development. Through evidence-based professional development, Aspire practitioners are trained to assist students holistically, using instructional practices that include the essential components of reading, and capitalizing on students’ strengths while addressing their skill deficits. A myriad of teaching strategies, including individualized, small and large group instruction, and computer-assisted instruction are offered to meet the various needs and skill levels of adult students. Distance education is a learning option available through all Aspire providers; distance learning opens access to instruction for students with barriers to attending and provides increased instructional hours for students wanting to accelerate their learning.

Aspire providers coordinate with other workforce partners in the community for the development of career pathways. Providers also coordinate with local support services such as childcare, transportation, mental health services, and career planning to enable all students to attend and complete programs.

Aspire programs are required to provide the following adult education and literacy activities: adult education, literacy, which include English language acquisition, integrated English literacy and civics education, and workforce preparation activities. Details of these activities are provided in each program’s proposal.

Integrated education and training (IET) and workplace education activities are encouraged and are expanding across the state, but these activities are not required.

Adult education and literacy activities include instruction and education services below a postsecondary level in reading, writing, and speaking English, and computing and solving problems. These services increase a student’s ability to achieve a secondary school diploma or its equivalent, transition to postsecondary education and training, and obtain employment.
English language acquisition includes adult education and literacy activities for English language learners with an additional skill requirement, comprehension of the English language.

Eligible providers with less than 500 adults in their counties that speak English “less than very well,” based on the most current American Community Survey data, are not required to offer English language acquisition programs.

Integrated English literacy and civics education will provide immigrants and English language learners access to English language acquisition services and civics education and may include workforce training. English infused with civics education helps immigrants and English learners understand the American system of government and what it means to be a citizen and to be involved in civics activities. To live and work in the United States not only means a command of the language, but equally important, the civics–related skills and knowledge necessary to become involved parents, workers, and community members. Therefore, every Aspire program offering English language acquisition services must also include civics education.

Workforce preparation includes activities, programs, or services designed to help individuals acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self–management skills. These activities include competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for a successful transition into and completion of postsecondary education or training, or employment.

Workforce preparation skills are integrated into the Aspire curriculum, therefore, occurring concurrently with adult basic and literacy skills instruction. Per grant requirements, teachers include technology use in their lesson plans, and students have access to and use computers and technology to enhance their learning and digital literacy skills. Aspire programs require students to register for OhioMeansJobs.com to access resources and investigate workforce opportunities available in the region.

Aspire providers continuously seek collaborative opportunities with WIOA partners, other educational institutions, and businesses, to provide basic skills training as an on-ramp for success in certificate and credential training. Per WIOA, the focus in adult education on career pathways has resulted in innovative practices to help Aspire students at all levels achieve credentials and transition to additional training and employment.

Aspire programs offering workplace adult education and literacy activities work together with an employer or employee organization at a workplace or an off–site location that is designed to improve the productivity of the workforce. Successful workplace activities involve strong partnerships with employers in the design and delivery of the instructional program based on workplace needs. Workplace education is offered, valued, and encouraged throughout the state, but it is not a required activity for Ohio Aspire providers.

Similarly, IET is encouraged and is expanding throughout the state, but is not required of Aspire providers, unless the provider is offering an Integrated English Literacy and Civics Education IELCE/IET class with section 243 funds. IET activities include adult education and literacy activities offered contextually and concurrently with workforce preparation activities and workforce training for a specific occupation or occupational cluster for educational and career advancement. Education is provided in the context of industry–specific needs that involve employers and is integrated with occupational skills training.
VI. ADULT EDUCATION & FAMILY LITERACY PROGRAM

Although IET is not a required activity of Aspire providers, it is a promising practice, along with bridge classes and career-focused contextualized learning that are required of all Aspire programs to build quality career pathways.

Family literacy, with the four required components, is not an allowable activity with Aspire state or federal dollars. With limited workforce dollars, Aspire programs will assist adult learners in their roles as parents and family members by providing foundational skills that enable them to support their children’s learning needs and improve economic self-sufficiency for their families.

(c) **Corrections Education and other Education of Institutionalized Individuals.** Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II subtitle C, any of the following academic programs for:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit; Integrated education and training; Career pathways;
- Concurrent enrollment; Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

Aspire programs partner with correctional facilities to offer adult education and literacy activities for criminal offenders who are likely to leave the institution within 5 years of participation in the program. Ohio uses the same application, including the 13 considerations being used for 231 funds, to fund corrections education. Corrections education is embedded in the Aspire Instructional competitive application as a service that eligible providers may provide but are not required to provide. Corrections education includes ABE, ASE, including high school equivalency preparation, peer tutoring, career pathways, IET, if applicable, and English as a Second Language (ESL), if applicable.

Workplace preparation activities are required in corrections in order to prepare offenders with the skills necessary for a successful transition to postsecondary education and training and employment, critical elements to reduce recidivism. The corrections education programs focus on measurable skill gains, such as academic level gains and high school equivalency completions. Aspire programs in correctional facilities support offenders with the transition to post-release services by being a conduit for referrals to local educational agencies. With a signed release of information, students’ records are submitted to local education institutions for a seamless transition for continued services.

Not more than 20 percent of the state’s Aspire Instructional funds will be used for corrections education.

(d) **Integrated English Literacy and Civics Education Program.** Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries, including how the
VI. ADULT EDUCATION & FAMILY LITERACY PROGRAM

Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities. Aspire programs provide high-quality, evidence-based instruction in reading, writing, speaking, and understanding English, mathematics skills, and civics education to all English language learners, including professionals with degrees and credentials in their native countries.

By utilizing the national ELP standards, Ohio Aspire programs are situated to meet the academic rigor outlined in the WIOA. These competencies allow English language learners to obtain secondary school credentials and succeed in further education and training. Immigrants acquire an understanding of what it means to be a citizen and to participate in civics responsibilities.

Through collaboration with local workforce development partners and alignment with the regional and local workforce plans, Aspire programs using 243 funds will assist English language learners with career goals by offering integrated English literacy and civics education concurrently with IET as part of a career pathway. IET will focus on in-demand occupations that lead to economic self-sufficiency. English language learners seeking IELCE, but not seeking workforce training, may still participate in IELCE/ IET services.

ODHE requires the same application process for eligible providers for sections 225, 231, and 243 to ensure applications are evaluated and scored consistently and that all eligible providers have direct and equitable access to apply for grants and contracts.

Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

IELCE is not new to Ohio Aspire programs. For many years, all Aspire providers with an ESL component have been required to provide civics education. In the grant application, eligible providers describe how they will integrate language acquisition and civics education to teach the rights and responsibilities of citizenship, civics participation, and services provided by systems in the US. such as health, government, and education. To live and work in the United States not only requires a command of the language, but equally important are the civics-related skills and knowledge necessary to become involved parents, workers, and community members. IELCE will continue as a required local activity under section 231 of WIOA, and may include workforce training. Workforce preparation activities, such as basic skills, digital literacy skills, critical thinking skills, and self-management skills are integrated into the IELCE curriculum. ODHE requires the same application process for eligible providers for sections 225, 231, and/or 243 to ensure applications are evaluated and scored consistently and that all eligible providers have direct and equitable access to apply for grants and contracts.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

Local programs submit an IET checklist to be considered for 243 funding. Programs complete questions on the application that pertain to placing program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system.
and its functions to carry out the activities of the program. Ohio adult education continues to ensure that IELCE program activities are integrated with the local workforce development system and its functions through various methods including programs creating and implementing strategies to make sure their services are aligned to advanced job training and employment and the local and regional workforce demands so that students have a smooth transition to life beyond Aspire.

One of the required questions on the IET checklist for Ohio asks how the IET program reflects the criteria of being a part of a career pathway aligned to the local workforce plan and how it supports the requirements that a career pathway helps an individual enter or advance within a specific occupation or occupational cluster. The Integration of the USDOE Office of Career, Technical, and Adult Education (OCTAE) IELCE Self-Assessment Tool helps programs self-evaluate if they are integrating IELCE program activities that meet the needs of the local workforce development system.

(e) **State Leadership.** Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

**State Leadership Funds.** In Ohio, these funds are used to facilitate a culture of sustained learning and to provide evidence-based, high-quality professional development to enhance the adult education system as a core partner in Ohio’s Combined State Plan. Funds support the Professional Development Network (PDN) that is a collaboration with the ODHE Aspire office and Kent State University (KSU). State leadership funds are used to contract with national, state, and local content experts to provide high-quality professional development (PD) as needed. The Aspire state director directly supervises all state leadership activities to ensure alignment with activities identified in the Combined State Plan.

**PD Activities.** The PDN consists of highly qualified trainers and content experts. State leadership funds support a variety of trainings, some required, that focus on improving the instruction of local adult education and literacy activities. Examples of required trainings include: orientation by job role (teacher, support staff, administrator), LINCS Learning to Achieve modules, Distance Education Basics, Assessment Fundamentals, and Understanding and Accessing ABLELink, Ohio’s data management system. In the first few years of WIOA implementation, Ohio state leadership funds supported all administrators and a teacher from each program to complete an intensive six-month career pathways training to develop and implement a local Career Pathways Plan. Aspire state leadership funds will be used to assist local programs to build upon the WIOA foundations established in the first few years, including career pathways, and a continued emphasis on improving performance outcomes. Ohio Aspire will continue to offer the national Student Achievement in Reading (STAR) training to improve reading instruction throughout the state. The ODHE will continue to use a data-driven planning and evaluation process to determine the needs of the local providers and to develop trainings and disseminate information and models of promising practices to address these needs.

PD activities emphasize research-based features for effective PD such as longer-term, job-embedded activities with opportunities for participation and application of new skills. Statewide and regional opportunities are provided for adult educators to develop and share their knowledge through discussion lists, statewide conferences, online courses, and webinars.

**Technical Assistance Activities.** To increase program effectiveness and meet the obligations of being a one-stop partner, technical assistance will be offered in several ways:
VI. ADULT EDUCATION & FAMILY LITERACY PROGRAM

- Evidence-based programmatic and instructional practices will be disseminated to the field for implementation;

- There will be support for developing relationships with other core partners to coordinate services resulting in a more streamlined workforce system linking employment and training providers and sharing best practices; and

- The PDN will continue to provide technical assistance to Aspire personnel in the use of technology, as technology use is an integral part of every job role. In addition, new technologies are continually implemented in order to improve system efficiencies. For example, more professional development is offered online in order to accommodate personnel schedules. All Aspire providers are required to offer online distance education to students. And, all instructors now have online access to their classroom data via teacher-view in the statewide data management system.

**Monitoring and Evaluation.** Monitoring and evaluation of the quality of education in Aspire programs are primarily done by ODHE Aspire program managers with support from the KSU data management team. State staff directly monitor local programs’ data and, in collaboration with the PDN, recommend or require technical assistance or professional development via the local Program Improvement Consultation Plan (PICP). The PICP is a prescriptive continuous improvement tool designed to assist local program administrators as they examine program areas for improvement and implement strategies and action steps to address improvement. The PICP keeps the state staff directly connected to the local program with a quarterly data check-in, either in person, via phone, or most often, via web conference. In addition to the PICPs, the PDN staff determine future PD offerings based on data in the statewide database and from Aspire personnel via surveys and a statewide advisory committee.

The state office and PD providers use a variety of methods to ensure information about evidence-based practices and promising models are disseminated to Aspire practitioners. These methods include:

- Offering Best Practices Day and webinars where local Aspire practitioners provide PD to colleagues.

- Focusing on program-specific needs based on the PICP. Trainers come to the program to provide PD which allows for more staff involvement and targeted technical assistance.

- Sending a weekly electronic digest with information about training opportunities and quality resources.

- Utilizing peer trainers, web-chats, and facilitated practitioner discussions via a community of practice platform.

Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

Ohio continues to support one state literacy resource center located KSU that provides permissible state leadership activities including, training, research, technical assistance, maintenance of the Aspire database system, curriculum development, distance education and technology support to the local programs, and customer service for the PDN system.
VI. ADULT EDUCATION & FAMILY LITERACY PROGRAM

KSU maintains online and print resources for Aspire providers and students, including a lending library for teachers and statewide licenses for distance education and online assessments for students.

The state will continue to support training that addresses specific subject areas such as mathematics, reading, writing, speaking, and listening. Content for IET models and career pathways continue to be developed as implementation is expanding throughout the state.

When possible, the core programs and the OhioMeansJobs center partners will collaborate to offer professional development activities to avoid duplication of services.

(f) Assessing Quality. Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

The ODHE uses monitoring tools to assess the quality of Ohio’s adult education and literacy providers including: program reviews; pre- and post-award risk assessments; technical site visits; desk reviews; and quarterly desk monitoring.

The program review is a comprehensive, on-site review of all components of the local Aspire program including, but not limited to, program administration, student instruction, and fiscal compliance. During the program review, local Aspire providers must demonstrate adherence to all Aspire policies and procedures, the Student Experience Model, Indicators of Program Quality and data entry protocols. The goals of the program review are to

- Ensure that programs meet Adult Education and Family Literacy Act (AEFLA) and state requirements;
- Continuously improve the quality of federally and state funded activities;
- Provide technical assistance in identifying and resolving compliance/accountability issues;
- Ensure the accuracy, validity, and reliability of data collection and reporting as well as currency of policies and procedures;
- Interact with program administration, staff, students and stakeholders to get other perspectives of the program; and
- For local programs, an opportunity for professional growth and continuous improvement.

Local Aspire programs are identified for on-site monitoring based, in part, on identified risk factors, such as low performance data, key personnel changes, newly approved program, change in organization of the program, and time since the last review.

Similar to the program review, the technical site visit is on-site monitoring that is used to assist local Aspire programs with a specific, pre-determined problem area. Both the program review and the technical site visit result in a formal follow-up report addressed to the Aspire administrator and the program chief executive officer, president or superintendent citing any issues of non-compliance (findings) and program improvement recommendations. Local Aspire programs respond in writing to the formal report with action items illustrating how they plan to correct all of the identified findings and implement the program improvement recommendations. The on-site review includes a 90-day follow-up visit, wherein the program will show, in writing and verified by state staff, implementation of the response to the formal report and correction of the issue(s).
VI. ADULT EDUCATION & FAMILY LITERACY PROGRAM

The ODHE Aspire office will continue to use a Risk Monitoring Tool to evaluate the local programs’ level of risk for managing a federal grant. The risk assessment is one tool used each year to determine the amount and type of intervention needed for the provider. In the competitive application, the ODHE includes a Financial Management Survey to assess, pre-award, the capacity of the applicant to manage federal grant funds. Information from this risk assessment is used to assess an organization’s structure and capacity-building needs and identify appropriate technical assistance and/or resources to strengthen operations if funded.

The ODHE utilizes an annual desk review to assess program success through analysis of data. As the annual report card, the desk review provides a comparison between the local program’s final fiscal year actual data to the negotiated targets from the federal government relative to skills gain and performance outcomes. To assist with data validation, the Aspire office conducts quarterly desk monitoring with each of the local programs. Desk monitoring allows the local program to see the ‘state’ of their data, in both progress toward meeting targets and the condition of the data (error clean-up). Desk monitoring complements the preparation of the annual PICP. The primary objectives of the PICP are for the state staff and local providers to work together to

- Identify program goals, strategies, resources and tools to support successful program improvement; and
- Assist programs in analyzing data and performing a gap analysis to identify program improvement efforts.

The ODHE uses the monitoring tools mentioned above to assess the quality of local providers of adult education and literacy activities. The PDN provides professional development activities to promote continuous improvement of these activities with a goal of impacting student learning outcomes. Data is used for refining and adjusting PD activities. This is done by:

- Collecting participant evaluations/surveys for all PD activities;
- Gathering evaluations and surveys used to determine quality of training; adjustments are made based on the results;
- Receiving recommendations from the statewide advisory committee; and
- Conducting discussions with local providers regarding PD activities as part of the quarterly PICP check-in.

A combination of methods is used to assess effectiveness of PD and dissemination of promising practices and models including classroom observations, student educational gains by teacher, focus groups, and self-reporting tools. Data from the data management system is used to determine if PD activities impact student learning outcomes including priority areas such as reading instruction and other specific needs of adult learners. PD effectiveness may also be measured by examining student learning gains by teacher.
### Adult Education and Family Literacy Act Program

**Certifications and Assurances**

<table>
<thead>
<tr>
<th>States must provide written and signed certifications that:</th>
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<tbody>
<tr>
<td>1. The plan is submitted by the State agency that is eligible to submit the plan; Yes</td>
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<tr>
<td>2. The State agency has authority under State law to perform the functions of the State under the program; Yes</td>
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<td>3. The State legally may carry out each provision of the plan; Yes</td>
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<tr>
<td>4. All provisions of the plan are consistent with State law; Yes</td>
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<tr>
<td>5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan; Yes</td>
</tr>
<tr>
<td>6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan; Yes</td>
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<tr>
<td>7. The agency that is submitting the plan has adopted or otherwise formally approved the plan; and Yes</td>
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<td>8. The plan is the basis for State operation and administration of the program. Yes</td>
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**The State Plan must include assurances that:**

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<tr>
<td>1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions); Yes</td>
</tr>
<tr>
<td>2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA; Yes</td>
</tr>
<tr>
<td>3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA; Yes</td>
</tr>
<tr>
<td>4. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program; and Yes</td>
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<tr>
<td>5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303). Yes</td>
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</table>
VI. ADULT EDUCATION & FAMILY LITERACY PROGRAM

Section 427 of the General Education Provisions Act (GEPA)

Instructions: In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the following instructions.

ODHE Aspire/WIOA Title II program ensures equal access to and participation for students, teachers, and other program beneficiaries with special needs. Special needs refers to individuals who have significant learning challenges or disabilities who may need modified or varied services in order to achieve educational, personal, or work-related goals. For this reason, several policies and procedures are required of all Aspire programs. All practitioners are required to complete Learning to Achieve training which is designed to build teacher effectiveness in providing instruction for adults with learning difficulties. Aspire providers are required to have a plan in place for ensuring the ten statements in the Learning Disabilities policy are being addressed at the local program. Programs are required to offer a myriad of instructional approaches – large group, small group, individual, and computer-based, to meet the diverse learning styles of Aspire students and teachers. To reach out to English language learners, Aspire programs provide recruitment materials in multiple languages. Aspire providers are required to offer a distance learning option to increase access to participation.

ODM Control No. 1894-0005 (Exp. 04/30/2020)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the
required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?
The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382).

Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

1. SF424B - Assurances – Non-Construction Programs  
   (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)
2. Grants.gov - Certification Regarding Lobbying  
   (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)
3. SF LLL Form – Disclosure of Lobbying Activities (required, only if applicable)  
   (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)
Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, US Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant’s Organization: Ohio Department of Higher Education

Full Name of Authorized Representative: Randy Gardner

Title of Authorized Representative: Chancellor
Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, US Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant’s Organization:  Ohio Department of Higher Education

Full Name of Authorized Representative:  Randy Gardner

Title of Authorized Representative:  Chancellor
VI. VOCATIONAL REHABILITATION PROGRAM

VOCATIONAL REHABILITATION
The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

(a) Input of State Rehabilitation Council. All agencies, except for those that are independent consumer-controlled commissions, must describe the following:
   (1) input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council’s functions;

The Opportunities for Ohioans with Disabilities (OOD) Council devoted time to discuss and offer input to the Vocational Rehabilitation (VR) Services portion of Ohio’s Workforce Innovation and Opportunity Act (WIOA) Combined State Plan. As a result, a committee formed to provide a concentrated focus for this effort. Four areas for continued improvement include customer service evaluation, increased information sharing with participants, targeted outreach, and leveraging internships.

First, the OOD Council recommended that OOD create a stronger process to evaluate customer satisfaction. As current survey questions are revised and new ones added, the OOD Council requests to offer feedback. The OOD Council noted that several comments regarding improving services and/or outcomes for the use of assistive technology. It was also noted that there is a need for additional technology for students in Science Technology Engineering and Mathematics (STEM) fields in order to overcome any difficulties in science and mathematics. The OOD Council will continue to examine survey responses, data, and trends to help shape recommendations.

Second, the OOD Council recommended OOD improve the information available to individuals and families to support their informed choice of providers. The OOD Council determined that information available within the Provider Search function (online at ood.ohio.gov) could be improved to be more user-friendly. The OOD Council suggested this function also serve as a tool for people to understand their options and providers that can meet their needs. The OOD Council suggested that posted “scorecard information” regarding providers be reformatted so that individuals can make educated and informed decisions about selecting a provider. Further, the OOD Council suggested that OOD make clear how it evaluates the services of providers and determine scores.

Third, the OOD Council suggested improved targeted outreach efforts. While the OOD Council is pleased that local field offices conduct outreach efforts in their local communities, noting that OOD’s number served has increased, the importance of continued efforts was emphasized.

Finally, with the agency’s new Ohio College2Careers initiative in mind, the OOD Council considered how OOD is encouraging internship opportunities. OOD hired two new career development specialists to work with students who are served through higher education caseloads to connect them to internship and permanent placement opportunities with OOD’s employer partners. The OOD Council encouraged the agency to continue efforts to increase the utilization of internships to help individuals with disabilities obtain higher wage positions.

13 Sec. 102(b)(2)(D)(iii) of WIOA
VI. VOCATIONAL REHABILITATION PROGRAM

(2) the Designated State unit's response to the Council’s input and recommendations; and

OOD appreciates and agrees with the input from the OOD Council (State Rehabilitation Council) regarding this Combined State Plan.

OOD will continue to conduct Participant Focus Groups on a quarterly basis and will continue to share and discuss these findings, along with the nature and outcome of appeals, with the OOD Council. OOD Council members are also invited to attend the focus groups at the local level so that they can hear the feedback firsthand. OOD has also recently enhanced the customer satisfaction surveys utilized for the VR program, which has increased the volume of feedback received. OOD will continue to obtain feedback from the OOD Council to enhance this process to maximize the quality and quantity of feedback received. The OOD Council also has the opportunity to provide input into vocational rehabilitation policies in accordance with the agency process.

OOD is currently exploring enhancements to the Provider Search function on the OOD website, including the current Provider Scorecards. OOD agrees that these products could be improved so that they are more user friendly and provide additional information to support the informed choice of individuals in selecting a service provider.

Outreach, in general, is an important focus for the VR program and OOD concurs with the recommendation to continue these efforts. As the OOD Council pointed out, OOD is in the process of implementing the Ohio College2Careers program at 15 Ohio colleges and universities around the state. This will involve outreach to an increased number of individuals with disabilities not currently receiving services from OOD. OOD concurs with the OOD Council that internships and other work experiences are an important strategy to ensure that students obtain employment at higher wages in their chosen field.

(3) the designated State unit’s explanations for rejecting any of the Council’s input or recommendations.

OOD is not rejecting any of the Council’s input or recommendations.

(b) Request for Waiver of Statewideness. When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;
2. the designated State unit will approve each proposed service before it is put into effect; and
3. requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

OOD is not requesting a waiver of statewideness. All VR services offered by OOD are available in all areas of the state.

(c) Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System. Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. Federal, State, and local agencies and programs;
OOD has a long history of interagency cooperation with agencies and programs not carrying out activities through the statewide workforce development system. These cooperative partnerships contribute towards available services and promote the achievement of competitive integrated employment for individuals with disabilities served by the VR program.

OOD has established Interagency Agreements with several state agencies that serve individuals with disabilities in Ohio. This includes the Ohio Department of Developmental Disabilities (DODD), the Ohio Department of Medicaid (ODM), the Ohio Department of Education (ODE), and the Ohio Department of Mental Health and Addiction Services (Ohio MHAS). These Interagency Agreements describe how the agencies coordinate services in a manner that will maximize resources and promote the achievement of competitive integrated employment for mutually eligible individuals with disabilities.

More specifically, these Interagency Agreements describe how the agencies will:

- Partner to identify and refer individuals with disabilities who may be interested in VR services,
- Share diagnostic and other collateral information needed to determine eligibility for VR services and/or to assist the eligible individual in career planning,
- Coordinate services such as employment readiness services, treatment services, transportation or long term supports needed to achieve competitive integrated employment,
- Provide technical assistance and consultation to field staff, and
- Share data to jointly evaluate and improve services to mutually eligible individuals.

Additional details about these Interagency Agreements are provided in subsequent sections of this response.

(2) State programs carried out under section 4 of the Assistive Technology Act of 1998;

AT Ohio is the agency that oversees Ohio’s Assistive Technology program carried out under Section 4 of the Assistive Technology Act of 1998. AT Ohio periodically provides training regarding assistive technology to OOD staff. In addition, OOD recently partnered with AT Ohio to obtain assistive technology from their lending library for demonstration at training events for employer partners. This training was a part of OOD’s five regional DisAbility Job Fairs held in celebration of National Disability Awareness Month in October 2019. An OOD representative was recently added to AT Ohio’s Board, which will support the agencies in identifying additional opportunities for future partnership.

(3) Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture;

OOD works in partnership with the Ohio AgrAbility program, which is administered by The Ohio State University (OSU) in partnership with Easter Seals. AgrAbility is part of a national program from the US Department of Agriculture that promotes independence for people in agriculture who want to continue to farm after experiencing the onset of a disability. OOD works with individuals served by the AgrAbility program to support access to the assistive technology and other VR services needed to continue farming. OOD recently worked with the Ohio Department of Agriculture to bring awareness to Ohio’s AgrAbility program and share the impact the program has on the lives of Ohio farmers with disabilities.
VI. VOCATIONAL REHABILITATION PROGRAM

(4) Non-educational agencies serving out-of-school youth; and OOD staff work with a variety of agencies that serve out-of-school youth at the local level. OOD collaborates locally with county boards of developmental disabilities in addition to other community partners such as local mental health agencies and OhioMeansJobs Centers. In addition, OOD is a member of Ohio’s Employment First Taskforce that is developing a transition vision plan as a result of Ohio being one of 16 states selected to participate in the Employment First State Leadership Mentor Program (EFSLMP) coordinated by the Office of Disability Employment Policy (ODEP). The vision plan is centered on serving transition age youth and increasing community employment outcomes for youth with disabilities. Members of the taskforce include OOD; DODD; ODE; Ohio MHAS; Medicaid; ODJFS; and DD Council. Those same partners, also, collaborated to develop the employment first transition framework that is intended to address barriers to transition planning and services in order to achieve meaningful adult outcomes. OOD is, also, a representative on the Ohio Interagency Council for Youth focusing on serving youth in different systems. In addition, OOD is a statutory member of the re-entry coalition where the Ohio Department of Youth Services is also a member. An example of this collaboration is increased outreach and link of youth with OOD services prior to release.

(5) State use contracting programs. The Ohio Department of Administrative Services (DAS) operates the Office of Procurement from Community Rehabilitation Programs (OPCRP), which is supported by an executive order directing all state agencies to purchase goods and services from Community Rehabilitation Programs (CRPs) whenever possible. OOD collaborates with DAS by participating on the OPCRP steering committee, which has developed a strategic plan for the program. This committee is comprised of representatives from DAS; multiple CRPs across the state; the Ohio Department of Transportation; the DODD; and OOD.

Key initiatives of the strategic plan include:

- Business Development (expanded customer base, standardized system, updated OPCRP policies/procedures to reflect best practice, and develop an understanding of the capabilities within all CRPSs);
- CRP Development (best practices for general management, marketing/sales, quality service/product, contract management, including pricing methodologies and customer service); and
- Marketing Development (innovative marketing campaign that informs and promotes expansion of the CRPs).

OOD has also partnered with DAS to add language to lease agreements that require the payment of at least minimum wage for janitorial contracts at leased state office space.

(d) Coordination with Education Officials. Describe:
(1) The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

OOD implemented its current VR Transition Services procedure (Procedure 80-VR-11-12) in August 2019 which includes updated language to better align with concurrent OOD policies and
VI. VOCATIONAL REHABILITATION PROGRAM

procedures (i.e., VR Eligibility and Order of Selection, Transportation Services, Comprehensive Assessment, etc.) and to further clarify the provision of transition services to students with disabilities. The procedure complies with 34 CFR 361.45, ensuring that the Individualized Plan for Employment (IPE) for students with disabilities is developed as early as is reasonably possible, but no later than the time at which the student leaves the school setting. Specifically, the transition procedure states that the IPE must be completed and a specific employment outcome identified as soon as they are able but at minimum prior to the eligible student exiting school.

The current transition procedure outlines a practice to foster partnership and collaboration, in which a liaison VR staff person is assigned to each local school district and/or high school. The procedure directs these liaisons to hold initial meetings with school staff members to discuss transition and pre-employment transition services at the beginning of each school year. These discussions are intended to facilitate the coordination of transition and pre-employment transition services including projections for new referrals; timelines; planning activities; providing updates and reviewing student progress; meeting space at the school; and education and outreach activities for students and families.

The current transition procedure outlines a service delivery model with increased focus on the skill development needs of each eligible individual student with a disability, as young as age 14, in order to meet them where they are on their path to employment. It is designed to be person-centered with flexibility in service provision based on each individual student’s unique strengths, resources, priorities, concerns, abilities, capacities, interests, circumstances, and experiences. Students with disabilities, regardless of age, who need to gain a general understanding about employment and/or help identifying their career interests may participate in developmental activities and/or pre-employment transition services while others may already have basic work skills and a fundamental understanding about employment and may benefit from paid work experiences such as a summer youth work experience or assistance obtaining and maintaining a seasonal or after school job. The flexibility of this service delivery model allows VR program staff to provide more highly individual services and to become involved with the student at an earlier age, as young as 14, thus becoming a more active participant in the transition planning process overall.

In accordance with 34 CFR 361.65 OOD reserves 15 percent of the state’s allotment for the provision of pre-employment transition services, as described in 34 CFR 361.48(a) and described below. OOD, also, approved its most current VR Pre-Employment Transition Services Subcategories procedure (Procedure 80-VR-11-18) in November 2019. The procedure addresses both students with disabilities who are Potentially Eligible (PE) and students who have open VR cases. The procedure outlines the process for connecting PE students with disabilities with services. It details how the seven designated PE staff process requests, enter student information into a PE case type, and authorize services for PE students. The procedure, also, outlines the process for students with disabilities who have open VR cases and complies with 34 CFR 361.46 ensuring Pre-ETS is added to the IPE when a student has an IPE.

In 2017, OOD began implementing Pre-Employment Transition Services for students with disabilities who are either PE or have open VR cases throughout the state. The five Pre-Employment Transition Services include Job Exploration Counseling; Work-based Learning; Counseling on Opportunities for Postsecondary Education; Workplace Readiness Training; and Instruction in Self-Advocacy. Services were originally contracted with Ohio’s Centers for Independent Living (CILs), Community Centers for the Deaf (CCDs), and Sight Centers, as well
as several county boards of developmental disabilities.

In November 2018, OOD began awarding contracts to multiple VR CRPs in order to expand capacity. OOD updated its VR Fee Schedule in October 2019 to add the five pre-employment transition services to its transition service options for transition youth (including Summer Youth-Career Exploration, Summer Youth-Work Experience, Non-Permanent Job Development, and School-Based Job Readiness Training), in order to further increase capacity and availability of pre-employment transition services. Effective October 1, 2019, providers with one-year experience working with students with disabilities can be approved to provide pre-employment transition services after attending a mandatory in-person training and obtaining approval for the curriculum(s) submitted for each service they choose to provide. Curriculums must be focused on vocational rehabilitation activities and outcomes outlined in OOD’s Pre-Employment Transition Services Matrix document.

OOD has worked with the ODE Office for Exceptional Children (ODE/OEC) to promote collaboration between local education authorities and OOD field staff to coordinate Transition and Pre-Employment Transition Services. Both agencies now have public facing documents on their websites to highlight the availability of services. In 2018, OOD created a “Students 14+” tab to our website where students with disabilities, families, schools, county boards of developmental disabilities, and other interested parties can easily obtain information about services and learn how to be connected with OOD.

In addition, OOD currently hosts a statewide Youth Leadership Forum (YLF) for 11th and 12th grade high school students with disabilities. The program has a focus on one of the five pre-employment transition services, instruction in self-advocacy, and is designed to bring students with disabilities together to learn and improve leadership, citizenship, independence, self-advocacy, and social skills. Moving forward, OOD plans to expand the current model to five (5) regionalized YLF programs throughout the state increasing access to services for additional students.

(2) Information on the formal interagency agreement with the State educational agency with respect to:

(A) consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

OOD maintains two interagency agreements with ODE/OEC. The first is an overarching agreement that outlines how the agencies will work together to support effective service and improved outcomes for students with disabilities in Ohio. The second is a data sharing agreement for mutually served students with disabilities.

The first interagency agreement between OOD and ODE/OEC was recently updated and will remain in effect until June 30, 2021. The purpose of this agreement is to share efforts to prepare students with disabilities for successful careers, community jobs and independent living; outline a collaborative framework for coordinating state and local resources; and provide basic guidance for coordinating plans, policies and procedures, to facilitate the transition of students with disabilities from school to post-school activities - including receipt of VR services. It also addresses the following:

- roles and responsibilities;
- outreach to and identification of students with disabilities;
VI. VOCATIONAL REHABILITATION PROGRAM

• consultation and technical assistance to assist VR and educational personnel in planning for the transition of students including the development and implementation of a student’s individualized education program (IEP) and IPE;
• documentation requirements set forth in section 511 of the Rehabilitation Act with regard to youth with disabilities who are seeking subminimum wage employment; and
• deliverables for the Ohio Transition Support Partnership (OTSP) which through a recent expansion dedicates 58 VR Counselors to serve approximately 5,000 students with disabilities annually through OTSP alone.

In addition to language in the IAA between OOD and ODE/OEC, there is also an Employment First Taskforce Joint Guidance document, “Limitations on Use of Subminimum Wage: Section 511 of the WIOA.” This joint guidance document outlines the coordination necessary to satisfy documentation requirements prior to payment of subminimum wage to youth with disabilities. Included in this document is specific language regarding the prohibition of schools from contracting with entities for the purpose of paying subminimum wage to students with disabilities.

OTSP began in October 2016. This statewide collaboration between OOD and ODE expands transition services for students with disabilities, ages 14 to 21, who are receiving services under an Individualized Education Program and meet OOD eligibility criteria. Through the OTSP model, VR staff have an increased presence in each of the 91 Career Technical Planning Districts (CTPDs) and other local education agencies statewide.

OTSP:
• Expands access for students with disabilities to engage in career exploration and skill development at a younger age, launching them on a path to career success and independence;
• Increases participation of VR Counselors in IEP team meetings ensuring cross-agency planning and earlier career preparation; strengthens the partnership between OOD staff and ODE’s regional state support teams; and
• Improves strategies to ensure that students with disabilities secure employment prior to graduation and connect with long-term support services when needed and available to ensure long term success.

According to ODE, there are more than 90,000 students with disabilities ages 14 and over with an IEP, many of which may be potentially eligible for OOD VR services. In 2014, OOD served nearly 12,000 youth between the ages of 14 and 24, indicating a significant need to expand services to youth and students with disabilities throughout Ohio.

The OTSP model utilizes a person-centered, agency-neutral and outcome-focused approach to comprehensive career planning that is based on established evidence-based predictors of success. The model is designed to increase independence and career readiness. While a full range of VR services are available, service provision is based on individual specific data driven decisions and is designed to meet people where they are on their unique path to employment.

Counselors assigned to OTSP receive training in transition-specific items, including coordinated multi-agency planning, approach to service delivery for student with disabilities, the roles and functions of VR and education in serving students with disabilities; and strategies for communication and outreach. To develop and strengthen relationships between counselors and educators at the local level, ODE’s Regional Support Teams and OOD staff coordinate meetings.
with local education agencies and CTPDs. These meetings provided an opportunity for local partners to learn about the program model and discuss potential referrals at the local level. Partners work together to plan for upcoming outreach events with students and their families.

OOD and ODE’s second agreement, The Interagency Data Sharing Agreement, allows for the exchange of student/participant data through utilization of an intermediary contractor. This agreement calls for a cross-agency data governance group. The two agencies share data collected related to students with disabilities who are receiving special education services and those receiving VR services, including pre-employment transition services in order to facilitate statewide coordination of OTSP; VR, transition, and pre-employment transition services; referral development; and technical assistance to better support students with disabilities in meeting their competitive integrated employment goals.

The data will be utilized for the purposes of identifying and determining outreach efforts; anticipating demographic need for staff and caseload distribution for both VR and PE case types; evaluating OTSP effectiveness; determining where service delivery gaps have closed; and providing technical assistance where gaps continue to exist. Recently the data share was utilized to compare the number of students on an IEP in each school with the number of open VR cases in those same schools. The information is being utilized to determine staffing and outreach needs.

Consultation and Technical Assistance under the Interagency Agreement. ODE/OEC, through its network of 16 State Support Team transition contacts and four CTPD consultants, and OOD central office staff provide statewide oversight and leadership for the development of policies, procedures, interagency training and other partnership activities for transition services. As mentioned previously, OOD’s transition procedure outlines a practice to assign liaisons to each school district or high school to serve students with disabilities on targeted and/or general caseloads. These liaison counselors also participate on interagency transition teams in both special education and career-technical education programs.

ODE maintains Operating Standards for the Education of Children with Disabilities to guide the provision of special education and related services for students with disabilities, including transition services. The document defines “transition services” to include the development of competitive integrated employment goals. It also requires that staff coordinating transition shall either obtain the Transition to Work endorsement or possess the skills and knowledge necessary to facilitate a planning process with multiple agencies, communicate with other agencies, assist in referring students to adult services systems, and create strategies that support the career development pathways of students with disabilities leading to career and college readiness.

OOD staff at the state and local level provide consultation and technical assistance to school personnel, students, families and other agency partners through formal and informal trainings, joint problem solving and the exchange of information on policies and procedures. VR Counselors serve as liaisons to local schools, attend IEP meetings regularly for potential referrals and serve on state and local interagency groups. They also present at state and local conferences and training seminars and participate in local district career fairs and other interagency forums on VR eligibility and services.

The Interagency Agreement outlines how transition planning is to occur at the local level for
VI. VOCATIONAL REHABILITATION PROGRAM

individual students with disabilities. Specifically, the agreement provides for consultation and technical assistance to educational agencies and VR personnel in planning for the transition of students with disabilities that facilitates the development and completion of individualized plans prior to the student exiting school. This includes the IPE, the 504 Plan, the Individualized Education Program, and any other plans that lead to postsecondary vocational outcomes. The agreement encourages educational agencies to develop linkages with VR offices as early as possible in the transition process. The agreement also specifies training efforts to promote the use of evidence-based practices and predictors to improve youth skills for competitive, integrated employment and community participation, driven by principles of informed choice, community-based services and measurable results. Additionally, Ohio Administrative Code now requires transition planning and services under an IEP to begin no later than age 14 and include a statement describing appropriate measurable postsecondary goals based on age-appropriate transition assessments related to employment in a competitive environment in which workers are integrated regardless of disability.

(C) roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

The Interagency Agreement between ODE and OOD outlines roles and responsibilities for education and VR staff, including assurances that local education agencies are implementing Ohio’s Operating Standards for the Education of Children with Disabilities. This means that transition services are based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests, and includes: instruction, related services, community experiences, the development of employment in an integrated competitive environment and other post-school adult living objectives, and when assessment data supports, a need for acquisition of daily living skills and provision of a functional vocational evaluation. Additionally, as previously mentioned, transition services must be provided by staff who have obtained the Transition to Work Endorsement or who possess equivalent skills and knowledge.

Roles and responsibilities for VR staff under the Interagency Agreement between ODE and OOD include providing a liaison counselor for each local school district and/or high school to formalize collaboration in planning and referral development and facilitating identification of students with disabilities who may benefit from VR services as early as possible during the transition planning process. This ensures that transition services and goals on a student’s IPE are aligned with the IEP, utilizing ready and existing documentation of the student’s disability as well as information needed to determine appropriate services whenever possible. Staff also finalizes the IPE prior to a student exiting school. VR services should complement services funded by schools, but not replace those services. This means that neither the local education agency nor OOD may shift the financial burden for providing a service for which it would be responsible to the other entity.

OOD and ODE work in collaboration to educate VR staff, Local Education Agencies (LEAs), students, families, and other community partners about the availability of Pre-Employment Transition Services (Pre-ETS). Representatives from OOD and ODE present on Pre-ETS and attend multi-agency meetings together to provide technical assistance on VR services and Pre-ETS. In addition, Pre-ETS information is housed on both websites, and both agencies utilize and distribute a Pre-ETS fact sheet and flyer to interested parties. The fact sheet outlines the process for connecting both students who are potentially eligible (PE) and students with an open VR case with Pre-ETS. The fact sheet, also, outlines the school’s responsibility in signing, completing, and
submitting a “Request for Pre-Employment Transition Services” for any potentially eligible student interested in participating.

Transition services are funded by the various state agencies that serve the individual youth in accordance with requirements under WIOA, IDEA and other pertinent laws. In addition to the Interagency Agreement between ODE and Opportunities for OOD, Ohio’s Employment First Task Force works across multiple systems to align policies and practices and issues guidance to the field as needed to ensure that students receive the services needed to ensure achievement of employment and other postsecondary outcomes. While OOD and ODE are the two lead agencies with regard to facilitating transition services for students with disabilities, the Ohio Department of Job and Family Services (ODJFS), the DODD, Ohio MHAS, and ODM, as Employment First Task Force agencies also support this work, including funding services for mutually served students and youth with disabilities.

(D) procedures for outreach to and identification of students with disabilities who need transition services.

As noted above, OOD’s transition procedure outlines a practice to foster outreach and partnership collaboration, in which a liaison VR staff person is assigned to each local school district and/or high school to formalize collaborative approaches to student planning, referral development, tracking, as well as coordination and provision of pre-employment transition services, transition services, and other VR services. The procedure directs these liaisons to hold initial meetings with school staff members to discuss transition services at the beginning of each school year. These discussions are intended to facilitate the coordination of transition services, including projections for new referrals, timelines, planning activities and meeting space at the school, as well as education and outreach activities for students and families.

VR staff are also directed to conduct outreach activities including proactive introductions and education with multiple partners, attending transition fairs, conducting presentations, and attending school-based meetings in order to: promote early engagement, as early as age fourteen; describe the purpose of the VR program; discuss the application process; review the process for linking potentially eligible students with pre-employment transition services; and to distribute transition specific publications for future reference. One recent user-friendly publication, “Connecting Students with Work”, is a flyer resulting from a lean process improvement workgroup addressing the transition referral process. OOD gathered a team of professionals representing various positions and areas within OOD and incorporated feedback from ODE and the State Support Teams to develop a streamlined, standardized referral development process later captured in the new flyer widely distributed to partners and located on OOD’s website. A postcard with a QR code was also created to market to students directly. It poses questions such as, “Are you in High School? What Is Next? Want to earn your own money?” in order to help recruit students with disabilities. In addition, OOD created a statewide school liaison list housed and updated on the intranet for all staff to quickly and more efficiently link potential applicants with staff assigned to their school.

To further assist with outreach to students with disabilities, OOD has recently created a Pre-Employment Transition Services fact sheet and flyer distributed through OOD and ODE to help students, families, school staff and other interested parties gain understanding about each of the five (5) services, how to access services, and that services are made available to both potentially eligible students with disabilities and students with open VR cases.
VI. VOCATIONAL REHABILITATION PROGRAM

In addition, as previously mentioned, OOD has dedicated funds for 58 VR Counselors to provide services to approximately 5,000 students with disabilities annually under the OTSP program alone. Aggressive outreach efforts with CTPD and local education agencies are employed to actively engage students with disabilities in VR services. State Support Team staff from the education system is assisting OOD in these efforts.

(e) Cooperative Agreements with Private Nonprofit Organizations. Describe the manner in which the designated State agency establishes cooperative agreements with private nonprofit VR service providers.

OOD has approximately 368 providers that provide at least one of the 29 VR services included on the VR Fee Schedule. Prior to providing any of these VR services, providers must go through a process to become an approved VR service provider. This process includes meeting certain accreditation or certification requirements and completing a VR Provider Agreement. By signing the VR Provider Agreement, the provider agrees to abide by the requirements for service delivery as outlined in the VR Fee Schedule and the VR Provider Manual, including accepting the established rates for services, utilizing standardized service reports and submitting invoices in a timely fashion. For other programs and services the provider offers that are not subject to the VR Fee Schedule, the provider completes a Fee Schedule Addendum. Examples of services that commonly fall under this addendum include transportation or skills training programs.

Since FFY 2013, OOD has used a standardized VR Fee Schedule that is designed to ensure a consistent pattern and quality of services purchased statewide. The VR Fee Schedule provides standard service definitions and outlines standard rates for services. In FFY 2017, the VR Fee Schedule was updated to move rates from market based rates to cost informed rates. OOD implemented the FFY 2020 VR Fee Schedule with an effective date of October 1, 2019. In developing the update, OOD solicited feedback from stakeholders and providers throughout the state. This update increased rates in order to promote consistent, quality services for individuals with disabilities. The base increase for core services was based on the Employment Cost Index, based on provider feedback that this tool, produced by the Bureau of Labor Statistics, best captures not only inflation, but also the growth of total employee compensation, including employee wages and benefits. The update also includes added incentives for timely work assessments and facilitating job placement. Additionally, services previously contracted were added to the fee schedule. These include pre-employment transition services (Pre-ETS), Rehabilitation Technology, Activities of Daily Living, and Orientation and Mobility.

OOD also follows fee schedules to authorize Medical, Psychological and Dental services such as exams and assessments, restoration and treatment and durable medical equipment such as hearing aids or eyeglasses. Effective October 1, 2017, OOD aligned with fee schedules established by ODM. Use of maximum Medicaid rates aligns the VR program with purchasing practices of other state and local partner agencies, increases consistency across the agency in purchasing, expands the number of VR purchased services that have established standards and rates, makes available a pool of potential providers that meet requirements established by ODM; and simplifies the approach to purchasing many of these services.

Since 2015, OOD has collaborated with the DODD to adapt an online tool known as the Provider Management Program (PMP) for use by VR service providers. This self-service tool has provided an interface for OOD to work with the provider community, as well as an interface for individuals with disabilities to identify available providers and make more informed decisions about provider
VI. VOCATIONAL REHABILITATION PROGRAM

selection. The system allows the provider to designate which of the services, subject to the fee schedule, it will provide and which counties it will serve. Once agreements and addendums are approved, the provider is notified. The PMP system allows providers to make changes to their services and delivery area at any time. This allows for expansion of services if a need arises during the fiscal year. This tool also includes functionality to allow individuals served by the program, their families and VR counseling staff to research provider information to facilitate informed choice when selecting a provider. This tool houses a provider scorecard that includes demographic information about individuals historically served by the program as well as performance data related to outcomes achieved by the program. OOD is currently exploring updates to the Provider Management Portal and to provider scorecards and is targeting FFY 2020 as a planning year for these items. These updates will be designed to enhance the interface for providers and individuals with disabilities when using these tools. Additionally, during FFY 2020, OOD will begin developing a VR Vendor Portal that will allow VR service providers to electronically receive authorizations for services, upload invoices and reports, and track billing and payment status. This portal will provide the foundation for greater standardization of the reporting and billing process and will offer significant increases in the efficiency of these processes for both providers and OOD staff.

In FFY 2013, OOD in partnership with the DODD established a dual certification program as part of the Employment First Partnership Agreement. This dual certification program is designed to ensure continuity of services and allow for more successful transition from time-limited to long-term supports. In addition, it is designed to better respond to the needs of individuals served by the program as well as our business partners. Through this program, OOD provided a waiver of accreditation requirements to approved DD supported employment providers, allowing them to provide VR services to individuals being served by OOD in the Employment First Partnership. Performance-based job development is utilized to ensure a more outcome-focused method of service provision. Staff providing services under this waiver must pass an online course and attend mandatory trainings on VR services, fee schedules, billing, and reporting expectations before they can begin providing services. They must also attend in-person trainings on employer engagement and on-the-job supports within one year of passing the online supported employment web course to continue providing services. OOD is currently in the process of incorporating this dual certification program into the Ohio Administrative Code.

(f) **Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.** Describe the designated State agency’s efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

OOD maintains policy guiding the provision of supported employment services and this supported employment policy and procedure is in accordance with requirements under WIOA. The policy and procedure provide a strong foundation for improving supported employment service delivery and relative employment outcomes for individuals with the most significant disabilities. Upon the publishing of the final regulations, OOD finalized the draft policy and procedure, and provided statewide training OOD staff. Needs assessment data will serve as an ongoing tool to assist OOD with identifying areas in the state where there is limited capacity for supported employment and long-term supports.
OOD, the DODD, and Ohio MHAS have consistently worked together to serve mutually eligible individuals with disabilities. As OOD provides services to an increased number of individuals with the most significant disabilities, the development of long-term supports and services is essential to the maintenance of the employment outcomes achieved.

Ohio is an Employment First state with an active taskforce of state agency representatives, including OOD. The taskforce meets regularly to align policies, funding and planning for services and supports that prioritize competitive integrated employment for Ohioans with developmental (and other) disabilities. As part of the Employment First Initiative, OOD and DODD have established an Interagency Agreement to expand supported employment services for working-age adults with developmental disabilities. According to DODD data, there are more than 35,000 working-age adults who receive adult services, the vast majority of which are in facility-based settings. This statewide initiative supports jobseekers to transition from non-integrated settings into competitive integrated employment. Thirty OOD VR Counselors provide VR services to eligible individuals served by the partnership. Counselors work with local county boards of developmental disabilities to identify candidates for the program. They deliver individualized, person-centered career planning services to assist in the development of the IPE. They purchase supported employment services, including supported employment - job development (SE-JD), from approved providers who have passed the Certified Employment Support Professionals (CESP) exam. Beginning January 2019, individual Job Developers who deliver supported employment- job development services are required to be CESP. We believe that Ohio is the first state VR program to require this credential for service providers. In addition, OOD has five in house Work Incentive Consultants on staff specifically for the partnership. The staff hold either a Community Partner Work Incentives Counselor (CPWIC) certification or a Work Incentive Practitioner (WIP) certification, and are tasked with expanding the availability of work incentives counseling for individuals with developmental disabilities who are served as part of the partnership. OOD also has a Work Incentives Program Administrator to oversee the agency’s delivery of work incentives consultation services.

An important component of the EF partnership includes professional development activities for both internal OOD and DODD staff and providers. In-person and web-based trainings are provided across the state. The dual-certification process allows DODD-certified Medicaid Home and Community Based Services (HCBS) waiver providers to deliver both VR services and long-term follow-along supports to ensure continuity of services. Training for all other service providers includes web-based competency-based supported employment training and requires a passing score prior to serving individuals within the program.

For individuals with developmental disabilities who are eligible for Medicaid HCBS waivers, OOD works with local county boards of developmental disabilities and providers to transition individuals with developmental disabilities into long-term supports needed to maintain competitive employment once the individual’s case has been successfully closed. For those individuals with developmental disabilities who are not eligible for an HCBS waiver, OOD will coordinate with the county board to establish alternative funding for long-term supports.

Supported employment performance-based job development (SE-JD) was added to OOD’s VR Fee Schedule in 2017 and the service rate was updated in October 2019. Qualified providers of this service are dually certified by the DODD in employment services or meet Ohio Mental Health and Addiction Service’s fidelity requirements for Individual Placement and Support – Supported Employment (called IPS-SE or IPS).
VI. VOCATIONAL REHABILITATION PROGRAM

OOD and Ohio MHAS also continue several important projects to promote supported employment services for individuals with severe and persistent mental illness (SPMI). The agencies are working together to increase the utilization of an evidenced-based supported employment model, also known as IPS or IPS-SE. OOD is committed to improving employment outcomes for individuals with SPMI and considers IPS to be an important component to achieving this commitment.

Ohio MHAS hired four internal staff as IPS Trainers to conduct fidelity reviews with providers throughout the state and to provide technical assistance as needed. OOD and Ohio MHAS also continue as active participants of the IPS Learning Community, which is connected to the IPS Employment Center at the Rockville Institute. This program works with states and a variety of different countries to implement IPS for individuals with SPMI who are interested in gaining employment. OOD and Ohio MHAS are often called upon by members of the community to help their states with the implementation of IPS and other supported employment models. OOD and Ohio MHAS staff also worked together to develop training for all OOD field staff on Substance Use Disorders that was delivered in the spring of 2019.

Starting in FFY2020, OOD Jobs for Recovery will replicate a successful model of partnership, established with the Butler County Mental Health and Addiction Recovery Services Board and the Butler County Court of Common Pleas. This unique approach embeds a VR Counselor as an active member of the drug court team to help individuals with employment. The program model will support the recovery of individuals served by providing rapid engagement in OOD services, timely access to job placement services, on-the-job supports and retention services, and case service funding to meet additional needs. This team will consist of one VR Counselor to serve a caseload that is dedicated to eligible individuals involved with the certified specialized dockets, one Caseload Assistant to facilitate rapid engagement, and one Job Developer to provide immediate access to job placement assistance when the individual is ready for employment. OOD will continue with Butler County and have six new counties in FFY 2020 and seven more counties added in FFY 2021.

(g) **Coordination with Employers.** Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR services; and
2. transition services, including pre-employment transition services, for students and youth with disabilities.

OOD’s Division of Employer and Innovation Services works with more than 500 Employer Partners to promote a talent pool of job-ready candidates, and to support businesses in the hiring and retention of individuals with disabilities. OOD’s five regional Business Relations Specialists assist businesses with recruitment of new employees and provide access to supports for existing staff who need services to keep their jobs. Business Relations staff also provide no-cost disability etiquette and awareness training, share information about employer tax credits, and coordinate local job fairs and hiring events to connect employers with job-ready candidates with disabilities.

OOD employs a full-time Worksite Accessibility Specialist, who is a registered and licensed occupational therapist, to provide personalized consultations on worksite accessibility and job accommodations. Employers who benefit from this no-cost service receive practical recommendations that they can implement to boost employee productivity and keep employees with disabilities on the job.
Business Relations Specialists utilize current labor market information tools and industry growth projections to identify those employers that have in-demand jobs and/or are experiencing job growth, and approach them about partnership opportunities. They share this information with VR counselors to assist them in counseling job seekers and students with disabilities about the occupations with the greatest potential for opportunity. Business Relations Specialists are also connected with business and professional networks to identify and prioritize Employer Partners. They regularly network with businesses in their local communities through chambers of commerce, rotary clubs, and other professional organizations.

OOD’s Business Relations Unit streamlines access to employment opportunities for in-demand jobs for both the Employer Partner and the jobseeker with a disability. By directly supporting business as a customer, OOD positions itself as a comprehensive resource for disability inclusion. From recruitment, to training and technical assistance, to retention supports, and worksite accessibility services, employers turn to OOD for their disability hiring needs.

In addition to the five Business Relations Specialists, through a partnership with the Poses Family Foundation, OOD employs 12 Talent Sourcing Coordinators throughout the state. These staff meet with VR Counselors at least monthly to discuss Employer Partner job openings that align with the goals of job-ready participants. Through the “Job Now” process, Employer Partners’ current job postings are shared with counselors, jobseekers with disabilities, and Job Developers. OOD’s Talent Sourcing Coordinators are part of the job development team and are notified by the Job Developer each time they assist a jobseeker in applying for a job opening with an Employer Partner. The Business Relations Specialists, in turn, advocate to the Employer Partner on the candidate’s behalf.

Now in its third year, OOD and OSU partner to embed an OOD Talent Sourcing Coordinator within the university’s human resources office to identify available openings, and source candidates for jobs. As the state’s fourth largest employer with more than 33,000 employees, its main campus and OSU Wexner Medical Center have more than 1,000 active, diverse job openings at any time. This staff person has access to OSU’s applicant portal and assists candidates through the application and interview process. OOD and Giant Eagle, Inc. recently replicated this model to increase hiring at their supermarkets in Northeast Ohio. An OOD Talent Sourcing Coordinator is embedded at the company’s human resources department to assist in sourcing qualified OOD candidates for employment in Giant Eagle retail locations. This partnership also provides supports to current team members with disabilities to keep their jobs by rapidly engaging them with VR services.

OOD contracts with Disability: IN Ohio, which is the state affiliate of the Disability: IN national network and is incorporated as a nonprofit 501(c)(3) organization with an executive board of directors. Its mission is to provide employers with valuable information and resources to support their disability inclusion initiatives through a robust peer network of business practitioners. OOD supports the organization to promote disability inclusion in the workplace, and assist in navigating employers to OOD services to support recruitment, hiring, and retention of individuals with disabilities. Disability: IN Ohio actively participates in OOD’s job fairs and other hiring events, and partners with OOD to host regional employer networking events throughout the state.

In January 2019, just moments after taking the oath of office, Governor DeWine signed Executive Order 2019-03D, which established Ohio as a Disability Inclusion State and Model Employer of Individuals with Disabilities. To support this effort, OOD launched its Vocational Apprentice
VI. VOCATIONAL REHABILITATION PROGRAM

Program, which provides opportunities for students and adults with disabilities to gain work experience, exposure, and access to state government employment through paid apprenticeships with state agencies. The goal of the program is for apprentices to secure permanent employment in state government upon completion of the apprenticeship. A dedicated Business Relations Specialist collaborates with state agencies to identify occupations in high demand, and then works with VR Counselors to identify candidates who meet qualifications and have an aligned job goal. OOD supports the application and onboarding process at the state agency and funds the apprentice’s wages for up to 1,000 hours.

To support the Ohio College2Careers initiative, which immerses VR Counselors in the disability services offices at 15 public colleges and universities, OOD expanded its Business Relations team by two Career Development Specialists. These staff work directly with the disability and career services staff at partnering colleges to assist students with disabilities served by OOD in obtaining internship and job placement opportunities in their career field. These staff collaborate with the five regional Business Relations Specialists to target leads for potential employer partnerships and to facilitate placements with existing employer partners.

Every October, in recognition of National Disability Employment Awareness Month, OOD hosts five regional job fairs in Cincinnati, Columbus, Toledo, Canton, and Cleveland. These hiring events provide individuals with disabilities a unique opportunity to connect one-on-one with employers. Each year, approximately 700-800 jobseekers and 170 employers participate. A vast array of industries are represented at the job fairs, including health care, financial institutions, manufacturing, telecommunications, food service, retail, higher education, staffing agencies, and state/municipal government. OOD staff provide an employer education session immediately prior to the start of the job fair, covering topics such as assistive technology in the workplace and disability etiquette.

In addition to the five job fairs held each October, OOD also hosts hiring events in smaller markets (Lima, Mansfield, Youngstown, Zanesville, etc.) to ensure jobseekers in less densely populated areas have access to job opportunities with Employer Partners. These events typically include less than 10 employers and are sometimes targeted to a specific industry. Jobseekers who participate often receive job offers at the event or an invitation to a second interview. OOD also partners with ODE’s State Support Team Region 14 Transition Council to host a transition expo for students with disabilities in five rural counties in Southwest Ohio (Adams, Brown, Clinton, Fayette and Highland). OOD’s Business Relations Specialist for Southwest Ohio recruits employers to participate in the event to meet students looking for jobs or preparing for employment through pre-employment transition services.

OOD’s Employer Partners of Inclusion Awards, which take place in October, recognize and honor businesses that hire individuals with disabilities. To be considered for an Employer Partners of Inclusion Award, businesses must be an Employer Partner with OOD, have hired at least five OOD jobseekers during the one-year evaluation period, and must meet specific criteria that demonstrates their level of diversity and inclusion practices for individuals with disabilities in the workplace. Criteria include efforts to recruit and retain Ohioans with disabilities, hosting disability etiquette and awareness training for employees, and other best practices to foster an inclusive work environment. Awards are presented for Champion of Inclusion, Platinum Level, Gold Level, and Silver Level.
VI. VOCATIONAL REHABILITATION PROGRAM

In accordance with Ohio Senate Bill 3, which designates the first full week of May as In-Demand Jobs Week, OOD partners with employers across the state to hold multiple events designed to connect OOD jobseekers and students and youth with disabilities with high demand occupations. Past events have included employer panels, business tours, networking events and a job fair held in Dayton, Ohio at the Wright State University.

Further reinforcing OOD’s role as a core workforce agency in Ohio, OOD’s Director is appointed by the Ohio Governor to serve on the Governor’s Executive Workforce Board (GEWB), a statewide panel that advises the Governor, and the Governor’s Office of Workforce Transformation (OWT) on the development, implementation and continuous improvement of Ohio’s workforce system.

(h) **Interagency Cooperation.** Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

1. the State Medicaid plan under title XIX of the Social Security Act;
2. the State agency responsible for providing services for individuals with developmental disabilities; and
3. the State agency responsible for providing mental health services.

As mentioned previously, OOD partners with the DODD to expand VR services to individuals with developmental disabilities as part of the state’s overall Employment First Initiative. It also should be noted that DODD is the lead agency for Ohio’s Employment First initiative, which was implemented in March 2012. OOD is an active member of the Employment First Task Force, which is examining existing practices in the state system to identify and address barriers to employment for people with developmental and other disabilities.

The state agencies participating in the Employment First Taskforce agencies have jointly agreed to Common Principles, which have been memorialized in a written agreement. This includes the DODD, ODE, ODJFS, Ohio MHAS, ODM, the Ohio Developmental Disabilities Council, and OOD. The member agencies agree that community employment should be the first and preferred option for all working age adults and transition-age youth with developmental disabilities. The member agencies have agreed to develop or review state-level interagency agreements to ensure coordination of services and enable data sharing. The agencies have developed cross agency tools and processes to reduce duplication of services such as enrollment, eligibility, assessment and planning.

Ohio is a core state in the State Employment Leadership Network. Through this grant, which is funded through the US Department of Labor’s Office of Disability Employment Policy (ODEP), the Employment First Taskforce has identified action steps that each agency will complete to promote the core principles for transition in Ohio:

• Competitive, integrated employment is expectation for all youth with disabilities;
• Transition planning for youth requires multi-agency collaboration;
• Early dialogue with individuals and families is critical to ensuring employment outcomes;
• There are multiple pathways to employment; and
• Person-centered planning is key to the development of effective services and supports for transition-age youth.
OOD has a joint interagency agreement with DODD and ODM in accordance with requirements of WIOA. DODD and ODM maintain a separate interagency agreement that outlines programmatic and fiscal responsibilities between the two agencies, in which ODM delegates the day-to-day operations of the DODD HCBS waiver programs to DODD. The purpose of OOD’s interagency agreement with DODD and ODM is to improve opportunities for individuals with developmental disabilities, including individuals with developmental disabilities enrolled in a HCBS waiver administered by DODD, in accordance with its interagency agreement with ODM to achieve employment and independence. The agreement outlines a collaborative framework for coordinating services that prioritizes competitive integrated employment and assists individuals with developmental disabilities to move from non-integrated settings to competitive integrated employment. The agreement identifies methods to improve outreach to individuals with developmental disabilities and their families regarding VR programming and services. It also improves information and data sharing between the agencies and provides technical assistance and training to DODD and local county boards to increase employment opportunities for people with developmental disabilities.

OOD and with Ohio MHAS maintain an Interagency Agreement to assist in promoting positive employment outcomes for individuals with SPMI and/or co-occurring substance use disorders. OOD also partners Ohio MHAS to conduct joint trainings on the IPS-SE model for VR staff and IPS qualified providers. The purpose of the Interagency Agreement between OOD and Ohio MHAS is to outline a collaborative framework for coordinating services to improve engagement and facilitate outreach to individuals, as well as facilitate eligibility and improved utilization of state VR services. The agreement identifies the roles and responsibilities of each agency, methods for providing technical assistance to the field including information and consultation on each agency’s programs and procedures for outreach, and data sharing. This will ensure consistent information and guidance about VR programming and availability of services is provided for individuals served through the two programs.

OOD Jobs for Recovery is a partnership with the Supreme Court of Ohio, RecoveryOhio, Ohio MHAS, and OOD to embed a VR Counselor, a Job Developer and a Caseload Assistant as an active member of the drug court team in 14 counties over FFY 2020 and FY 2021, to help eligible individuals with employment. The program model will support the recovery of individuals served by providing rapid engagement in OOD services, timely access to job placement services, on-the-job supports and retention services, and case service funding to meet additional needs.

(i) Comprehensive System of Personnel Development: Data System on Personnel and Personnel Development. Describe the designated State agency’s procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

(1) Data System on Personnel and Personnel Development

   (A) Qualified Personnel Needs. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

   (i) the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of
individuals served, broken down by personnel category;

(ii) the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

(iii) projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

OOD has developed and maintained a system of utilizing and analyzing available data regarding qualified personnel needs with respect to hiring staff, distribution of the workload and the efficient utilization of staff resources. Each year when planning for staffing needs, OOD evaluates a variety of data elements to determine the VR service needs and resources in the state. This includes analysis of counties or areas of the state that have the highest numbers of individuals with disabilities applying for services, review of counties that are covered by case management contracts including contracted capacity for the upcoming year, referral numbers, and data contained in the Comprehensive Statewide Needs Assessment (CSNA). This analysis provides the foundation for OOD to establish where staff will be needed in the upcoming year. The area managers use this information to continuously reevaluate staffing needs with each counselor vacancy to ensure that positions are filled in accordance with service demand and planned outreach initiatives.

The VR program has developed a staffing structure that is comprised of teams that on average includes one VR Supervisor, eight VR Counselors, one Caseload Assistant, and two support staff (e.g., Administrative Professionals and/or Accountant Examiners). Caseload Assistants primarily focus on facilitating applications and intakes for VR services and gathering information needed for eligibility determination or serve as Job Developers or talent sourcing coordinators. Administrative professionals primarily focus on answering phones, processing mail and other general clerical duties. Accountant Examiners primarily focus on creating authorizations and processing bills for purchased VR services. At the end of FFY 2019, OOD employed 322 VR Counselors. Altogether 31,212 people were served through the VR program in FFY 2019. Served in this context means the total number of individuals served under an IPE during the FFY.

OOD projects a continued need to hire VR staff in the above referenced classifications over the course of this Combined State Plan. OOD prioritizes the use of available resources to hire direct service personnel and therefore, the greatest area of need will likely continue to be VR Counselors and Caseload Assistants as well as supervisory staff. Identified cost savings are reinvested strategically to further improve performance for the VR program. A projected area of increased need over the course of this Combined State Plan will likely be for staff hired to provide counseling services to support our expanded initiatives (e.g., Ohio College2Careers and Jobs for Recovery). Figure 27. Personnel Projections by Position provides an overview of current vacancies as well as projected vacancies over the next five years.
VI. VOCATIONAL REHABILITATION PROGRAM

Figure 27. Personnel Projections by Position

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Total</th>
<th>Current Vacancies</th>
<th>Projected Vacancies over the Next Five Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acct. Exam 2, Admin Professional 1</td>
<td>69</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>Admin Professional 2 &amp; 4</td>
<td>8</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>BE Specialist</td>
<td>10</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Deputy Director 4, 5, &amp; 6 &amp; Human Services Program Admin 3&amp;4</td>
<td>12</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Program Admin 2, 3, HCM Sr. Analyst &amp; Info Tech 3</td>
<td>19</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Rehab Program Specialists</td>
<td>12</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>VR Caseload Assistants</td>
<td>74</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Work Incentives Consultant</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>VR Counselors &amp; Sr. VR Counselors</td>
<td>328</td>
<td>16</td>
<td>72</td>
</tr>
<tr>
<td>VR Supervisors, Managers</td>
<td>60</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>

(B) Personnel Development. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

(i) a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

(ii) the number of students enrolled at each of those institutions, broken down by type of program; and

(iii) the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

Kent State University, Ohio University, Wilberforce University, and Wright State University are the four CORE-accredited (Council on Rehabilitation Education) Master of Science in Rehabilitation Counseling (MRC) programs in Ohio.

OOD contacted each CORE-accredited MRC program in Ohio for its enrollment, graduation and credentialing information. Figure 28. Institution Graduation Rates shows the number of students enrolled and the number of graduates for each program. All graduates from each of these programs are qualified to sit for the Certified Rehabilitation Counselor examination administered by the Commission on Rehabilitation Counselor Certification (CRCC).
VI. VOCATIONAL REHABILITATION PROGRAM

Figure 28. Institution Graduation Rates

<table>
<thead>
<tr>
<th>Institution</th>
<th>Students Enrolled 2019</th>
<th>Employees Sponsored by Agency and/or RSA</th>
<th>Graduates Sponsored by Agency and/or RSA</th>
<th>Graduates from the Previous Year (2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kent State University</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Ohio University-Clinical Rehabilitation Counseling</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Ohio University-Clinical Mental Health Counseling</td>
<td>31</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Wilberforce University</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Wright State – Clinical Rehabilitation Counseling</td>
<td>22</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Wright State – Chemical Dependency</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

(2) Plan for Recruitment, Preparation and Retention of Qualified Personnel. Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

A Human Capital Management (HCM) Analyst in OOD’s Human Resources (HR) selections unit is responsible for recruitment efforts for the agency. The HCM Analyst continues to maintain relationships with CORE-accredited programs in Ohio and contiguous states. These networking relationships have proven invaluable when sourcing, recruiting, and hiring qualified graduates as VR Counselors. OOD has conducted outreach for unpaid internships for students in CORE-accredited programs. OOD’s HR selection unit in collaboration with VR administration have re-established a paid college internship program to actively post for paid internships to help expand opportunities for internships.

The key to an effective recruitment strategy is recognizing that recruitment efforts must target both active and passive jobseekers. Using this as a starting point, a multi-dimensional recruitment strategy is developed for the positions to be filled. Each vacancy is evaluated and depending upon various factors (e.g., rural areas, small towns) a specialized plan may be developed.

The recruitment plan is devised prior to an announcement. Announcements are posted for a minimum of a two-week period and the recruitment plan is launched simultaneously. All recruitment plans are multi-faceted and include social networking (e.g., LinkedIn), job fairs, web-based advertising, partnering with CORE-accredited universities in Ohio and contiguous states and outreach to the disability community. In selected situations, print advertising is used to reach applicants in areas that may not be technically connected. In all cases, print advertising is connected to web-based advertising such as OhioMeansJobs.com and Indeed.com, so the announcement is still reaching a broad base of applicants. OOD makes extensive use of cost-
VI. VOCATIONAL REHABILITATION PROGRAM

effective recruitment resources to include maintaining an extensive list of contacts to reach out to when a vacancy become available. Announcements for vacancies are posted on university alumni electronic bulletin boards (e.g., Handshake.), university career & disability services websites, and websites that target veterans (e.g., veteranjoblistings.com).

In surveying applicants, OOD HR has found most applicants identified careers.ohio.gov as the primary recruitment source. We worked with the DAS to customize the recruitment report and better identify our recruitment efforts. Applicants have begun to identify specific recruitment sources including job fairs, Indeed.com, OhioMeansJobs, Internal email, handshake, college/university job board, LinkedIn, Twitter, Ohio Latino Affairs Commission, Urban league, Latino Business league, Asian American Professionals, Veteran job listing, etc. We will direct future recruitment efforts toward the most frequented sources.

OOD is committed to recruiting and hiring diverse and qualified staff who embrace OOD’s mission and vision and reflect Ohio’s population. Announcements are shared with Historically Black Colleges and Universities (HBCUs) with CORE-accredited rehabilitation counseling programs such as Wilberforce University and is actively working on a Request for Proposal (RFP) that will identify a vendor to assist with targeted diversity recruitment online and social media.

We are exploring ways to utilize a pipeline requisition in our applicant tracking system for the positions we most frequently hire for and for hard to fill positions. This will allow us to build a continuous list of candidates and streamline our recruitment efforts.

OOD has continued to hire VR Counselors and as recruitment trends and technology evolve, so does the recruitment plan. Addressing current and projected needs for personnel who are qualified in accordance with paragraph (c) of this section is critical to successfully fulfilling OOD’s mission to empower Ohioans with disabilities through employment.

Each year, OOD’s HR training department creates a comprehensive plan to prepare and retain qualified individuals for service. The development of the plan begins with a review of training requests throughout the past year and a discussion of training needs with various staff members. The goal of each training is to ensure that staff has the skills and information necessary to successfully assist individuals with disabilities to achieve a successful employment outcome. Through a collaborative effort, training topics that would benefit the entire agency are identified and discussed with HR. Topics range from customer service to Excel training. Since these items are included in the training plans across multiple divisions, HR works with other departments to ensure duplication of training does not occur. Training plans are utilized to develop a training catalog and agency-wide training calendar so staff are aware of training opportunities. The catalog includes a listing of all planned trainings throughout the year. Each training identifies the performance competencies that are addressed. Supervisors and staff use this information to enhance staff development and target performance improvements. In an effort to maximize the value of training provided to staff and to ensure deliberate planning from the ground up, HR has expanded the way the needs assessment was conducted. Based on this information, OOD is able to provide just in time training to address specific staff identified needs.

While agency-wide trainings are developed within HR, training that is designed to meet specific requirements of VR staff is developed and implemented within the VR division. This allows OOD to effectively provide VR relevant, targeted training to all VR designated staff. Creating targeted training assists OOD in retaining and maintaining qualified staff. OOD’s collaborative environment allows all training staff to work together creating a diverse and comprehensive
VI. VOCATIONAL REHABILITATION PROGRAM

training agenda that meets the targeted general and professional development needs for all VR staff. Basic core training provided throughout the year includes monthly VR Essentials training for new VR Caseload Assistants and VR Counselors. This comprehensive training is a mix of online and classroom style modules over a multi-day period that provides staff with the VR fundamentals needed to prepare for the provision of services in the field. The training combines instructor-led learning with e-learning modules on topics such as “Application and Intake” and “Eligibility and Order of Selection” to provide in-depth review and analysis of topics. In addition, as part of OOD’s core training, each region comes together for quarterly training and staff also participate in monthly webinars that can be accessed from their desktop. Monthly topics have included ethics, updated policies and procedures, confidentiality, appeals process, other agency resources, and labor market information.

The structured training program implemented for onboarding new VR Counselors includes five dedicated VR Supervisors. These Supervisors are responsible for the supervision of all probationary VR Counselors during at least the first six months of a yearlong probationary period. This model allows for consistent training and development of new VR Counselors statewide and ensures they are properly supported while learning the core functions and responsibilities of the counselor role.

(3) Personnel Standards. Describe the State agency’s policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

(A) standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and

(B) the establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

The State of Ohio neither certifies nor licenses VR Counselors; therefore, data is not available in those areas. All graduates from Ohio’s CORE-accredited programs are eligible to sit for the nationally recognized Certified Rehabilitation Counselor (CRC) examination administered by the Commission on Rehabilitation Counselor Certification (CRCC). All of these graduates would meet the minimum qualifications to be VR Counselors at OOD.

OOD has updated the qualifications and educational standards for VR Counselors by modeling the Code of Federal Regulations, Title 34-Subtitle B-Chapter III-Part 361, as the state of Ohio does not define a standard for VR professionals. OOD’s qualifications for Counselors are Master’s degree in VR counseling, counseling, social work, psychology, disability studies, special education, or related rehabilitation or human services area;

Or, Master’s degree in business administration, human resources, law, management, public administration or related field which provides competence in the employment sector &/or the field of disability; 12 months direct work experience with individuals with disabilities (e.g., Independent Living Center) or 12 months experience providing direct service or advocacy activities with individuals with disabilities.
VI. VOCATIONAL REHABILITATION PROGRAM

Or, Bachelor’s degree in VR counseling, counseling, social work, psychology, disability studies, special education, business administration, human resources, economics or related rehabilitation or human services area; 24 months experience direct work with individuals with disabilities (e.g., Independent Living Center or 24 months providing direct service or advocacy activities with individuals with disabilities. In addition, students who are currently enrolled in qualifying degree programs with a graduation date prior to the hire date are encouraged to apply.

OOD works with organizations both in Ohio and throughout the country to identify qualified individuals with disabilities for employment with OOD. For example, HR notifies all OOD staff, including all VR Counselors, each time a vacancy occurs at OOD. VR Counselors notify job ready candidates about opportunities for external applicants. In addition, all announcements are posted through the state of Ohio’s website at http://careers.ohio.gov. In turn, these announcements are picked up by a job posting consolidating site such as http://Indeed.com, expanding the audience to whom vacancies are publicized.

(4) Staff Development. Describe the State agency's policies, procedures, and activities to ensure that, consistent with section101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

(A) a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

(B) procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

Like all state of Ohio agencies, OOD has integrated to an Enterprise Resource Planning (ERP) system to improve the efficiency and effectiveness of the administrative processes across all state government agencies. This ERP system, called OAKS (Ohio Administrative Knowledge System), integrates the functions of capital improvements, financials, fixed assets, human resources and procurement. OAKS reports allow OOD to track current staffing levels, historical staffing patterns, staff ratios and other pertinent information. OOD is exploring the Kronos system to allow for greater mobility for our staff.

OOD is a learning organization with ongoing commitment to fostering the skill development of staff at all levels. Specifically, VR staff is offered both internal and external educational opportunities for position-specific skill gain. OOD encourages staff to pursue knowledge related to the changing needs of the agency, the individuals with disabilities that are served and the evolution of the roles within the VR role. OOD also works to ensure staff is informed of critical information at all levels of the organization. Information is shared at quarterly area meetings with all staff as well as at monthly leadership meetings. OOD seeks to provide various avenues to share critical information so that all staff are informed and trained.

OOD seeks to provide meaningful training for all personnel. Staff development begins on day one of employment at OOD. Every new staff member is required to attend a two-day new employee orientation (NEO). Following NEO, OOD has designed position job specific training that aids in the development of skills that are needed for a designated position. For example, new counselor
training provides job specific information including topics such as conducting a thorough intake, determining eligibility, assessments, IPE development, and case closure. New Counselors report directly to Training Supervisors for their first six months on the job. This allows each VR Counselor to have hands-on, individualized, training in the field that builds upon to what is learned in the classroom. This on-boarding training model incorporates various training techniques such as observation, on-the-job training, in depth case analysis and caseload specific topics. VR also provides continuous training opportunities for specialized caseloads such as Employment First. VR Supervisors, Accountant Examiners and Job Developers also receive training specific to their support roles to VR counseling staff.

OOD has a designated VR Policy and Training team that facilitates a monthly web-based training series as well as in-person regional training that offers a platform for up-to-date case management updates (e.g., policy/procedures, new programs, AWARE case management system updates), disability related topics and other topics such as confidentiality and ethics. Offering these regularly scheduled training sessions also supports VR counseling staff by providing continuing educational credits to support relevant licensures and/or certifications (i.e., Licensed Social Worker, Commission on Rehabilitation Counselor, and Licensed Professional Counselor). The web-based monthly training series allows staff to receive the information they need without leaving their desks. This format allows interaction via polling staff and chat sessions and for those who cannot attend training or need a refresher, each session is accessible via recording. Various additional training topics are offered within field offices, agency administrative offices, regional locations and area meetings. Staff have been trained on rehabilitation technology, substance use disorders and the VR process, case documentation/management, work incentives, community resources, medical and psychological aspects of disabilities, pre-employment transition services, resume writing, person-centered planning, comparable benefits, The Career Index Plus, Jobs Now, writing effective case notes, disability coding and service categories, hearing aid purchasing and more. OOD brings in topic experts and partners with other state and/or county agencies, which allows staff to remain up-to-date on the latest research and techniques.

OOD has developed three of a planned six e-modules that have proven extremely helpful to new VR counseling staff. The modules include “Use of the AWARE Manual” which offers new staff the fundamentals navigating the manual which is the desk reference for use of the AWARE case management system; VR Eligibility and Order of Selection which teaches the requirements for eligibility determination and identifying the functional limitations imposed by disabilities; and finally VR Application and Intake which teaches staff how to handle a referral and application for services. Most of the e-modules have a “choose your adventure” element that helps staff with decision-making and offers outcomes based upon the options that they choose. All e-modules have an assessment as well. Staff complete each e-module, take a pre-test, then sit through the topic in classroom and finally take a final assessment to ensure they have grasped accomplished the learning objectives.

Identifying training topics is a combination of what is needed for staff roles as well as staff requests for what they believe are topics that they need to know more about. Topics requested range from technical writing to working with an aging population.

OOD values its employees and strives to create a work environment that supports the retention of qualified staff. The availability of training as described above serves to keep staff feeling challenged and interested in future opportunities for growth, whether in a current position or in seeking a promotion. OOD supports the ability of staff to pursue on-going training by allowing
VI. VOCATIONAL REHABILITATION PROGRAM

each staff person up to 40 hours of release time for training initiatives each FFY. This release time may include, but is not limited to seminars, conferences and workshops geared toward the professional development of staff. All staff also have access to voluntary training funding, either through their union or, for exempt and 1,199 staff, through Employee Development Funds (EDF). Annual funding amounts can be up to $3,000 per year.

(5) Personnel to Address Individual Communication Needs. Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

OOD continues to experience challenges when recruiting rehabilitation counselors for the deaf or Spanish-speaking counselors. In 2019, OOD had ten rehabilitation counselors for the deaf and one VR program specialist with proficient American Sign Language (ASL) skills, and one counselor who is fluent in Spanish. OOD continues to market opportunities to diverse populations, including students at Gallaudet University, whose student population includes a substantial number of deaf and hard-of-hearing students, ASL clubs and organizations including Registry for Interpreters of the Deaf, National Association of the Deaf, Ohio Association of the Deaf & deafjobwizard.com.

OOD markets all of its counselor opportunities to VR counseling staff so they may share these announcements with their qualified jobseekers with disabilities.

In 2018, OOD was able to hire two Rehabilitation Counselors for the Deaf - Caseload Assistants (RCD-CA) and they were both reassigned to VR Counselor due to our qualifications being updated to model the Code of Federal Regulations, Title 34-Subtitle B-Chapter III-Part 361. The applicants learned of the opportunity from a web posting demonstrating technology plays a key role in communicating OOD’s opportunities to a broader audience. OOD has had several vacancies for RCDs and continues to employ a creative strategy to attract qualified applicants. OOD has posted these positions as continuous postings, unlike postings for regular counselors that are posted for a specific time. OOD has been able to fill some of the RCD positions as regular counselors, but as vacancies still exist.

Once hired, Caseload Assistants who wish to obtain a qualifying master’s degree have access to tuition benefits through their union to pay for the degree. The VR Counselor classification qualifications have been updated and now include a bachelor’s degree in related fields with relevant experience. Once they obtain their degree/experience, Caseload Assistants may bid on counselor vacancies as an internal applicant, giving them an advantage over external applicants.

OOD has one part time Interpreter who assists with intakes, meetings and trainings and we are looking to expand staff in the future.

(6) Coordination of Personnel Development Under the Individuals with Disabilities Education Act. As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

OOD and ODE collaborate on a regular basis to provide guidance to educational agencies and VR personnel responsible for facilitating transition services. These staff also offer consultation and technical assistance resources to assist schools and related community support entities in planning for transition of students with disabilities.
VI. VOCATIONAL REHABILITATION PROGRAM

At the state level, both agencies have designated personnel to provide oversight and leadership for the development of policies, procedures, interagency training and other state-level partnership activities for transition services. On the local level, VR Counselors are assigned as liaisons to schools and work with local school districts’ transition specialists.

OOD will provide targeted training to enhance personnel development. This will include targeted training on Employment First, supported employment, eligibility, transition procedures and clarification of roles and responsibilities of OOD and school personnel.

(j) **Statewide Assessment.**

(1) Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

(A) with the most significant disabilities, including their need for supported employment services;

(B) who are minorities;

(C) who have been unserved or underserved by the VR program;

(D) who have been served through other components of the statewide workforce development system; and

(E) who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

(2) Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

(3) Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act.

OOD’s 2018 CSNA was published and concurrently submitted to the Rehabilitation Services Administration (RSA) in October 2018. This CSNA was produced by OOD’s Division of Employer and Innovation Services, with supplemental analysis, regarding factors that correlate with positive employment outcomes for VR participants, conducted by Mathematica Policy Research.

This CSNA was focused on addressing the following questions:

- What is the projected number of individuals that will experience each category of disability in Ohio?
- How many individuals with disabilities are projected to be seeking employment, who currently are not working?
- How do prevalence estimates differ for individuals by race/ethnicity and age groups? How many individuals with disabilities received services from OOD?
- How have the Employment First Partnership and the OTSP impacted service delivery to those target populations?
- What are the gaps in serving disability populations and how should gaps be prioritized?

Questions specific to youth with disabilities included:

- What are the job goals for Summer Youth Work Experience (SYWE) participants and what kinds of work experiences have been provided?
VI. VOCATIONAL REHABILITATION PROGRAM

- How are SYWE programs distributed geographically and how does that compare with the location of students with SYWE or Summer Youth Career Exploration on their VR plan?
- What services for students with disabilities are most likely to lead to improved employment outcomes? Is the number of students served by OOD proportionate to the number of students with IEPs in Ohio based on ODE data?
- What percentage of students with disabilities in Ohio are enrolled in the Social Security Administration’s Supplemental Security Income (SSI) program and how many are removed each year due to age-18 redetermination?
- How can OOD ensure that students with disabilities are aware of SSI redetermination information and how can we engage them in VR services to better prepare them for employment and independence?

Questions specific to employer engagement activities included:

- What industry sectors exhibit the most growth potential in Ohio?
- What are the gaps in alignment of VR participant job goals with growth industries?
- What services are most needed by businesses in relation to staff education and awareness of disability issues, and to support retention of employees with disabilities?

Building upon the foundation set from the 2015 CSNA methodology, OOD developed 2018 projections of the number of individuals with disabilities by impairment category, age group, race, and county of residence in Ohio. Similarly, service data from OOD’s case management system and employment statistics were utilized to develop estimates of the number of individuals likely to need VR services by disability impairment category, age group, race, and by county. This provided a basis for developing estimates of the number of individuals actively participating in the labor force that need services to assist them in finding a job and that could benefit from OOD VR services.

The establishment of the OTSP with ODE increased OOD’s level of engagement with students with disabilities. Additionally, OOD continued to support the Summer Youth Work Experience program as a means of teaching students with disabilities vocational skills and appropriate work behaviors. The 2018 CSNA included an analysis of the degree to which the experiences of students who participated in that program aligned with their employment outcome goals, and whether those experiences are distributed appropriately across the state according to the needs of the participants.

As a follow-up to the Survey of Disability and Employment (SDE) conducted in 2014, OOD asked Mathematica Policy Research to link survey data with state earnings data to identify factors correlated with positive employment outcomes for VR participants.

Another key component of the CSNA involved an analysis of projected industry growth across Ohio to determine which industries have the potential to provide the most job opportunities for VR participants. The purpose of this analysis was to provide tools and resources that can assist VR Counselors and participants in selecting employment goals that have the greatest likelihood of success. Additionally, this information would help inform decisions regarding business partnership development by OOD’s Business Relations Specialists. The CSNA also included survey data related to the needs of employers in relation to services designed to promote staff education and awareness of disability issues and the retention of employees with disabilities.

Although the 2018 CSNA data indicate that OOD serves African Americans and individuals ages
18 to 34 at a higher rate than the demographic makeup of the state, there remains significant need for VR services among African Americans and individuals of Hispanic/Latino origin with disabilities, and among adults with disabilities ages 35 to 64.

When considering the estimated number of working-age African Americans with disabilities in Ohio who are actively looking for work and could benefit from VR services, OOD’s service ratio for this population is approximately 63 percent. It should be noted that more than eight out of 10 African Americans (80.3 percent) reside in the following Ohio counties: Cuyahoga, Franklin, Hamilton, Lucas, Mahoning, Montgomery, and Summit.

Of the estimated population of Hispanic/Latinos with disabilities in Ohio who are actively looking forward and could benefit from VR services, OOD’s service ratio for this population is approximately 47.3 percent.

When considering the estimated number of Ohioans ages 18-34 with disabilities in Ohio who are actively looking for work and could benefit from VR services, OOD’s service ratio for this population is approximately 138.5 percent. This is due, in large part, to the significant number of students with disabilities served by OOD who are preparing for employment but not actively looking for work.

Of the estimated population of Ohioans with disabilities ages 35-64 who are actively looking for work and could benefit from VR services, OOD’s service ratio for this age group is approximately 24.7 percent.

When considering Ohioans with disabilities age 65 and over who are actively looking for work and could benefit from VR services, OOD’s service ratio for this age group is approximately 7.3 percent. Although the VR outcomes tied to competitive employment may not be a focus of older Ohioans with disabilities, OOD’s Independent Living and Older Blind program continues to deliver services designed to support the pursuit of independence among individuals in this population.

The CSNA estimated the African American population in Ohio on a county-by-county basis and included analysis of OOD services to African Americans by county. Ohioans of Hispanic/Latino ethnicity were evaluated in a similar fashion to identify any unmet needs. For the year ending September 30, 2019, OOD’s Ratio of Minority Service Rate to non-Minority Service Rate (Standard 2.1 of the Standards and Indicators) was 0.920, exceeding the federal minimum standard of 0.800. This is a continuation of the results OOD has achieved over the past four years, with a minority service ratio of 0.873 in FFY 2016, 0.890 in FFY 2017, and 0.920 in FFY 2018.

The discrepancy between the employment rate for individuals with and without disabilities in the US is mirrored at the state level in Ohio. According to the American Community Survey (ACS), in 2017 in Ohio, 36.8 percent of individuals with disabilities ages 18 to 64 were employed compared to 78.9 percent of individuals without disabilities. These data reveal an employment gap of 42.1 percent between the two groups. Furthermore, only 22.4 percent of the total population of individuals with disabilities ages 21 to 64 were employed full time and year round, whereas 61.5 percent of the population ages 21 to 64 without disabilities were employed full time and year round in Ohio. This represents a gap of 39.1 percent.

Since 2016, OOD has continued to expand services to youth and students with disabilities. In addition to assigning VR Counselors specifically to serve this population, OOD has a formal agreement with ODE through the OTSP. These efforts have allowed OOD to increase the number...
of individuals served between the ages of 14 and 25 by nearly 20 percent from 13,903 in FFY 2016 to 16,605 in FFY 2019.

In serving students with disabilities, OOD seeks to allocate resources in a manner that reflects the distribution of individuals in need of services throughout the state. For the 2015 – 2016 school year, ODE data indicate that the statewide number of students with disabilities was 52,695. In that same timeframe, OOD delivered services to 7,609 students with disabilities. To measure the relative proportionality of services delivered by OOD, the number of students is compared on a county-by-county basis to the volume of students served through the VR program. OOD’s data indicate that the proportionality of service in 87 of 88 Ohio counties fell within two percentage points of the distribution of students as reported by ODE. This ratio was 2.5 percentage points in the remaining county. Though there is an ongoing need to increase the total volume of students served statewide, the distribution of services is well balanced to the Ohio student population.

The 2018 CSNA included an analysis of the impact of progressive career development services provided to students with disabilities on continued engagement with the VR program or attainment of a successful employment outcome. A comparison of case status suggested that students who received at least one progressive career development service were more likely to continue engagement with VR over time and achieve a successful outcome. The data also show that, among the progressive career development service options, School-based Job Readiness Training and Non-permanent Job Development have the highest probability of positively impacting the achievement of a successful employment outcome.

The 2018 CSNA also included an assessment of service provision to individuals according to the type of impairment reported. OOD’s service provision is higher for individuals with psychosocial and cognitive impairments. This is most likely explained by the fact that OOD has concentrated efforts through focused contracts with local mental health and recovery boards, local developmental disabilities boards, and most recently through the DODD funding for Employment First. Each of these populations also has an organized representative presence through established county public agencies across the state.

From FFY 2015 to FFY 2018, OOD data indicate a 5.6 percent increase in successful employment outcomes for individuals with cognitive or psychosocial impairments. OOD also monitors services delivered for all primary disability categories by evaluating the “balance” of investment of resources methodology, referred to as “relative proportionality”. This approach is a means to assess the discrepancy between needs for services and the number of individuals served. As a result, OOD is working to address outreach and services for individuals with visual, hearing, and communicative impairments. From 2014 to 2017, OOD increased the number served with cognitive and psychosocial impairments by more than 9 percent (from 18,551 to 20,246) while the number served with visual impairments decreased by 30.4 percent (from 1,999 to 1,392). Services to individuals with hearing impairments increased by nearly 36 percent (from 1,084 to 1,473), and those served with communicative impairments increased from 294 to 430. Figure 29. Relative Proportionality for Ohio – Working Age Population shows the relative proportionality for Ohio by impairment category.
VI. VOCATIONAL REHABILITATION PROGRAM

Figure 29. Relative Proportionality for Ohio – Working Age Population

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>26,784</td>
<td>23.8%</td>
<td>10,982</td>
<td>39.2%</td>
<td>15.3</td>
</tr>
<tr>
<td>Communicative</td>
<td>9,873</td>
<td>8.8%</td>
<td>430</td>
<td>1.5%</td>
<td>-7.2</td>
</tr>
<tr>
<td>Hearing</td>
<td>10,865</td>
<td>9.7%</td>
<td>1,473</td>
<td>5.3%</td>
<td>-4.4</td>
</tr>
<tr>
<td>Physical</td>
<td>29,266</td>
<td>26.0%</td>
<td>4,509</td>
<td>16.1%</td>
<td>-10.0</td>
</tr>
<tr>
<td>Psychosocial</td>
<td>25,295</td>
<td>22.5%</td>
<td>9,264</td>
<td>33.0%</td>
<td>10.5</td>
</tr>
<tr>
<td>Visual</td>
<td>10,365</td>
<td>9.2%</td>
<td>1,392</td>
<td>5.0%</td>
<td>-4.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>112,488</strong></td>
<td><strong>100%</strong></td>
<td><strong>28,050</strong></td>
<td><strong>100%</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>

OOD has emphasized employers as a dual customer and a critical component for the success of individuals with disabilities that are seeking employment. OOD has developed targeted employer relationships, specifically: Expanding the Disability: IN Ohio (formerly known as the Ohio Business Leadership Network) membership from 70 members in 2017 to 191 members in 2019. Increasing the number of employer partners from 224 in FFY 2017 to more than 500 in FFY 2019, expanding the employment opportunities for individuals served by OOD. Embedding VR staff within two prominent employers to facilitate placement of VR participants. Providing services to employers designed to increase awareness of disability issues, develop or enhance a culture of inclusion among their existing workforce, assist with the retention of employees with disabilities, and ensure awareness of and compliance with worksite accessibility requirements.

The final report from the CSNA can be found at https://ood.ohio.gov/Services/Comprehensive-Statewide-Needs-Assessment-2018. OOD has incorporated findings from the CSNA as a part of the strategic focus and has been using the data and analysis for informed decision-making. A wealth of additional knowledge can be obtained by referencing the CSNA report for more specific findings. Based on the recommendations made in the CSNA, OOD has developed program objectives outlined in the agency strategic plan to meet the needs of Ohioans with disabilities.

OOD has continued to utilize the CSNA for informing VR management; for guiding outreach efforts; the establishment of CRP fee structures; developing and scoring Requests for Proposals (RFPs) by program specialists; Disability: IN Ohio planning purposes; establishing the size and market power of the population of individuals with disabilities in Ohio by legislative and fiscal staff; and for Executive Team review and prioritization of VR program needs.

(k) **Annual Estimates.** Describe:

(1) The number of individuals in the State who are eligible for services.

According to OOD’s 2018 Comprehensive Statewide Needs Assessment, Ohio estimates that there are 112,448 individuals with disabilities seeking employment who could benefit from VR services.

As shown in Figure 30. Eligibility Determination by FFY, over the last five FFYs, OOD has experienced an upward trend in the number of Ohioans with disabilities who have been determined
eligible for VR services. It is anticipated that this upward trend will continue given OOD’s new budget initiatives planned in FFY 2020 and 2021, described elsewhere in this section.

**Figure 30. Eligibility Determination by FFYY**

<table>
<thead>
<tr>
<th>FFY 2015</th>
<th>FFY 2016</th>
<th>FFY 2017</th>
<th>FFY 2018</th>
<th>FFY 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>17,887</td>
<td>19,443</td>
<td>18,542</td>
<td>17,870</td>
<td>18,395</td>
</tr>
</tbody>
</table>

(2) The number of eligible individuals who will receive services under:

(A) The VR Program;

**Figure 31. Individualized Plans for Employment by FFY** shows that over the last five FFYs, Ohio’s VR program has experienced an upward trend in the total number of new IPEs developed. It is anticipated that this upward trend will continue given OOD’s new budget initiatives planned in FFY 2020 and 2021, described elsewhere in this section.

**Figure 31. Individualized Plans for Employment by FFY**

<table>
<thead>
<tr>
<th>FFY 2015</th>
<th>FFY 2016</th>
<th>FFY 2017</th>
<th>FFY 2018</th>
<th>FFY 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>12,875</td>
<td>14,090</td>
<td>13,480</td>
<td>13,188</td>
<td>13,947</td>
</tr>
</tbody>
</table>

As shown in **Figure 32. Individuals Served Under an Individualized Plan for Employment by FFY**, over the last five FFYs, Ohio’s VR program has similarly experienced an upward trend in the total number of individuals served under an IPE. It is anticipated that this upward trend in the number served will continue given OOD’s new budget initiatives planned in FFY 2020 and 2021, described elsewhere in this section.

**Figure 32. Individuals Served Under an Individualized Plan for Employment by FFY**

<table>
<thead>
<tr>
<th>FFY 2015</th>
<th>FFY 2016</th>
<th>FFY 2017</th>
<th>FFY 2018</th>
<th>FFY 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>28,705</td>
<td>29,800</td>
<td>29,142</td>
<td>29,171</td>
<td>31,212</td>
</tr>
</tbody>
</table>

(B) The Supported Employment Program; and

**Figure 33. Supported Employment Services After Employment Starts** indicates that over the past several FFYs, OOD has experienced an upward trend of individuals receiving supported employment services. It is anticipated that this upward trend will continue given OOD’s continued partnerships with OOD and Ohio MHAS.

**Figure 33. Supported Employment Services After Employment Starts**

<table>
<thead>
<tr>
<th>Description</th>
<th>FFY 2016</th>
<th>FFY 2017</th>
<th>FFY 2018</th>
<th>FFY 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving Supported Employment after Employment Start</td>
<td>1,453</td>
<td>1,604</td>
<td>1,595</td>
<td>1,617</td>
</tr>
</tbody>
</table>

(C) each priority category, if under an order of selection.

OOD does not expect to operate under an Order of Selection for the duration of this Combined State Plan.

(3) The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

OOD does not expect to operate under an Order of Selection for the duration of this Combined State Plan.
(4) The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

As a result of new OOD’s new budget initiatives, Ohio’s VR program is projecting to serve more individuals with disabilities in FFY 2020 and 2021. These increases in the number served will be continued through FFY 2022 and 2023.

OOD received increased General Revenue Funds to support case service spending for these initiatives in SFY 2020 and 2021. In addition, changes to OOD’s VR Fee Schedule that was implemented as of October 1, 2019 is projected to increase case service spending by $7M in each year. This has been factored into OOD’s case service spending projections, below.

**Figure 34. Projected Number of Individuals Served and Case Service Expenditures by FFY** shows the number of individuals with disabilities projected to receive services under an IPE and the case service expenditures related to those services in FFY2020-FFY2023. Please note that this table includes numbers served and case service expenditures for both the Vocational Rehabilitation and the Supported Employment grants.

<table>
<thead>
<tr>
<th>Description</th>
<th>FFY2020</th>
<th>FFY2021</th>
<th>FFY2022</th>
<th>FFY2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Served after IPE</td>
<td>33,494</td>
<td>34,994</td>
<td>34,994</td>
<td>34,994</td>
</tr>
<tr>
<td>Estimated Cost of Service</td>
<td>$91,000,000</td>
<td>$96,000,000</td>
<td>$96,000,000</td>
<td>$96,000,000</td>
</tr>
<tr>
<td>Estimated Cost Per Served</td>
<td>$2,716.90</td>
<td>$2,743.33</td>
<td>$2,743.33</td>
<td>$2,743.33</td>
</tr>
</tbody>
</table>

Based upon these projections, OOD does not expect to operate under an Order of Selection for the duration of this Combined State Plan.

(1) **State Goals and Priorities.** The designated State unit must:

(1) Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

Legislation was passed (Senate Bill 144) that established the OOD Council in Ohio. This legislation took effect on May 29, 2018 and the OOD Council held its first meeting in August 2018. Over the course of their first year of meetings, OOD has presented information to the OOD Council in regard to the results of the 2018 CSNA, the results of local Participant Focus Groups (held quarterly in each region of the state), the results of customer satisfaction surveys as well as regular program updates.

The OOD Council formed a committee to assist in the development of input into this VR Services Portion of Ohio’s Combined State Plan. OOD provided additional information to this committee to aid them in making recommendations to the full OOD Council regarding the content of their input into this Plan. The input of the full OOD Council is contained in section (a).

(2) Identify the goals and priorities in carrying out the VR and Supported Employment programs.

In January 2019, just moments after taking the oath of office, Governor DeWine signed Executive Order 2019-03D, which established Ohio as a Disability Inclusion State and Model Employer of Individuals with Disabilities. His executive budget, which has been approved by the general
VI. VOCATIONAL REHABILITATION PROGRAM

assembly, made a strong commitment of investing in Ohioans with disabilities, to ensure that they are not left behind.

In June of 2019, OOD established an updated mission statement and developed guiding principles for the agency.

OOD’s updated mission is empowering Ohioans with disabilities opportunities through employment, disability determinations and independence.

OOD’s guiding principles are as follows: In striving for excellence in service, we will:

- Listen first
- Act with a sense of urgency
- Honor diversity
- Foster inclusiveness
- Value collaboration
- Inspire innovation
- Be transparent
- Be accountable
- Celebrate success

OOD develops its Strategic Plan on a biannual basis. OOD’s Strategic Plan for 2020 and 2021 includes the following goals and objectives (Please Note: As of November 15, 2019, OOD is in the process of finalizing the Strategic Plan for 2020 and 2021. Once complete, this section of the Combined State Plan will be updated.)

**Goal 1.** To increase competitive integrated employment and independent living outcomes for Ohio citizens with disabilities.

- Objective 1a: Increase the number and percentage of individuals with competitive integrated employment outcomes.
- Objective 1b: Remove barriers so individuals may obtain and maintain quality employment.
- Objective 1c: Increase the number of youth and students who receive transition services.

**Goal 2.** To expand OOD’s statewide network of businesses, providers and partnerships to effectively deliver services.

- Objective 2a: Increase service delivery capacity through statewide partnerships and provider networks.
- Objective 2b: Increase the number of employers that hire individuals with disabilities.
- Objective 2c: Improve awareness of OOD services through coordinated outreach and marketing efforts.

**Goal 3.** To ensure excellence and accountability of OOD’s programs, services and partnerships.

- Objective 3a: Maximize the use and accountability of available funds.
- Objective 3b: Increase the knowledge and productivity of staff through training and lean processes.
- Objective 3c: Improve service delivery quality through technological enhancements.

Strategic initiatives designed to achieve these goals and objectives that are specific to the VR program are outlined throughout this Combined State Plan.
VI. VOCATIONAL REHABILITATION PROGRAM

(3) Ensure that the goals and priorities are based on an analysis of the following areas:

(A) the most recent comprehensive statewide assessment, including any updates;
OOD updated its CSNA in FFY 2018 and this assessment has informed the development of OOD’s Strategic Plan as well as this Combined State Plan. Details regarding the results of the 2018 CSNA are outlined in section (j).

(B) the State’s performance under the performance accountability measures of section 116 of WIOA; and
Initiatives prioritized for inclusion on OOD’s Strategic Plan are those that will assist in enhancing program performance on the Performance Accountability Measures outlined in WIOA.

(C) other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.
OOD conducts quarterly Participant Focus Groups in each of OOD’s five regions of the State. The purpose of these Participant Focus Groups is to gather feedback about services from individuals with disabilities as well as family members and other partners. The results of these Participant Focus Groups are shared with leadership for the VR program and with the OOD Council. This feedback has informed the contents of this Combined State Plan.

In addition, OOD conducts customer satisfaction surveys to gather feedback from individuals who have participated in services through the VR program and whose case has been closed, both with and without employment. In FFY 2019, OOD has made several enhancements to the process that have increased the number of individuals who have responded to the survey and the quality of feedback received. OOD plans to continue to enhance this process, in collaboration with the OOD Council.

The Rehabilitation Services Administration conducted a monitoring visit of Ohio’s VR Program in FFY 2017 and published their report on June 25, 2018. OOD has successfully resolved all findings from this monitoring visit and the associated Corrective Action Plan has since been successfully completed. OOD’s continuous improvement efforts in the areas of focus from RSA’s monitoring visit (i.e., Pre-Employment Transition Services, Supported Employment Services, etc.) are reflected throughout the contents of this Combined State Plan.

(m) **Order of Selection.** Describe:

1. Whether the designated State unit will implement and order of selection. If so, describe:
   
   (A) The order to be followed in selecting eligible individuals to be provided VR services.
   
   (B) The justification for the order.
   
   (C) The service and outcome goals.
   
   (D) The time within which these goals may be achieved for individuals in each priority category within the order.; and
   
   (E) How individuals with the most significant disabilities are selected for services before all other individuals with disabilities.
OOD does not expect to operate under an order of selection during the course of this Combined State Plan.

OOD has established, by way of Administrative Rule, the following definitions for priority categories under the order of selection.

- **Individual with Most Significant Disability (MSD):** an individual who meets the definition of significant disability but whose disability seriously limits three or more functional capacities in terms of an employment outcome; and

- **Individual with Significant Disability (SD):** an individual who has a disability that seriously limits one or two functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, and work skills), in terms of an employment outcome, and who is expected to need multiple VR services over an extended period of time; and

- **Individual with Disability (D):** an individual who meets the definition of eligible per rule 3304-2-54 of the Ohio Administrative Code (consistent with 34 CFR 361.42(a,)) but whose impairment does not rise to the level of a significant disability.

OOD has established policies and procedures for administering an order of selection, should the need arise. Accordingly, at any given time while OOD is operating under an order of selection, one of the following scenarios will be in effect. Regardless of scenario in effect, eligible individuals are released from the waiting list first by priority category, then by order of application date, then alphabetically by last name.

1. Eligible individuals in all priority categories wait on the statewide waiting list.

2. Eligible individuals determined to have a Most Significant Disability are served immediately, and eligible individuals determined to have a Significant Disability or a Disability will wait on the statewide waiting list. When the capacity exists, a predetermined number of eligible individuals with Significant Disabilities will be released from the waiting list in order of application date. All eligible individuals with Significant Disabilities must be served before any individuals with Disabilities are released from the waiting list.

3. Eligible individuals determined to have a Most Significant Disability and those determined to have a Significant Disability are served immediately, and all individuals with Disabilities wait. When the capacity exists, a predetermined number of eligible individuals with Disabilities will be released from the waiting list in order of application date.

4. No eligible individuals wait and all are served immediately.

OOD is currently operating under scenario 4, as outlined above, as OOD eliminated all waiting lists for VR services in February 2015. This includes the waiting list for individuals with Disabilities, a priority category that had not been provided service in Ohio since 1991.

As noted above, and as described in the annual estimates in section (k), OOD projects that there are sufficient resources to meet the demand for VR services in Ohio. Ohio has served all eligible individuals without a wait since February 2015. OOD is continuing to aggressively pursue efficiency and effectiveness measures that will allow Ohio’s VR program to continue to serve more eligible individuals with available resources. OOD is closely monitoring the demand for VR
services as well as the utilization of available resources to ensure that all eligible individuals can continue to receive VR services without a wait.

OOD is not projecting to operate under an order of selection over the course of this Combined State Plan; therefore, Ohio is not projecting service and outcome goals for an order of selection.

(2) If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.

WIOA has implemented changes in the Rehabilitation Act that give states the flexibility to serve individuals who are in need of specific services or equipment for the purpose of maintaining employment regardless of an order of selection. OOD intends to make changes to Ohio Administrative Code and subsequently to OOD VR policies and procedures, to allow for this prioritization of eligible individuals. While OOD is projecting that there will not be a need for Ohio to operate under an order of selection during the course of this Combined State Plan, OOD intends to ensure that this flexibility is available should there be a need in the future to resume an order of selection.

(n) **Goals and Plans for Distribution of title VI Funds.**

(1) Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.

(2) Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:

(A) the provision of extended services for a period not to exceed 4 years; and

(B) how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

OOD continues to expend all Title VI, Part B funds on direct supported employment case services. Individuals with an IPE that includes an employment outcome of supported employment are targeted for the use of these funds. OOD utilizes an auto-budget feature in its case management system to ensure the proper expenditure of supported employment grant funds.

OOD delivers supported employment services and expends supported employment grant funding in accordance with a supported employment policy. An updated supported employment policy and procedure was implemented in November 2017, including the provision of extended services for a period not to exceed four-years. OOD provided supported employment training for all VR field staff upon implementation of the revised policy and procedure, and continues to provide additional technical assistance to VR Field staff.

The policy and procedure aligns with changes implemented by WIOA related to the supported employment grant and supported employment services in general, including specific requirements related to the provision of supported employment services for youth with disabilities. Content includes:

- Definition of supported employment services;
- Eligibility for supported employment services;
- Assessment process for identifying a supported employment outcome;
- Documentation of supported employment services on an Individual Plan of Employment;
VI. VOCATIONAL REHABILITATION PROGRAM

- Required documentation and proper coding for a supported employment case;
- Process for transitioning to extended services;
- Case closure for a supported employment case; and
- Accessing any needed post-employment services.

WIOA implemented changes related to the supported employment grant, including a requirement to expend 50 percent of the grant on services to youth with disabilities. Since FFY 2015 the supported employment grant, as directed by the Rehabilitation Services Administration, has been expended and OOD has ensured compliance with this requirement.

OOD partners with a variety of local agencies related to the provision of extended services needed for individuals pursuing an employment outcome of supported employment. In particular, this includes partnership with local county boards of developmental disabilities as well as local behavioral health authorities. OOD works at the state level with the DODD and Ohio MHAS in this regard as well.

(o) State's Strategies. Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

(1) The methods to be used to expand and improve services to individuals with disabilities.

Governor DeWine’s proposed budget for fiscal years 2020-2021 supports OOD’s mission to provide individuals with disabilities opportunities to achieve quality employment, independence and disability determination outcomes. With a strong commitment of investing in Ohioans with disabilities, to ensure they are not left behind, the proposed budget represents a state investment of $17.4 million in General Revenue Funds in the first year and $18.9 million in the second (an 8 percent increase each year). This budget will strengthen our current programs by developing new patterns of service to ensure we are meeting the employment needs of all Ohioans with disabilities.

Ohio College2Careers Program: Governor DeWine’s Executive Budget for SFY 2020-21 established the Ohio College2Careers program. This program immerses an OOD VR Counselor in the disability services offices at 15 Ohio Colleges and Universities to ensure that students have the support they need to complete their degree and/or credential, earn higher wages and meet the demands of tomorrow’s labor market. This counselor provides career counseling and purchases additional services and supports to ensure the success of students served. Services may include career exploration, assistive technology, placement services for internships and other work experiences and placement and on the job supports for permanent employment upon graduation to ensure the success of students served. OOD is also enhancing its business relations efforts for this initiative by hiring two Career Development Specialists who will work directly with the disability and career offices at these partnering colleges to promote the hiring of students with disabilities for internships and permanent placement opportunities. In addition to this initiative, OOD has established liaison counselors for many of the other colleges and universities across Ohio to ensure access to VR services for all students with disabilities.

OOD Jobs for Recovery Program: Governor DeWine’s Executive Budget for SFY 2020-21 established the OOD Jobs for Recovery program. This program will replicate a successful model
VI. VOCATIONAL REHABILITATION PROGRAM

established in partnership with the Butler County Mental Health and Addiction Recovery Services Board and Butler County Court of Common Pleas drug court. In this model, OOD embeds a VR Counselor, a Caseload Assistant and a Job Developer as active members of the drug court team. This service delivery model ensures rapid engagement in services that are needed for the individual to get a job, such as career counseling, job placement and retention services. In addition to this new initiative, OOD has established liaison counselors to drug court programs in several additional counties. It is expected that liaison counselors will be established to serve individuals with disabilities participating in additional specialty docket programs as OOD continues our general outreach to this population.

OOD has several Interagency Agreements that are designed to implement service delivery models that will increase outcomes for specific populations served by the VR program. The Employment First Partnership Agreement with the DODD and the Ohio Transition Support Program (OTSP) with the ODE are both examples of this. Details about these strategic initiatives are located in (d) and (f). Governor DeWine’s Executive Budget for SFY 2020-21 expands OTSP to serve additional students with disabilities throughout Ohio.

Ohio State School for the Blind and Ohio School for the Deaf: Governor DeWine’s Executive Budget for SFY 2020-21 provides funding for two additional VR Counselors to provide services to students attending the Ohio State School for the Blind (OSSB) and the Ohio School for the Deaf (OSD). Previously, OOD has served a limited number of students attending these schools due to barriers in accessing services from OOD staff throughout all 88 counties of the state. This new model will immerse a Bureau of Services for the Visually Impaired (BSVI) counselor at OSSB and a Rehabilitation Counselor for the Deaf (RCD) who is proficient in ASL at OSD so that students have ready access to their VR Counselor at school.

Social Security Demonstration Project: OOD is in the final stages of negotiating a demonstration project with the Social Security Administration (SSA) called the Ohio Director Referral Demonstration (ODRD). This demonstration project will be a joint effort by SSA, and OOD’s Division of Disability Determination (DDD) and Ohio’s Bureau of Vocational Rehabilitation (BVR). This project will test the effectiveness of providing direct referrals to VR services for 18 and 19 year-olds who are, or may become, SSI or Social Security Disability Insurance (SSDI) beneficiaries. The participants in the demonstration will be individuals ages 18 and 19 at the time of enrollment, who are either (1) applying for SSDI or SSI or (2) undergoing an age-18 redetermination of SSI eligibility.

Transition Transformation: As noted previously, OOD plans to update our transition strategy to increase the flexibility of services provided to better meet the needs of students with disabilities throughout the state. OOD will be gathering feedback from students, families, providers, partners and field staff to inform this updated strategy.

Alternate Dispute Resolution: OOD is exploring opportunities to establish an alternate dispute resolution process that would assist individuals with disabilities to identify available options for resolving concerns about their services. This process would also identify perceived patterns and trends and make recommendations for agency improvements.

(2) How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.
VI. VOCATIONAL REHABILITATION PROGRAM

OOD recognizes the importance of the full utilization of assistive technology (AT) services and devices to assist eligible individuals with disabilities to achieve their full potential.

In April 2019, OOD issued an RFP for Innovative Technology projects. OOD has awarded two contracts as a result of this RFP. One will pilot the use of technology for career exploration and job training, specifically for individuals with hearing impairments. The second will pilot the use of technology to provide remote on-the-job supports. These pilots began on October 1, 2019 and will conclude on September 30, 2020.

OOD has been exploring simplified and modernized methods for providing vehicle modification services to individuals served by the VR program. OOD will be initiating the administrative rule making process in the spring of 2020 and anticipates full implementation in the spring.

OOD anticipates that assistive technology will be a particularly important service for students with disabilities served through the above referenced Ohio College2Careers program. As this program is implemented, it is anticipated that there will be additional training and provider capacity building activities to ensure access to assistive technology for students served.

OOD will continue its partnership with AT Ohio to deliver training for staff regarding AT products and services.

OOD has also updated its fee schedule that went into effect October 1, 2019. In this latest update, providers of Rehabilitation Technology services who maintain specific accreditations or certifications as outlined in the fee schedule will be compensated at a higher rate for services. OOD acknowledges that providers with these certifications or credentials demonstrate a higher competence in analyzing the needs of individuals with disabilities and providing services effectively. OOD will now be focusing on recruitment of more providers of AT services that will increase choices and quicker availability of services for the individuals served by the program.

(3) The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.

The results of the CSNA are used to target outreach efforts for the VR program, including outreach efforts to individuals from minority backgrounds and individuals with the most significant disabilities. This outreach is accomplished in a variety of ways. The CSNA data is broken down to the county level. This allows local staff to review the data for the communities that they serve and tailor outreach strategies to promote equity in access to VR services. Local Supervisors, Counselors and Caseload Assistants all assist in conducting community education and outreach activities. The 2018 CSNA suggests that outreach efforts should prioritize outreach to individuals who are blind or visually impaired and who are deaf or hard of hearing. Specific outreach plans have been established related to both of these disability populations.

OOD will have dedicated counselors embedded at the Ohio State School for the Blind and Ohio School for the Deaf whose caseloads will be students from the respective schools.

OOD has been and will continue working on strengthening its relationships with advocacy groups such National Federation of the Blind and the American Council of the Blind to increase referrals and educate the community about OOD and the services that can be provided. OOD will be focusing on the local chapters of the advocacy groups and will be requesting time on their meeting agendas and will be available to present at their conferences. OOD will also be developing a Work Incentives Training for staff and community partners that is specific to individuals with blindness.
VI. VOCATIONAL REHABILITATION PROGRAM

or low vision. OOD will also be developing a fact sheet specific to these incentives and an outreach effort targeted especially to parents regarding benefits and working.

All of these outreach efforts include a focus on individuals from a minority background.

(4) The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).

OOD has implemented an updated Transition Services Procedure that has incorporated the new requirements for the VR program under the WIOA. This procedure outlines a progressive model of service delivery for students with disabilities, with services that are defined in OOD’s VR Fee Schedule.

OOD, in partnership with ODE, launched the OTSP in September 2015. This successful partnership has substantially improved the capacity of the VR program to serve students with disabilities and improve the outcomes achieved by these students. Additional details about this program can be found in section (d).

OOD has added Pre-Employment Transition Services (Pre-ETS) to the VR Fee Schedule as of October 1, 2019. This will substantially increase the number of service providers available to deliver Pre-ETS to students with disabilities statewide.

In PY 2019 and 2020, OOD will be re-evaluating its current progressive model of service delivery based upon feedback to be obtained from students with disabilities, their families, providers, and field staff. The intent of this transformation will be to allow for more flexibility in services delivered to better meet the needs of students with disabilities.

(5) If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.

OOD, in partnership with the DODD, has engaged in capacity building activities to increase the number of providers delivering employment services in both the VR and the developmental disabilities system. This allows individuals to maintain a continuity of service provider as they transition from time-limited VR services to extended services provided by the developmental disabilities system. This provides the foundation for improved quality and efficiency of services for both individuals served by the programs as well as for business partners.

Similarly, OOD has been working with Ohio MHAS to improve access to an IPS model of supported employment for individuals with mental illness.

As noted above, OOD has added Pre-Employment Transition Services (Pre-ETS) to the VR Fee Schedule in order to increase the capacity for these services for students with disabilities across the State.

(6) Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

OOD is currently in the process of establishing baseline performance for new performance accountability indicators under WIOA. OOD has implemented several updates to the AWARE case management system over the past several years that have been necessary to allow OOD to report on these new performance accountability indicators. OOD has been able to submit the new quarterly RSA 911 report for both open and closed cases by the deadlines established by RSA,
VI. VOCATIONAL REHABILITATION PROGRAM

including the addition of wage record information. OOD continues to work with state level partners to implement data sharing agreements that will facilitate the most efficient and accurate data reporting possible, in particular related to the credential and skill gain measures. OOD has enhanced Ohio’s business relations strategies and implemented several new strategic initiatives that will promote improved performance on WIOA performance accountability measures. These initiatives are outlined throughout this section of the Combined State Plan.

(7) Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.

OOD works closely at the state level with OWT, ODJFS, and the Ohio Department of Higher Education (ODHE), and other entities, to align programs and services and to improve outcomes for individuals with disabilities served in the workforce development system. At the local level, area Managers and Supervisors serve on local workforce boards and OOD counselors have a presence at local OhioMeansJobs Centers. OOD partners specifically with local OhioMeansJobs Centers in a variety of ways. This includes the utilization of available job seeking skills training and other career resources, participation in OOD DisAbility Job Fairs and hiring events and partnering related to other workforce initiatives throughout the state.

(8) How the agency's strategies will be used to:

(A) achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

Several initiatives are specifically designed to address findings of the CSNA. This includes specific plans for outreach to the blind and visually impaired and the deaf and hard of hearing; redesigning OOD’s service delivery model for students with disabilities; establishment of a demonstration project with the SSA; and implementation of the Ohio College2Careers program.

(B) support innovation and expansion activities; and

OOD will continue to utilize a portion of available General Revenue Funds awarded to support the Independent Living Program as match for Innovation and Expansion activities under the VR program. This funding was utilized to support the operation of Ohio Statewide Independent Living Council (OSILC), consistent with federal regulations. By using Innovation and Expansion funding to support OSILC, Ohio was able to award all Part B, Title VII funds to CILs for the provision of direct independent living services.

(C) overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

See Section (8)(A) above.

(p) Evaluation and Reports of Progress: VR and Supported Employment Goals. Describe:

(1) An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

(A) Identify the strategies that contributed to the achievement of the goals.

OOD outlined several program goals in the previous Combined State Plan. A summary of these goals and related progress are as follows:

VR Fee Schedule. OOD has worked with the provider community to identify several enhancements to the VR Fee Schedule, which were implemented as of October 1, 2019. These enhancements are designed to improve the quality of VR services delivered to individuals with
VI. VOCATIONAL REHABILITATION PROGRAM

disabilities and to support OOD’s achievement of Performance Accountability Measures under WIOA. In addition, OOD has added Pre-Employment Transition Services (Pre-ETS) to the VR Fee Schedule. This will significantly increase the number of service providers throughout the state and increase access to services to students with disabilities.

**Medical, Psychological and Dental Fee Schedules.** OOD has continued to align rates for Medical, Psychological and Dental services with Ohio Medicaid rates. This change has been a significant adjustment for the VR program, requiring increased expertise in the area of Medicaid billing. OOD has recently conducted additional training for staff in this area and plans to conduct more in the future. OOD is also in the process of identifying more streamlined processes for the procurement of services under these fee schedules, based upon feedback from field staff.

**In-house Service Delivery.** OOD is currently delivering approximately 4 percent of job development services through in-house Job Developers. It expects to continue to deliver the vast majority of job development services through purchase from providers under the VR Fee Schedule. The percentage of individuals served through the in-house model may increase slightly over the course of this Combined State Plan as OOD implements the OOD Jobs for Recovery program outlined in section (o) which includes in-house job development services as part of the program model. OOD recently updated its onboarding training for new Job Developers in order to ensure the consistency of training statewide. OOD also has five in-house work incentive consultants who provide services under OOD’s Employment First Partnership Agreement with the DODD. Over the course of implementation of the 2016 Combined State Plan, OOD hired a Work Incentives Program Administrator who has developed policies and procedures for the delivery of services and supervises the Work Incentives Consultants to ensure consistent high quality service statewide.

**Employment First Partnership Agreement with DODD.** OOD has continued this successful partnership with DODD. Additional information about the progress of this initiative can be found in sections (f) and (p).

**The Ohio Transition Support Program (OTSP) with ODE.** OOD has expanded the OTSP over the course of implementation of the 2016 Combined State Plan. OOD has also restructured the personnel providing services under this program to a more efficient model, which has increased OOD’s capacity to serve additional students with disabilities. Additional information about the progress of this successful partnership can be found in section (d).

**Partnership with Ohio MHAS.** OOD has continued its partnership with Ohio MHAS to increase access to the IPS-SE model. OOD has conducted joint training and technical assistance for OOD Liaisons and Supervisors along with staff of the partnering IPS provider. Additional information about the progress of this successful partnership can be found in sections (f) and (p).

**Rehabilitation Technology.** Rehabilitation Technology services were included in the VR Fee Schedule that was implemented on October 1, 2019. OOD requires rehabilitation technology providers to complete provider agreements that require the provision of services consistent with standardized service definitions, and requirements for the provision of services, rates of services, and report formats.

**Business Relations.** OOD has further elevated its business relations strategy by establishing a Division of Employer and Innovation Services. OOD has made additional investments in personnel by adding a fifth Business Relations Specialist and a Worksite Accessibility Specialist. Additional information about OOD’s progress in this area can be found in section (g).
VI. VOCATIONAL REHABILITATION PROGRAM

(B) Describe the factors that impeded the achievement of the goals and priorities.
OOD has been aggressively implementing various WIOA alignment activities over the duration of the 2016 Combined State Plan. This has involved significant investment of staff time participating in training related to new policies, procedures, federal reporting requirements and case management upgrades. This has been a challenging time for staff as this has detracted from the time that they have to spend directly providing services to individuals with disabilities. Staff have done an excellent job of meeting the needs of individuals served by the VR program during this challenging time period.

(2) An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:

(A) Identify the strategies that contributed to the achievement of the goals.
Please see updates above in 1. A. regarding OOD’s Employment First Partnership Agreement with the DODD and OOD’s work with Ohio MHAS to implement IPS in Ohio.

Policy and Procedure: OOD has implemented a Supported Employment Policy and a Supported Employment Procedure that reflects the changes in federal regulations under WIOA. In addition, OOD added a service definition and rates for Supported Employment-Job Development in the VR Fee Schedule that was effective October 1, 2017. Effective January 1, 2019, providers delivering Supported Employment-Job Development services under the VR Fee Schedule must be CESP certified. Because of the fidelity standards established by the IPS model, IPS providers are exempt from this requirement.

(B) Describe the factors that impeded the achievement of the goals and priorities.
OOD has been aggressively implementing various WIOA alignment activities over the duration of the 2016 Combined State Plan. This has involved significant investment of staff time participating in training related to new policies, procedures, federal reporting requirements and case management upgrades. This has been a challenging time for staff as this has detracted from the time that they have to spend directly providing services to individuals with disabilities. Staff have done an excellent job of meeting the needs of individuals served by the VR program during this challenging time.

(3) The VR program’s performance on the performance accountability indicators under section 116 of WIOA.
OOD is currently in the process of establishing baseline performance for new performance accountability indicators under WIOA. OOD has implemented several updates to the AWARE case management system over the past several years that have been necessary to allow OOD to report on these new performance accountability indicators. OOD has been able to submit the new quarterly RSA 911 report for both open and closed cases by the deadlines established by RSA, including the addition of wage record information. OOD continues to work with state level partners to implement data sharing agreements that will facilitate the most efficient and accurate data reporting possible, in particular related to the credential and skill gain measures.

(4) How the funds reserved for innovation and expansion (I&E) activities were utilized.
VI. VOCATIONAL REHABILITATION PROGRAM

OOD utilized a portion of available General Revenue Funds awarded to support the Independent Living Program as match for Innovation and Expansion activities under the VR program. This funding was utilized to support the operation of OSILC, consistent with federal regulations. By using Innovation and Expansion funding to support OSILC, Ohio was able to award all Part B, Title VII funds to CILs for the provision of direct independent living services.

(q) **Quality, Scope, and Extent of Supported Employment Services.** Include the following:

1. The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.

The purpose of OOD’s Supported Employment Program is to assist individuals with the most significant disabilities, including youth with the most significant disabilities, to achieve supported employment outcomes in competitive integrated employment by developing and implementing collaborative programs with entities that provide extended supports.

The following individuals are targeted for supported employment services:

- Individuals participating in day programs, employed in sheltered workshops and other facility-based settings;
- Students in special education programs transitioning to community employment;
- Individuals moving from institutional care into the community;
- Individuals with SPMI, who have traditionally been unsuccessful in obtaining and maintaining competitive, integrated employment;
- Individuals with multiple disabilities who require coordinated services from diverse agencies; and
- Individuals who have been traditionally underserved in supported employment by virtue of ethnic origin, geographical considerations or an inability to access extended supports, and who require the development of natural supports for employment retention.

Eligibility for supported employment services is established in OOD’s supported employment policy and procedure. OOD’s VR Counselors evaluate individuals during the comprehensive assessment process to determine if individuals require supported employment services to achieve or maintain their employment outcome. Individuals who are eligible for supported employment services include individuals with a most significant disability, including students and youth with a most significant disability, who require ongoing support services provided by a partnering entity (generally a county board of developmental disabilities or local behavioral health authority) to maintain employment.

Ohioans with disabilities who are determined eligible for SSI or SSDI, designated as eligible for services from county boards of DD, and those designated as having a SPMI and eligible for services from a community mental health board, are targeted populations for supported employment. OOD has developed Interagency Agreements with the DODD, ODM, and Ohio MHAS, to develop and implement improved coordination of supported employment services. The Interagency Agreements include training opportunities and technical assistance for staff across all involved agencies. For all supported employment cases, OOD ensures the coordination and facilitation of extended services for individuals, which can be funded through HCBS waivers, local
county board of DD or county behavioral health authorities, including natural supports. Such services provide the supports individuals with the most significant disabilities need to sustain long-term employment. Within the Interagency Agreements, there is also a focus on data collection between agencies.

CRPs typically provide services purchased by OOD for Ohioans served in Supported Employment. Currently these services are purchased on a fee-for-service basis, according to OOD’s VR Fee Schedule. The 2017 VR Fee Schedule update included new specific rates for Supported Employment Job Development services. The service definition for this service specifies that these are intensive, ongoing support services that are needed to assist an individual with the most significant disabilities to work in an integrated employment setting. There are requirements for more frequent contacts, as well as higher rates compared to the standard Performance Based Job Development services.

Qualified Supported Employment Job Development providers are dually certified by the DODD in career planning or individual employment supports, or meet Ohio MHAS fidelity requirements for the IPS-SE. Providers offering this service must be certified in IPS model for individuals with SPMI, or the supported employment training that has been established for providers serving individuals with developmental disabilities under the EF Partnership Agreement. Individual provider staff offering Supported Employment Job Development outside of the IPS model are required to hold the CESP credential through the Association of People Supporting Employment First (APSE) effective January 2019. The 2020 VR Fee Schedule removed the CESP requirement for Tier III (retention) portion of Supported Employment Job Development, and allowed staff who are Certified Rehabilitation Counselors (CRC) to provide this service without CESP certification.

In accordance with federal requirements, supported employment services provided include the following:

- Assessment services supplementary to the comprehensive assessment needed to ensure appropriate job match and supports;
- Job development and training;
- Social skills training;
- Intensive on-the-job training or coaching of individuals with the disability, their employer, supervisor, and/or coworkers by skilled employment consultants;
- Other VR or support services needed to ensure success in community employment;
- Follow-up and monitoring of job performance during the stabilization process;
- Discrete post-employment services not commonly available from those who provide extended services;
- Identification and development/facilitation of natural supports; and
- Customized employment.

In accordance with federal requirements of section 511 of WIOA, OOD has been meeting the requirements by providing services and supports, including career counseling, to individuals, including youth with disabilities, who are receiving sub-minimum wage. OOD has dedicated staff to meet this requirement and ensure individuals with disabilities who are paid subminimum wage
VI. VOCATIONAL REHABILITATION PROGRAM

have access to career counseling, designed to promote opportunities for competitive integrated employment. Topics covered includes information on Employment First; places on the path to community employment; competitive integrated employment; supported employment services; work incentives and benefits; overview of OOD services, including application process; and explanation of individuals’ rights and informed choice.

(2) The timing of transition to extended services. At present, the transition to extended supports begins at the point of job stabilization and at least 90 days prior to successful case closure, but for a period not to exceed four years. This ensures a smooth transition VR funded supports to ongoing and/or natural supports as outlined in the IPE.
**VI. VOCATIONAL REHABILITATION PROGRAM**

**VOCATIONAL REHABILITATION CERTIFICATIONS AND ASSURANCES CERTIFICATIONS**

<table>
<thead>
<tr>
<th>States must provide written and signed certifications that:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opportunities for Ohioans with Disabilities (OOD) is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA(^\text{14}), and its supplement under title VI of the Rehabilitation Act(^\text{15}); Yes</td>
</tr>
<tr>
<td>2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, OOD(^\text{16}) agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan(^\text{17}), the Rehabilitation Act, and all applicable regulations(^\text{18}), policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan; Yes</td>
</tr>
<tr>
<td>3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan(^\text{19}); the Rehabilitation Act, and all applicable regulations(^\text{20}), policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan; Yes</td>
</tr>
<tr>
<td>4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement; Yes</td>
</tr>
</tbody>
</table>

\(^{14}\) Public Law 113-128.

\(^{15}\) Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

\(^{16}\) All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

\(^{17}\) No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

\(^{18}\) Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations.

\(^{19}\) No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

\(^{20}\) Applicable regulations, in part, include the citations in footnote 6.
VI. VOCATIONAL REHABILITATION PROGRAM

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement; Yes</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law; Yes</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The Director of OOD has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement; Yes</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The Director of OOD has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; and Yes</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement. Yes</td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments on the Certifications from the State

Certification Regarding Lobbying — Vocational Rehabilitation

Certification for Contracts, Grants, Loans, and Cooperative Agreements the undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subcontracts, sub grants, and contracts under grants, loans, and cooperative agreements) and that all sub recipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, US Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.
Statement for Loan Guarantees and Loan Insurance
The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, US Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant’s Organization: **OOD**

Full Name of Authorized Representative: **Kevin L. Miller**

Title of Authorized Representative: **Director of OOD**

Certification Regarding Lobbying — Supported Employment
Certification for Contracts, Grants, Loans, and Cooperative Agreements the undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subcontracts, sub grants, and contracts under grants, loans, and cooperative agreements) and that all sub recipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, US Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance
The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress,
or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, US Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant’s Organization: OOD

Full Name of Authorized Representative: Kevin L. Miller

Title of Authorized Representative: Director of OOD
VI. VOCATIONAL REHABILITATION PROGRAM

ASSURANCES
The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

<table>
<thead>
<tr>
<th>The State Plan must provide assurances that:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Public Comment on Policies and Procedures:</strong> The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.</td>
</tr>
<tr>
<td>2. <strong>Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement:</strong> The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.</td>
</tr>
</tbody>
</table>
| 3. **Administration of the VR services portion of the Unified or Combined State Plan:** The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to: (a) the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act. (b) the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (Option A or B must be selected): (A) is an independent State commission. (B) has established a State Rehabilitation Council. (c) consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act. (d) the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3). (e) the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds, **(Yes/No) No**.
VI. VOCATIONAL REHABILITATION PROGRAM

| (f) | the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs, (Yes/No) No |
| (g) | statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan. No |
| (h) | the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act. |
| (i) | all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act. |
| (j) | the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act. |
| (k) | the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act. |
| (l) | the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities. |
| (m) | the submission of reports as required by section 101(a)(10) of the Rehabilitation Act. |

4. **Administration of the Provision of VR Services:** The designated State agency, or designated State unit, as appropriate, assures that it will:

(a) comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act.

(b) impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act.

(c) provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No) Yes

(d) determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.

(e) comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.

(f) comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act.
VI. VOCATIONAL REHABILITATION PROGRAM

(g) provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.

(h) comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14) of the Rehabilitation Act.

(i) meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs

(j) with respect to students with disabilities, the State,  
   (i) has developed and will implement,  
      (A) strategies to address the needs identified in the assessments; and  
      (B) strategies to achieve the goals and priorities identified by the State,  
      to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and  
   (ii) has developed and will implement strategies to provide preemployment transition services (sections 101(a)(15) and 101(a)(25)).

5. Program Administration for the Supported Employment Title VI Supplement:  
   (a) The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.
   
   (b) The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.
   
   (c) The designated State unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act.

6. Financial Administration of the Supported Employment Program: The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.
6. (b) The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.

7. (a) Provision of Supported Employment Services: The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.

(b) The designated State agency assures that:
   i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act
   ii. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.
Ohio's review and comment timeframe requires that the Combined State Plan be published for public comment prior to release of the statistical adjustment model data for WIOA Title I Adult, Dislocated Worker, and Youth programs and WIOA Title III Wagner-Peyser Employment Services by the U.S. Department of Labor. Therefore, the proposed goals for these programs will be posted for review and comment as soon as the statistical adjustment model is released, and the proposed goals are finalized.

Table 1. Employment (Second Quarter after Exit)

<table>
<thead>
<tr>
<th>Program</th>
<th>PY 2020 Expected Level</th>
<th>PY 2020 Negotiated Level</th>
<th>PY 2021 Expected Level</th>
<th>PY 2021 Negotiated Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Dislocated Workers</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Youth</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Adult Education</td>
<td>42%</td>
<td>TBD</td>
<td>42%</td>
<td>TBD</td>
</tr>
<tr>
<td>Wagner-Peyser</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Vocational Rehabilitation</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
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</tr>
</tbody>
</table>

Table 2. Employment (Fourth Quarter after Exit)

<table>
<thead>
<tr>
<th>Program</th>
<th>PY 2020 Expected Level</th>
<th>PY 2020 Negotiated Level</th>
<th>PY 2021 Expected Level</th>
<th>PY 2021 Negotiated Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Dislocated Workers</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Youth</td>
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<td>Wagner-Peyser</td>
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<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Vocational Rehabilitation</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
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</tr>
</tbody>
</table>

Table 3. Median Earnings

<table>
<thead>
<tr>
<th>Program</th>
<th>PY 2020 Expected Level</th>
<th>PY 2020 Negotiated Level</th>
<th>PY 2021 Expected Level</th>
<th>PY 2021 Negotiated Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Dislocated Workers</td>
<td>TBD</td>
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<td>TBD</td>
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<tr>
<td>Youth</td>
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<td>TBD</td>
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<tr>
<td>Adult Education</td>
<td>$4,000.00</td>
<td>TBD</td>
<td>$4,000.00</td>
<td>TBD</td>
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<tr>
<td>Wagner-Peyser</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Vocational Rehabilitation</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
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APPENDIX 1: PERFORMANCE GOALS FOR THE CORE PROGRAMS

### Table 4. Credential Attainment

<table>
<thead>
<tr>
<th>Program</th>
<th>PY 2020 Expected Level</th>
<th>PY 2020 Negotiated Level</th>
<th>PY 2021 Expected Level</th>
<th>PY 2021 Negotiated Level</th>
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</thead>
<tbody>
<tr>
<td>Adults</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Dislocated Workers</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Youth</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
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<tr>
<td>Adult Education</td>
<td>21%</td>
<td>TBD</td>
<td>21%</td>
<td>TBD</td>
</tr>
<tr>
<td>Wagner-Peyser</td>
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<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
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<tr>
<td>Vocational Rehabilitation</td>
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<td>TBD</td>
<td>TBD</td>
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### Table 5. Measurable Skill Gains

<table>
<thead>
<tr>
<th>Program</th>
<th>PY 2020 Expected Level</th>
<th>PY 2020 Negotiated Level</th>
<th>PY 2021 Expected Level</th>
<th>PY 2021 Negotiated Level</th>
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</thead>
<tbody>
<tr>
<td>Adults</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
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<tr>
<td>Dislocated Workers</td>
<td>TBD</td>
<td>TBD</td>
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<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
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<tr>
<td>Adult Education</td>
<td>62%</td>
<td>TBD</td>
<td>62%</td>
<td>TBD</td>
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<tr>
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<td>TBD</td>
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<td>Vocational Rehabilitation</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
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</tbody>
</table>
Ohio’s Methodology for Assessing Performance against Negotiated and Adjusted Levels of Performance for Local Workforce Areas

For WIOA Adult, WIOA Dislocated Worker, and WIOA Youth programs, performance on an individual measure will be interpreted based on the position of the outcome relative to the local area adjusted performance standard using the Success and Failure criteria defined below. The adjusted performance standard will be defined the local area negotiated level of performance adjusted by the appropriate adjustment factor:

- **Performed Successfully**
  - When the actual local area performance achieved against an individual performance measure is equal to or in excess of 90 percent of the adjusted performance standard for the measure.

- **Failed**
  - When the actual local area performance achieved against an individual performance measure is less than 90 percent of the adjusted performance standard.

*Note: There will be no general rounding up in interpreting performance results. Since negotiated performance levels and results are stated to the tenth of a percent, any rounding will be to the nearest tenth of a percent.*
VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAM

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult program, Dislocated Worker program, Youth program, Wagner-Peyser Act program, Adult Education and Family Literacy Act program, and the Vocational Rehabilitation program—and also submit relevant information for any of the eleven partner programs it elects to include in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. If included, Combined State Plan partner programs are subject to the “common planning elements” in Sections II-IV of this document, where specified, as well as the program-specific requirements for that program.

A. Career and technical education programs authorized under Perkins V(20 U.S.C. 2301 et seq.).

Please see Guide for Submission of State Plans (Guide) for full guidance on Perkins V planning requirements.


If including Perkins V in a WIOA Combined State Plan, the State must address the requirements listed below from Section II of the aforementioned Guide in the Combined State Plan. All “Text Box” references below are located in the Guide.

(a) Plan Development and Consultation

(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 Department of Education (ODE) and the Ohio Department of 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.

1. 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.

21 States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.
VII. PERKINS ACT

2. 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 ODE and ODHE, 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.

3. The stakeholder committee then reviewed the content of the plan and provided feedback to the internal working group and topical working 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)**
  - **Facilitator:** Ben Williams, National Alliance for Partnerships in Equity
  - **Key ODE staff:** Leah Amstutz, Brenna Bartlett, Crystal Dortch, Cheryl Krohn, Amy Szymanski and Becky Crance
  - **Purpose:** Provide input on equity labs, data and supports 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.
VII. PERKINS ACT

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

- **Local Needs Assessment and Application**
  - **Facilitator:** Tawanna Fields-Mphande, Education Program Specialist, Office of Career-Technical Education
  - **Key ODE staff:** Leah Amstutz
  - **Key ODHE staff:** Brett Visger, Anthony Landis
  - **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:**
    - Cory Stein, Terra State Community College
    - Marisa Rohn, Stark State Community College
    - Katie Good, Washington State Community College
    - Frank Polen, Buckeye Career Center
    - Ken Porter, Ashtabula County Technical and Career Campus
    - Kip Crain, Wayne County Career Center
    - Bob Timmons, Polaris Career Center
    - Nancy Luce, Upper Valley Career Center
    - Glenn Faircloth, Lorain County Joint Vocational School
    - Krista Gearhart, Canton South High School
    - Liz Jension, Kettering City Schools
    - Nathan Runyan, Akron City Schools
    - Peggy Reeves, Medina County Career Center
    - Terri Sandu, Lorain Community College
VII. PERKINS ACT

- **Data and Accountability**
  - **Facilitators:** Chris Woolard, Senior Executive Director for Performance and Impact
  - Shelby Robertson, Accountability and School Performance Administrator
  - **Key ODE staff:** Kelsey Stephens, David Ehle, Leah Amstutz
  - **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:**
    - Brian Bachtel, Six District Compact
    - Ron Matter, Penta Career Center
    - Brook Click, Penta Career Center
    - Matt Meyer, Upper Valley Career Center
    - Marcy Roll, Upper Valley Career Center
    - Mary Beth Freeman, Delaware Area Career Center
    - 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 ODE staff:** Graham Wood
  - **Key ODHE staff:** 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.
VII. PERKINS ACT

- **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 workgroup 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, Interim 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 ODHE.

- **Internal Members:**
  - Leah Amstutz (Office of Career-Technical Education)
  - Steven Tate (Office of Learning and Instructional Strategies)
  - Neeta Agrawal (Office of Learning and Instructional Strategies)
  - Shelby Robertson (Office of Accountability)
  - Kelsey Stephens (Office of Data Quality and Governance)
  - Anthony Landis (ODHE)
  - Paula Compton (ODHE)
  - Brett Visger (ODHE)
  - Shannon Teague (Office for Improvement and Innovation)
  - Cheryl Krohn (Center for Teaching, Leading and Learning)
  - Amy Szymanski (Office for Exceptional Children)
  - Susannah Wayland (Office of Integrated Student Supports)
  - Matthew Imperato (Office of Integrated Student Supports)
  - Becky Crance (Office of Career-Technical Education)
  - Diane Neal (Office of Federal Programs)
VII. PERKINS ACT

- Scott May (Office of Federal Programs)
- Jason Wagner (Office of Chief Legal Counsel)
- Toby Lichtle (Office of Communication and Outreach)

Note: This group sought expertise from other staff from the ODE 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, AdvancedCTE 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**
    - Rich Baird, North Union Local Schools
    - Greg Edinger, Vanguard-Sentinel
    - Josh Gallagan, Delaware Area Career Center
    - Krista Gearhart, Canton Local Schools
    - Alicia Henry, Flex High School of Ohio
    - Lauren Massie, Career-Technical Education Center of Licking County
    - Heather Powell, Williamsburg High School
    - Sarah Taylor, Great Oaks Career Center
    - Suzanne Wittmer, Mad River Local Schools
    - Diane Zimmer, Firelands Local Schools
  - **Postsecondary Educators**
    - Michael Evans, Ohio Association of Community Colleges
    - Cassie Rickenberg, Northwest State Community College
  - **Parents, Students and Community Representatives**
    - Rev. Landon Adams, Alpha Rho Lambda Education Foundation
    - Jackie Arendt, Ohio Parent Teacher Association
    - Lisa Newman, Mt. Healthy Preparatory and Fitness Academy
    - Reese White, Delaware Area Career Center
VII. PERKINS ACT

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

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

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 2019: Review final draft of the State Plan, discuss public comment, finalize draft submission to governor’s office.
## VII. PERKINS ACT

<table>
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<th>Location</th>
<th>Meeting Name</th>
<th>Attendees/Registrants</th>
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<td>September 18, 2018</td>
<td>Ohio University/Dublin Campus</td>
<td>Lead for Equity in Perkins V</td>
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<td>Webinar</td>
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<td>(RG Drage Auditorium)</td>
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<td>June 13, 2019</td>
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</tbody>
</table>
(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 and technical education, postsecondary career and technical education, and secondary career and 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 the ODE and ODHE. The ODE is responsible for secondary education in Ohio, while the ODHE supervises postsecondary career-technical education and adult workforce training. No objections were made in the development of the State Plan.

(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, the ODE, 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, authorized public chartering agencies and charter school leaders, employers, labor organizations, parents, students, and community organizations.

The following text was provided:

The ODE 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 ODE’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.

*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
VII. PERKINS ACT

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 taken into account 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 Perkins V webpage. Further information can be obtained Rhedeshia Young-Willingham 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; and
- Community college stakeholders.

The following means of communication were used:

- EdConnection (53,719);
- Social Media – Twitter;
- Facebook advertisement; and
- GovDelivery (171,965).

In addition to public hearings, the State Plan was posted on the Perkins V page of the ODE 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. A single presenter, the director of the Office of Career-Technical Education at the ODE, provided formal information and monitored the discussion and questions at each of the three-hour hearings. The draft plan was posted on the ODE website seven days prior to the hearing. Additionally, paper copies were available at each hearing site.

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 with a synthesis of the formal testimony topics and respective responses from the State. Documentation was also kept regarding the 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.

(b) Program Administration and Implementation

(1) State’s Vision for Education and Workforce Development

(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 and 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 OWT, 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 OWT 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 the ODE, 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
VII. PERKINS ACT

and industry. These learning activities help a young person explore careers and choose an appropriate career path.

The ODE 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 students 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 that 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 ODE’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 ($8 million):** Each school district now must pay for the cost of any student’s industry-recognized credential. The district can then seek reimbursement from the ODE for the costs when the student earns the credential. The biennial budget appropriated $8 million in each fiscal year for this purpose.

3. **Innovative Workforce Incentive Program ($12.5 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 Workforce Incentive Program list.

4. **Innovative Workforce Incentive Program Implementation Grants ($4.5 million):** The biennial budget allocated $4.5 million each fiscal year to support implementation of the Innovative Workforce Incentive Program to help districts, community schools, and science, technology, engineering and mathematics schools establish qualifying credentialing programs. This grant opportunity prioritizes credential programs that can be completed in the senior year of high school. It also prioritizes the establishing of these programs in schools that do not currently have them.

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 ODHE 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
VII. PERKINS ACT

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 ODE and ODHE, business and industry partners are invited and encouraged to share their needs. These processes are discussed in detail in the response to (b)(2)(A), including the involvement of futuring and advisory panels.

(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 and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

The OWT, ODE, ODHE, OOD, 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 (WIOA) Combined State 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; and
  - 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 OWT 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.
VII. PERKINS ACT

- **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.

(C) Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and 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 1965. (Section 122(d)(3) of Perkins V)

Ohio is submitting its plan for career-technical education as part of a Workforce Innovation and Opportunities Act 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; and

- 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:
VII. PERKINS ACT

- ODE
- ODHE;
- OWT;
- ODJFS;
- OOD; and
- ODA.

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 relate primarily 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.** Ohio has recently created a Critical Jobs List that includes sectors and occupations that have been identified as crucial to the health and wellness of its citizens. It 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, 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.
VII. PERKINS ACT

- **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:* *Use 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 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 at 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 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 jobseekers. 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 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 (a) empower people with 21st Century skills and strengthen Ohio’s strategic economic advantage, and (b) ensure that 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
VII. PERKINS ACT

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 career and 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 Credential.

- **SuccessBound.** The SuccessBound initiative began in 2017 under a grant earned from JPMorgan 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 ODE 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.
VII. PERKINS ACT

- **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.
VII. PERKINS ACT

- **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 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 of youth through Ohio’s Plan to Raise Literacy 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.** Ohio will continue to offer Adult Education and Literacy programs at locations across Ohio, including public libraries. It will also develop virtual classrooms to reach individuals who may have difficulty traveling to a brick and mortar location.

- **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.
VII. PERKINS ACT

- **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, ODE, 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 to 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 supports 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 supportive services to individuals in treatment; and develop recovery-friendly workplaces.

(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 the ODE 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.

The ODE 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 ODE provides oversight and leadership to all secondary career-technical education programs regardless of structure.

The 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. The 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.** The ODE 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;
VII. PERKINS ACT

- 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 pathways;
- 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;
2. Size, scope and quality;
3. Labor market alignment;
4. Programs of study;
5. Recruitment, retention and training of career-technical education educators; and
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. Where approved, attainment of industry credentials or dual enrollment credit may be used in lieu of a student’s end-of-course assessment. The State will use Perkins leadership funds to maintain the assessment system, expand performance-based assessments in relevant courses and assist local recipients in evaluating performance data and driving continuous improvement efforts.
VII. PERKINS ACT

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.

2. Size, Scope and Quality

Career-Technical Education Program Review. Ohio law requires the ODE 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 the ODE, 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:

- 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 technical skill assessments aligned with business and industry-validated content standards and reflect input of 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:
  - Approval and renewal of programs based on labor market alignment identified in the comprehensive local needs assessment;
  - Collaboration with the ODJFS to provide job postings and future-demand data by region; and
  - 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
VII. PERKINS ACT

- 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 WIOA. 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 WIOA’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

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;
- Provide all learners with the appropriate academic, technical and workplace readiness skills to enable 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 within career fields and are specialized, where appropriate, to enable workers to secure positive occupational placements in positions needed by employers.

The ODE, in collaboration with the ODHE, 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 demands for 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;
VII. PERKINS ACT

- Programs address the State Board of Education-approved Career Field Technical Content Standards;
- Programs reinforce the ODE-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 ODE-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, non-discrimination and meeting of performance expectations for special populations, including preparation for careers in industry sectors requiring technical expertise;
- Districts receiving State career-technical education supplemental funds for career-technical education programs and courses shall annually report performance data; and
- 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 approve 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 organizations that:
  - Foster both academic and technical learning based on Ohio’s Learning Standards and Career Field Technical Content Standards;
  - 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;
  - Recognize learners for their accomplishments and contributions; and
  - Address the needs of career-technical education learners in grades 7-12.
VII. PERKINS ACT

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 ODE and ODHE 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 ODHE 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 the ODE and ODHE websites to encourage recipients throughout the State to collaborate where applicable:
VII. PERKINS ACT

- 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.

Postsecondary will 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.

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:
VII. PERKINS ACT

- 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:
  - Agriscience;
  - Family Consumer Science;
  - Integrated Business;
  - Marketing; and
  - Technology Education.
- Support postsecondary teacher preparation programs and an initial licensure route for business and industry professionals that is time and cost-effective; and
- Offer licensure programs throughout the State that are flexible and structured around traditional school schedules.

The ODE 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.
VII. PERKINS ACT

Professional Development for Educators. The ODE 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 ODE 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; and
- Evaluating student performance data to make informed programing 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:
VII. PERKINS ACT

- Facilitate secondary equity labs and postsecondary workshops with local recipients to identify gaps in access, engagement and outcomes for special populations that:
  - Aid 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;
  - Provide local recipients with data regarding enrollment and performance measures, disaggregated by 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 services specific to special populations, as identified by local needs. Maintain ongoing collaboration between the ODE’s Office of Career-Technical Education and Office for Exceptional Children and the 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 previous 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 an ODE 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:
VII. PERKINS ACT

- Pregnant or single parent students;
- 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;
- Students with at least one parent deployed in active military service;
- English learners;
- 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-
VII. PERKINS ACT

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.

The ODE 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:

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

(2) Implementing Career and Technical Education Programs and Programs of Study

(A) Describe the career and 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 on the following page. 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 the ODE 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.
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 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 ODHE, ODE 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 ODHE. 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 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.

<table>
<thead>
<tr>
<th>Courses</th>
<th>State Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language arts</td>
<td>4 credits</td>
</tr>
<tr>
<td>Health</td>
<td>½ credit</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 credits</td>
</tr>
<tr>
<td>Physical education</td>
<td>½ credit</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>Social studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>Electives</td>
<td>5 credits</td>
</tr>
</tbody>
</table>

Schools and districts are encouraged to teach these academic disciplines in the context of a student’s career-technical pathway.

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 improvement 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 transcript 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 the ODE website. 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:

- Transportation;
- Human Services;
- Law and Public Safety;
- Business and Administrative Services, Finance and Marketing;
- Agricultural and Environmental Systems; and
- 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.
VII. PERKINS ACT

**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 intra-curricular 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.

**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 (b)(2)(C)(iii)) 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 move closer to their desired credential programs (technical certificates, certification, licensure, applied associate or bachelor’s degrees). 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 Certificate/Short-Term Technical Certificate:** 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:
  - At least one course (three semester credit hours) in the English Composition and Oral Communication area (for example, First Writing, Second Writing, Public Speaking); and
  - 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:

- 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);
- At least one course (three semester credit hours) in the Social and Behavioral Sciences area (for example, Communication, History, Economics, Political Science, Psychology, Sociology); and
- 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 ODHE, in collaboration with the ODE, 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 ODHE 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 certificates with labor market value embedded within degree programs.

(B) Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), 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—

22 Based on the context of this requirement, the reference to the local application process under “section 132” appears to be a typographical error in the Perkins V statute. The correct section for local applications in Perkins V is section 134. Therefore, eligible agencies should respond to this item using the provisions in section 134 of Perkins V.
(i) promote continuous improvement in academic achievement and technical skill attainment;
(ii) expand access to career and technical education for special populations; and
(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.

Applications 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;
- ODE; 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 planning district and the ODE. The fourth and fifth years require additional on-site reviews by the ODE, 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.

**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.
VII. PERKINS ACT

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 ODHE 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 ODHE foster continuous improvement for postsecondary institutions. The ODHE 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 also are reviewed, and poor outcomes for these groups are factors considered in review processes. The ODHE 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 in 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 ODHE 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 ODHE 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 ODHE for approval, a background summary is posted on the ODHE website.

7. Chancellor’s approval: The request and public comments are forwarded to the chancellor of the ODHE for final approval.
VII. PERKINS ACT

Postsecondary Program Approval for Ohio Technical Centers. Ohio Technical Center programs also must go through a formal program approval process administered by the ODHE. 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 ODHE. 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 ODHE 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 ODHE 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 credential for review in addition to the approved list by completing the New Industry Credential Submission Form.

2. Review: The 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.
VII. PERKINS ACT

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

The ODHE 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 ODHE 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. ODHE 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 ODHE 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 ODHE’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) 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 ODE 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 ODHE also posts information on programs of study and career pathways on its website. Resources on the ODHE’s website include videos, webinars and presentations.

Both the ODE and ODHE use social media and email as additional means of communication. Parents and caregivers and students may sign up for the ODE’s general email list and receive 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 also is available in 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 Opportunities 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 ODE 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. The 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. First, detailed information about programs of study is posted on the ODE website. 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;
  - The ODE 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; and
  - The ODE 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.

- The ODHE regularly communicates broadly about the importance of career-technical education to constituents through emailed newsletters, social media and its website.
VII. PERKINS ACT

- The ODHE’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.

- The ODE and ODHE regularly provide information during local, regional and statewide meetings. The ODE and ODHE regularly present updates to the education community during at least nine 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; and
  - Annual Career Connections conference.

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; and
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.

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; and

- 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 and 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 the ODE and ODHE 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 and 14 universities 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 the ODHE and ODE’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 CTAGs** – 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) 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 and 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.
VII. PERKINS ACT

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 Program 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) ensure equal access to approved career and 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, the ODE 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,
VII. PERKINS ACT

- 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, the ODE 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 ODE 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; and
- Support in creating metrics and evaluation plans.

Year three, the ODE 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 ODE 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

(v) 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 the ODE Career-Technical Program of Study
VII.  PERKINS ACT

Assurances. The assurances are developed from applicable sections of Ohio Revised Code and Ohio Administrative Code.

The ODE 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; and

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.

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 and 14 universities 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 the ODHE and ODE’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.

The ODE’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
VII. PERKINS ACT

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 ODHE has worked to build linkages between coursework and the workplace through Ohio Means Internships and Co-ops. Through this initiative, the ODHE 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 ODHE developed Harnessing Ohio’s Talent as a guide for colleges and universities to develop effective work-based learning programs. During the transition year, the ODE and ODHE 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 CTE 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.

The ODE is integrating equity-focused requirements across statewide processes associated with career-technical education. The Department currently is piloting 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 will provide 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 will “train the trainer,” allowing local recipients to complete the remaining five sections of the assessment in collaboration with their local stakeholders. Piloted equity labs will serve as a developmental model for sustainable implementation throughout the Perkins V four-year period.
VII. PERKINS ACT

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:

- 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. The ODE’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. The ODE 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.

(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
VII. PERKINS ACT

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
VII. PERKINS ACT

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. The ODE 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 the ODHE, ODE 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. Career-Technical Assurance 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, the ODE 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. The ODE 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 ODE 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 and 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 and 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:
VII. PERKINS ACT

- 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, the ODE also 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 the response to (a)(1). In addition to the established functions of business advisory councils described in the response to (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.
VII. PERKINS ACT

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 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 the ODE. 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 ODHE’s program approval processes;
VII. PERKINS ACT

- 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 will provide 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 Department of Education;
- 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 ODHE’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 ODHE’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

(1) Describe the eligible agency’s program strategies for special populations, including a description of how individuals who are members of special populations—

   (i) will be provided with equal access to activities assisted under this Act;
   (ii) will not be discriminated against on the basis of status as a member of a special population;
   (iii) 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;
   (iv) will be provided with appropriate accommodations; and
   (v) will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)
VII. PERKINS ACT

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, the ODE is integrating equity-focused requirements across statewide processes associated with career-technical education. The Department currently is piloting 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.

The ODE’s Office of Career-Technical Education and Office for Exceptional Children collaborate extensively on cross-agency activities with OOD. 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 Exception 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 Exception 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 OOD 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.

**Improving Access and Outcomes for All Students: Regional Equity Lab Strategy.** Ohio currently is piloting 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 ODE 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**
  - The ODE 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.

**Postsecondary Strategies to Support Equal Access, Opportunity and Success.** The ODHE 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 ODHE 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. The ODHE will also engage subrecipients in equity workshops to review their data for access and efforts related to special populations. 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 and 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 the response to (b)(1)(D)

5. Recruitment, Retention, and Training of Faculty and Staff, 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 ODE’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; and
- 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.
VII. PERKINS ACT

The 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 decisions 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. The ODHE will continue its current practice of regularly convening representatives from schools, colleges, and ODE and ODHE education 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, 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.

(c) Fiscal Responsibility

(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; and

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;
VII. PERKINS ACT

- Process for recruiting, retaining and professionally developing teachers, faculty, administrators, specialized instructional support personnel and all other relevant parties; and
- 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 ODE website and include the following:

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)
VII. PERKINS ACT

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 ODHE.

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; and
- 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.
VII. PERKINS ACT

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; and
- Program Curriculum.

For these institutions to remain in good standing with their accreditors and the ODHE, 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 ODHE 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 WIOA 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?
VII. PERKINS ACT

- 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.

(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 and technical education at the secondary level, or career and 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 ODE 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 level.

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:

a. 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.

b. The consortia’s fiscal agent will be responsible for accessing funds through the ODE’s Comprehensive Continuous Improvement Plan budget system.

c. The fiscal agent will be responsible for submitting all fiscal information to the Department’s Comprehensive Continuous Improvement Plan budget system.
VII. PERKINS ACT

d. Funds may not be reallocated to individual members of the consortia for purposes or programs benefiting only one member of the consortia.

e. 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.

f. Consortia partners must jointly decide on goals and strategies, determining how funding will be used to address these specific goals and strategies at each Perkins-eligible institution.

g. Consortia will operate as single entities, selecting one Perkins-eligible institution within the consortia to serve as the consortia’s fiscal agent.

h. The fiscal agent also will be responsible for submitting cash requests for funds through the system, as well as submitting budget information at the close of the year for the Final Expenditure Report (FER).

i. 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.

(3) For the upcoming program year, provide the specific dollar allocations for each eligible recipient made available by the eligible agency for career and 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 and 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, 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

(4) For the upcoming program year, provide the specific dollar allocations for each eligible recipient made available by the eligible agency for career and 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.
VII. PERKINS ACT

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, Supplemental Nutrition for Assistance Program (SNAP), Temporary Assistance for Needy Families (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.

(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. The ODE 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.

(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
VII. PERKINS ACT

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)

(C) Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

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

(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 and Technical Education Act of 2006 (Perkins IV).

Postsecondary Career-Technical Education Alternative Allocation Formula. An alternative allocation formula is proposed by the ODHE 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 and have other documentation of such.

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

As cited in the response to (c)(2)(A), 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.

(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
VII. PERKINS ACT

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)

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

(d) Accountability for Results

(1) Identify and include at least one (1) of the following indicators of career and technical education program quality—

(A) the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;

(B) the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and 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 CTE 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; and
- 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

(2) Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section
CAREER & TECHNICAL EDUCATION PROGRAMS AUTHORIZED UNDER PERKINS V

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:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Numerator</th>
<th>Denominator</th>
</tr>
</thead>
<tbody>
<tr>
<td>5S3 Program Quality - Work-based Learning</td>
<td>Number of career-technical education concentrators who, in the reporting year, participated in a State-defined work-based learning experience.</td>
<td>The total number of career-technical education concentrators in the reporting year.</td>
</tr>
<tr>
<td>5S4 Program Quality - Technical Skill Attainment</td>
<td>Number of career-technical education concentrators, in the reporting year, who passed the State-recognized the technical skill assessments aligned with their programs of concentration.</td>
<td>Number of career-technical education concentrators, in the reporting year, who took the State-recognized technical skill assessments.</td>
</tr>
</tbody>
</table>

(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)

Refer to the charts on the following pages.

Note: 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 CTE 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).
### Secondary Indicators

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline Level</th>
<th>FY 2021</th>
<th>FY 2022</th>
<th>FY 2023</th>
<th>FY 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1S1: Four-Year Graduation Rate</strong></td>
<td>85.3%</td>
<td>88.0%</td>
<td>89.0%</td>
<td>90.0%</td>
<td>91.0%</td>
</tr>
<tr>
<td><strong>1S2: Extended Graduation Rate</strong></td>
<td>85.9%</td>
<td>90.0%</td>
<td>91.0%</td>
<td>92.0%</td>
<td>93.0%</td>
</tr>
<tr>
<td><strong>2S1: Academic Proficiency in Reading Language Arts</strong></td>
<td>87.8 (73.2%)</td>
<td>89.9 (74.9%)</td>
<td>91.9 (76.6%)</td>
<td>93.9 (78.3%)</td>
<td>95.9 (80.0%)</td>
</tr>
<tr>
<td><strong>2S2: Academic Proficiency in Mathematics</strong></td>
<td>88.2 (73.5%)</td>
<td>90.2 (75.2%)</td>
<td>92.1 (76.8%)</td>
<td>94.1 (78.4%)</td>
<td>96.1 (80.1%)</td>
</tr>
<tr>
<td><strong>2S3: Academic Proficiency in Science</strong></td>
<td>91.8 (76.5%)</td>
<td>92.7 (77.3%)</td>
<td>93.6 (78.0%)</td>
<td>94.6 (78.8%)</td>
<td>95.5 (79.6%)</td>
</tr>
<tr>
<td><strong>3S1: Post-Program Placement</strong></td>
<td>70.0%</td>
<td>71.0%</td>
<td>72.0%</td>
<td>73.0%</td>
<td>74.0%</td>
</tr>
<tr>
<td><strong>4S1: Non-traditional Program Enrollment</strong></td>
<td>17.0%</td>
<td>17.5%</td>
<td>18.0%</td>
<td>18.5%</td>
<td>19.0%</td>
</tr>
<tr>
<td><strong>5S3: Program Quality – Participated in Work-Based Learning</strong></td>
<td>25.0%</td>
<td>25.0%</td>
<td>26.0%</td>
<td>27.0%</td>
<td>28.0%</td>
</tr>
<tr>
<td><strong>5S4: Program Quality – Technical Skill Attainment</strong></td>
<td>66.0%</td>
<td>67.0%</td>
<td>68.0%</td>
<td>69.0%</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

### Postsecondary Indicators

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline Level</th>
<th>FY 2021</th>
<th>FY 2022</th>
<th>FY 2023</th>
<th>FY 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1P1: Post-Program Placement</strong></td>
<td>83%</td>
<td>83.50%</td>
<td>84%</td>
<td>84.60%</td>
<td>85.10%</td>
</tr>
<tr>
<td><strong>2P1: Earned Recognized Postsecondary Credential</strong></td>
<td>81%</td>
<td>81.25%</td>
<td>81.80%</td>
<td>82.50%</td>
<td>83%</td>
</tr>
<tr>
<td><strong>3P1: Non-traditional Program Concentration</strong></td>
<td>13%</td>
<td>13.25%</td>
<td>13.75%</td>
<td>14.30%</td>
<td>14.75%</td>
</tr>
</tbody>
</table>
(5) 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) 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, the ODE, in collaboration with the ODHE, posted the levels of performance table (refer to the response to (d)(2)), along with a narrative description, including the numerator and denominator of each indicator (refer to the response to (d)(5)(B)) on the Perkins V page of the ODE 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 Oct. 24, 2019, and closed Dec. 6, 2019. This information also was included in the public hearing process for the State Perkins V Plan, as described in the response to (a)(3).

(B) an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and

The ODE, 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.

<table>
<thead>
<tr>
<th>1S1 Student Graduation Rate - 4 Year</th>
<th>Numerator: Number of career-technical education concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate, as described in Elementary and Secondary Education Act of 1965.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Denominator: Number of career-technical education concentrators who, in the reporting year, were included in the State's computation of its graduation rate, as defined in the State’s Consolidated Accountability Plan, pursuant to section 8101 of the Elementary and Secondary Education Act of 1965)</td>
</tr>
</tbody>
</table>

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.
### 1S2 Student Graduation Rate - 5 Year

**Numerator:** Number of career-technical education concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate, as described in Elementary and Secondary Education Act of 1965.

**Denominator:** Number of career-technical education concentrators who, in the reporting year, were included in the State’s computation of its graduation rate, as defined in the State’s Consolidated Accountability Plan, pursuant to section 8101 of the Elementary and Secondary Education Act of 1965.

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.

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### 2S1 Academic Attainment – Reading/Language Arts

**Numerator:** Number of career-technical education concentrators, in the reporting year, at or above the proficient level on the Ohio end-of-course reading/language arts assessment adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such act.

**Denominator:** Number of concentrators who, in the reporting year, took the Ohio end-of-course reading/language arts assessment.

### 2S2 Academic Attainment - Mathematics

**Numerator:** Number of career-technical education concentrators, in the reporting year, at or above the proficient level on the Ohio end-of-course mathematics assessment adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.

**Denominator:** Number of career-technical education concentrators who, in the reporting year, took the Ohio end-of-course mathematics assessment.

### 2S3 Academic Attainment - Science

**Numerator:** Number of career-technical education concentrators, in the reporting year, at or above the proficient level on the Ohio end-of-course science assessment adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.

**Denominator:** Number of career-technical education concentrators who, in the reporting year, took the Ohio end-of-course science assessment. Career-technical education.

The draft performance levels are aligned to the interim goals established in Ohio’s Every Student Succeeds Act Plan. The Performance Index uses a score of 0 – 120, and the goals mirror this calculation. The baseline noted uses the goal from the 2018-2019 school year and increases annually according to the ESSA interim goals for English language arts and math. The science performance levels have been established using a simulation – as Every Student Succeeds Act Plan interim goals previously were not established for science.
### CAREER & TECHNICAL EDUCATION PROGRAMS AUTHORIZED UNDER PERKINS V

#### 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.

#### 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, in the reporting year, enrolled in programs with non-traditional designations. |

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.
### CAREER & TECHNICAL EDUCATION PROGRAMS AUTHORIZED UNDER PERKINS V

| 5S3 Program Quality - Work-based Learning | **Numerator:** Number of career-technical education concentrators who, in the reporting year, participated in State-defined work-based learning experiences.  

**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 25 percent to 28 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.

| 5S4 Program Quality - Technical Skill Attainment | **Numerator:** Number of career-technical education concentrators who, in the reporting year, achieved the cumulative passing rates for the State-recognized technical skill assessments aligned with their programs of concentration.  

**Denominator:** Number of career-technical education concentrators who, in the reporting year, took State-recognized technical skill assessments. |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------|

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.
<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denominator: Number of career-technical education concentrators who completed their programs in the reporting year.</td>
</tr>
</tbody>
</table>

The draft performance levels begin with a baseline of 83 percent and increase to 85.10 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 2025.

<table>
<thead>
<tr>
<th>Numerator: Number of career-technical education concentrators who receive recognized postsecondary credentials during participation in or within one year of program completion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denominator: Number of career-technical education concentrators who left postsecondary education in the prior reporting year.</td>
</tr>
</tbody>
</table>

The draft performance levels begin with a baseline of 81 percent and increase to 83 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 2025.

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

The draft performance levels begin with a baseline of 13% and increase to 14.75% 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 2025.
CAREER & TECHNICAL EDUCATION PROGRAMS AUTHORIZED UNDER PERKINS V

(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).

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 planning district report card, as required by the ODE (Ohio Revised Code Section 3302.033).

- Ohio’s Attainment Goal (2P1) is that 65 percent of adults ages 25-64 will have received postsecondary credentials by 2025. This attainment goal was established by ODHE Resolution, Ohio Attainment Goal 2025.

(6) 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.

As described in the response to (d)(5)(B), the ODE, 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.

This response will be written after the public comment period has ended.
(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), 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 will annually 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 outlier 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 that 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:

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CAREER & TECHNICAL EDUCATION PROGRAMS AUTHORIZED UNDER
PERKINS V

- Fails to implement an improvement plan;
- Fails to make any improvement in meeting the local adjusted level of performance for any of the 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.
### APPENDIX A.1. LOCAL APPLICATION

#### Summary and Allocation of Funds

<table>
<thead>
<tr>
<th>Criteria for Evaluation</th>
<th>Question</th>
<th>Summary of Priorities</th>
<th>Goals</th>
<th>Strategies</th>
<th>Required Uses of Funds and Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identified gaps align with data-driven decisions.</td>
<td>Part A: Evaluation of Student Performance</td>
<td>Must Cover: Student Performance Gaps among Subgroups and how those gaps will be addressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Summary of priorities aligns with Local Needs Assessment</td>
<td>Part B-1. Size, Scope, and Quality</td>
<td>Must Cover: Work-Based Learning Opportunities; Please also include a breakdown of programs and courses offered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Aligns with closing gaps identified in “Summary of Priorities”</td>
<td>Part B-2. Labor Market Alignment</td>
<td>Must Cover: Decision-making process for offering programs based on Local Needs Assessment and review of alignment to current Labor Market needs, a description of any new programs being offered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Meets SMART Goal format (identified in CLNA Guidebook)</td>
<td>Part C. Progress Towards Implementing CTE Programs of Study</td>
<td>Must Cover: Integration of academic and CTE content through use of Ohio learning standards, opportunities for post-secondary credit in high school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Please include no more than two goals per Part</td>
<td>Part D. Recruitment, Retention, and Training of Faculty and Staff</td>
<td>Must Cover: Process for recruiting, retaining, and professionally developing teachers, faculty, administrators, specialized instructional support personnel, and all other relevant parties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Strategies address intended progress toward goals identified in “Local Needs”</td>
<td>Part E. Improving Access and Equity</td>
<td>Must Cover: Strategies for increasing access to and success in CTE programs for special populations, equitable and widespread career exploration and guidance for each student throughout their experience with CTE</td>
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<td>- Strategies are measurable with data.</td>
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<td>- At minimum one action step will have funds allocated to implementation in the next step</td>
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<tr>
<td>- Required Uses of Funds logically align with Strategies</td>
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<tr>
<td>- Please only include numbers and subletters for “Required Uses of Funds” and allocation amount</td>
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<tr>
<td>- 1.A - $4,784, 2.D - $399, 4 - $13,000</td>
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<tr>
<td>- <strong>Local recipients must allocate funds to at minimum one strategy addressing closing equity gaps or labor market alignment</strong></td>
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APPENDIX A.2. LOCAL NEEDS ASSESSMENT GUIDEBOOK
Ohio Department of Education and Ohio Department of Higher Education
Comprehensive Local Needs Assessment Guidebook
# Table of Contents

Introduction ................................................................................................................................. 2

What is a Comprehensive Needs Assessment and Why Is It So Important? ................................ 2

Instructions .................................................................................................................................. 2

Step 1: Identify and Create a Local Leadership Team ................................................................. 3

Step 2: Identify Stakeholders and Develop a Stakeholder Engagement Plan ............................ 5

Identify Required Stakeholder Participants ............................................................................. 5

Planning Stakeholder Engagement ............................................................................................. 6

Step 3: Gather Data and Materials for Comprehensive Local Needs Assessment ................ 7

Step 4: Engage Stakeholders in Comprehensive Local Needs Assessment ............................. 7

Comprehensive Local Needs Assessment Framework .............................................................. 8

Part A: Evaluation of Student Performance .............................................................................. 9

PART B: Evaluation of Program Quality .................................................................................. 11

PART B-1: Size, Scope, and Quality ......................................................................................... 11

Part B-2: Labor Market Alignment ............................................................................................ 14

Part C: Progress Toward Implementing CTE Programs of Study ........................................... 16

Part D: Recruitment, Retention, and Training of CTE Educators ........................................... 18

Part E: Improving Equity and Access ...................................................................................... 19

Step 5: Discuss & Record Your Findings .................................................................................. 22

Step 6: Merge Findings and Set Priorities .............................................................................. 22

Step 7: Complete Local Application ........................................................................................ 22

Appendix A ............................................................................................................................... 25

Appendix B ............................................................................................................................... 26

Appendix C ............................................................................................................................... 28

Appendix D ............................................................................................................................... 28
Introduction
One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new comprehensive local needs assessment. Specifically, the law states: “To be eligible to receive financial assistance under this part, an eligible recipient shall—(A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment.”

What is a Comprehensive Local Needs Assessment and Why Is It So Important?
The new comprehensive local needs assessment is designed as the foundation of Perkins V implementation at the local level. It drives the local application development and future spending decisions. The comprehensive local needs assessment should be a chance to take an in-depth look at the district’s entire local and regional career-technical education system and identify areas where targeted improvements can lead to increased opportunities for student success. The comprehensive local needs assessment, if implemented thoughtfully, also can be a powerful opportunity to engage stakeholders in a collective understanding and vision for the future of career-technical education.

The comprehensive local needs assessment presents an unprecedented opportunity to:

- Create programs and opportunities to ensure access and success for each student leading to high-wage, high-skill, or in-demand occupations;
- Ensure programs of study are aligned to, and validated by, local, regional, and statewide workforce needs and economic priorities;
- Set strategic short- and long-term goals and priorities to ensure coordinated program review and improvement processes; and
- Regularly engage in conversation with stakeholders around the quality and impact of career-technical education programs and systems.

Translating the results of the comprehensive local needs assessment into action, in the form of the local application, is an invaluable opportunity to focus on program effectiveness, and implement plans that have a long-term impact on access to high-quality career-technical education for all Ohio students. The needs assessment process provides the opportunity to help strengthen and improve the entire education system through the benefits of Ohio career-technical education.

Resource:
This document has been created with resources from Advance CTE and ACTE. Anyone engaged in this process is encouraged to consult the work cited in Appendix A.

Instructions
The Comprehensive Local Needs Assessment Guidebook offers instructions and guidance for planning and implementation teams to follow as they conduct the comprehensive local needs assessment and
application. Additionally, the guidebook provides guidance for the required components of the law and articulates expectations for how the information will be collected, provided and used within a local recipient district and/or college.

The guidebook is intended to give Perkins V local applicants a framework to complete the comprehensive local needs assessment efforts by translating legislation into actionable steps. The goal is to create a process at the local level that not only meets the requirements but also engages stakeholders in thoughtful career-technical education program improvement. The guidebook is divided into a series of actionable steps to complete the comprehensive local needs assessment and application.

Before beginning in the process, look at the “Comprehensive Local Needs Assessment and Application Workbook” document to understand where the process will lead. The purpose of the comprehensive local needs assessment is to complete the local application by making data-driven and equity-focused decisions. Identifying the components to be completed at the conclusion of the process will allow for more intentional decision making in the early stages of planning.

**Step 1: Identify and Create a Local Leadership Team**

Consultation with a diverse body of stakeholders is required for the comprehensive local needs assessment. It is important to assemble a local leadership team to help guide the work and to set and maintain priorities. Their final task will be the responsibility of completing the Comprehensive Local
Needs Assessment and Application Workbook. The team should be small, but include individuals who can leverage systems to assist in the task ahead. Additionally, the leadership team can assist with:

- gathering and developing data and materials;
- facilitating stakeholder meetings;
- reviewing results of the comprehensive local needs assessment;
- assisting in the final decision-making processes for the local application; and
- writing the local application.

Suggested participants on the leadership team should draw from all levels of the organization and may include the following representatives within the local recipient’s secondary or postsecondary assigned area:

<table>
<thead>
<tr>
<th>Potential Secondary Participants</th>
<th>Potential Postsecondary Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Superintendent(s)</td>
<td>o President(s); Superintendent(s)</td>
</tr>
<tr>
<td>o Treasurer(s)</td>
<td>o Vice President(s); Dean(s); OTC Director(s)</td>
</tr>
<tr>
<td>o School board member(s)</td>
<td>o Fiscal Officer(s); Treasurer(s)</td>
</tr>
<tr>
<td>o District administrator(s)</td>
<td>o Faculty; Instructor(s); Teacher(s)</td>
</tr>
<tr>
<td>o Teacher(s)</td>
<td>o Ohio Technical Center Attestor(s); Higher Education Information System Liaison(s)</td>
</tr>
<tr>
<td>o EMIS coordinator(s), curriculum director(s), and school counselor(s)</td>
<td>o Career and Academic Advisor(s) or Counselor(s)</td>
</tr>
<tr>
<td>o Business and industry delegate(s)</td>
<td>o Business and industry delegate(s)</td>
</tr>
<tr>
<td>o Community partner(s)</td>
<td>o Community partner(s)</td>
</tr>
<tr>
<td>o Postsecondary partner(s)</td>
<td>o Secondary partner(s)</td>
</tr>
</tbody>
</table>

The Comprehensive Local Needs Assessment and Application Workbook includes a section for identifying the leadership team. This can be helpful to ensure engagement and commitment, and to ensure that all members of the team are included in communications, meetings and decision-making processes.

Once a local leadership team is established, the next step is to identify stakeholders and develop a stakeholder engagement plan. Perkins V requires a robust set of stakeholders to be engaged in the completion of the comprehensive local needs assessment.

**Tip:** One person should be given the responsibility to coordinate the work of the leadership team – identify the lead person. The project lead should not be completing all the work. Rather, he or she should serve as project manager by coordinating meeting times, ensuring deadlines are met and serving as a project lead. The project lead might find that bi-weekly meetings with the leadership team are beneficial to ensure timelines and tasks are being completed on time to meet the comprehensive local needs assessment and local application submission deadline.
Step 2: Identify Stakeholders and Develop a Stakeholder Engagement Plan

Local teams are required to engage a diverse group of participants who will assist in completing the local needs assessment. Specifically, stakeholders will assist in developing, reviewing and analyzing the comprehensive local needs assessment results to support cross-sector coordination.

Identify Required Stakeholder Participants

Perkins V requires, at a minimum, the following participants to engage in the initial Comprehensive Local Needs Assessment, local application development and on-going consultation [Sec.134 (d) and (e)]:

<table>
<thead>
<tr>
<th>Identifying Required Stakeholder Participants</th>
<th>Role of Stakeholders and Stakeholder Engagement Committee Annually</th>
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</thead>
<tbody>
<tr>
<td>Perkins V requires, at a minimum, the following participants be engaged in the initial comprehensive local needs assessment, the local application development, and in ongoing consultation with representation from:</td>
<td>The local leadership team will consult with stakeholders on a yearly basis. Annual consultation may include but is not limited to:</td>
</tr>
<tr>
<td>• Representatives of CTE programs from both secondary and postsecondary institutions (when collaborating) including:</td>
<td>1) Providing input on annual updates to the comprehensive needs assessment;</td>
</tr>
<tr>
<td>o Teachers, instructors, and faculty</td>
<td>2) Ensure programs of study are</td>
</tr>
<tr>
<td>o Career guidance and advisory professionals</td>
<td>a) responsive to community employment needs;</td>
</tr>
<tr>
<td>o Administrators, principals</td>
<td>b) aligned with employment priorities in the state, regional, tribal or local economy identified by employers, which may include in-demand industry sectors or occupations identified by the local workforce development board;</td>
</tr>
<tr>
<td>o Specialized instructional support personnel and paraprofessionals;</td>
<td>c) informed by labor market information;</td>
</tr>
<tr>
<td>• Representatives of local workforce development board/regional economic development organizations, and local business and industry;</td>
<td>d) designed to meet current, intermediate, or long-term labor market projections; and</td>
</tr>
<tr>
<td>• Parents and students;</td>
<td>e) allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study, including activities such as the identification of relevant standards, curriculum, industry recognized credentials, and current technology and equipment;</td>
</tr>
<tr>
<td>• Representatives of special populations;</td>
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<tr>
<td>• Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth; and</td>
<td></td>
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Representatives of Indian Tribes and Tribal organizations in the State, where applicable.

3) Identify and encourage opportunities for work-based learning; and
4) Ensure funding is used in a coordinated manner with other local resources.

**Tip:** Secondary and Postsecondary local teams should collaborate within the same assigned area to reduce duplication of work with potentially duplicative stakeholders. If choosing to collaborate, remember each recipient must produce a local application. Though local teams may collaborate on stakeholder engagement and in discussion of local needs, strategies to meet those needs and the allocation of funds will likely be different at the secondary and postsecondary levels. The leadership teams might find it helpful to discuss up front the areas where collaboration will be beneficial, and where it is important to complete the work separately.

**Tools:**
- Appendix A: Outlines several methods of gathering and documenting stakeholder feedback. It also gives links to a variety of resources.
- Appendix B: Provides guidance to aid with brainstorming participants in your stakeholder engagement activities around the CLNA.
- Appendix C: Lists data resources and reports to assist with completing the CLNA.

The stakeholder engagement committee section of the Comprehensive Local Needs Assessment and Application Workbook can ensure each required stakeholder is engaged in the development of the local application. This section can also help to ensure proper documentation is completed to include as a part of the local application.

**Planning Stakeholder Engagement**

Robust stakeholder engagement is essential to ensure decision making is done in the best interest of the community and will provide relevant and sustainable opportunities for students as they transition from education into the workforce. Allowing each stakeholder group the opportunity to provide input from its own perspective is important to the process. The local leadership team should develop a stakeholder engagement plan to coordinate stakeholder engagement with the goal of cultivating meaningful discussions from each stakeholder group. Moreover, the leadership team should develop initial strategies of engagement for parents/caregivers and students in all components of the work. When determining how best to engage stakeholders, review Appendix B for information on best practices for stakeholder engagement.

The local leadership team should consider the following items in the development of the stakeholder engagement plan:

- Coordinate local stakeholders between multiple local areas to minimize duplication of work across local and regional areas;
- Coordinate local stakeholders between secondary and postsecondary local teams in an identified area;
- Create topically themed local stakeholder engagement focus groups (e.g., student performance, labor market alignment of programs, etc.) aligned to the parts of the comprehensive local needs assessment;
• Use multiple methods of engagement from in-person to virtual meetings to surveys (See Appendix B for a list of potential communication tools to generate and obtain stakeholder input);

• Develop specific goals for each mode of stakeholder engagement to create a clear purpose for stakeholders. Before setting goals, identify the questions the local comprehensive needs assessment will require (see questions identified in Step 4 of this document) to know what information will need to be gathered;

• Develop a timeline for stakeholder engagement building on existing events or meetings, such as local advisory committee meetings, local economic development meetings, or parent-teacher conferences; and

• Develop clear communication to stakeholders through invitations and agendas (See Appendix D for examples of communication tools).

In the case of multiple local teams that choose to develop a collaborative stakeholder engagement plan together, a local application will need to be completed for each local recipient. The local leadership teams can collaborate to review results from shared meetings to ensure the information is included correctly in each local recipient’s summary of the results. In this case, each local recipient of Perkins V funds will need to complete its own application, similar to secondary and postsecondary partner requirements. It can be helpful to establish from the beginning which steps in the process will be shared and which steps will be completed separately.

**Step 3: Gather Data and Materials for Comprehensive Local Needs Assessment**

The local leadership team will need to compile all necessary data and materials to be used throughout the stakeholder engagement plan. If a local team is going to collaborate with other local teams on a local or regional level, local leadership teams must work together on Step 3 to reduce duplication of work.

The Ohio Department of Education will be providing secondary districts the following data reports:

• Federal performance indicators disaggregated by subpopulation for Fiscal Year 2018 and Fiscal Year 2019;

• Career-Technical Education enrollment for Fiscal Year 2018 and Fiscal Year 2019;

• State, regional, and local labor market data report including in-demand jobs, key local employers, and the skills and certifications desired; and

• Ohio Work-Based Learning Planning Map.

The Ohio Department of Higher Education will be providing postsecondary recipients the following data reports:

• Federal performance indicators including subpopulation for Fiscal Year 2017, Fiscal Year 2018 and Fiscal Year 2019;
• Career-Technical Education enrollment for Fiscal Year 2017, Fiscal Year 2018, and Fiscal Year 2019; and
• State, regional, and county (local) labor market data.

A list of additional resources and data to assist in completing the comprehensive local needs assessment can be found in Appendix C.

**Step 4: Engage Stakeholders in Comprehensive Local Needs Assessment**

In this section, information for each “part” of the comprehensive local needs assessment is provided, including a brief description, suggested materials to gather, and key questions to answer. The key questions in each “part” are included in the Comprehensive Local Needs Assessment and Application Workbook. The workbook will serve as the format in which the key questions will be answered and analyzed. From the answers, action steps will be created to populate the local application. Step 4 in the guidebook should be used jointly with the Comprehensive Local Needs Assessment and Application Workbook to guide conversation and ensure stakeholders intentionally evaluate the current state of the local district or institution.

**Comprehensive Local Needs Assessment Framework**

The comprehensive local needs assessment has six required elements, with Part B divided into two elements. The elements fully encompass the decision making, implementation and performance of career-technical education programs. Many of the elements are interconnected and insights gained in one part may be helpful in addressing another part.

Step 4 provides a structure to begin looking at each required element of the comprehensive local needs assessment. The following information is provided for each part of this section:

• Brief description of what is being measured or evaluated;
• Suggested materials to gather and consult to answer questions;
• Suggested priority participants in the discussion;
• Key questions to consider; and
• Corresponding tabs in the Comprehensive Local Needs Assessment and Application Workbook to guide conversation.
As the leadership team identifies the strategies to complete Step 4, one resource to consider within the school, district, college or community would be individuals who were involved with the implementation of the Every Student Succeeds Act (ESSA) and the Workforce Innovation and Opportunity Act (WIOA). These individuals may have ideas, lessons learned and best practices to adopt in completing the comprehensive local needs assessment.

**TIP: Keep it straight.** Several processes might be employed to make sense of the information for each part. The leadership team may want to schedule a separate meeting for each element to keep information separated and to keep minds fresh and alert.

### Part A: Evaluation of Student Performance

The comprehensive local needs assessment must have an evaluation of career-technical education concentrators’ performance in relation to each of the state determined and local level performance indicators. More generally, the comprehensive local needs assessment shall include an evaluation of student performance, especially evaluating performance by special populations and subgroup. The framework introduced in the regional equity labs provided by the Ohio Department of Education can offer insight into how best to identify gaps and address them through strategies aligned with Perkins V.

Visit the [Office of Career-Technical Education’s website](#) for more information on equity labs and when they may be held in your region.

In the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Section 134(c)(2)(A) states the comprehensive local needs assessment must include: *An evaluation of the performance of the students served with respect to State determined and local levels of performance, including an evaluation for special populations and each subgroup described in section 1111 of the ESEA.*

<table>
<thead>
<tr>
<th>Suggested Materials for Review</th>
<th>Suggested Stakeholders to Consult</th>
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| • Perkins performance data for the past three years disaggregated by CTE program area and subpopulation groups including:  
  ○ Gender  
  ○ Race and ethnicity  
  ○ Migrant status  
  ○ Individuals with disabilities  
  ○ Individuals from economically disadvantaged families including low-income youth and adults  
  ○ Individuals preparing for nontraditional fields  
  ○ Single parents including single pregnant women  
  ○ Out of work individuals  
  ○ English learners  
  ○ Homeless individuals  
  ○ Youth who are in or who have aged out of the foster care system | All stakeholders required by law particularly:  
• Administrators  
• Secondary teachers  
• Postsecondary faculty  
• Academic and career advising professionals  
• Representatives of Indian Tribes and Tribal organizations in the State, where applicable  
• Corrections education staff  
• Representatives of special populations  
• Data staff  
• Parents/caregivers and students |
• Youth with a parent who is on active duty military
• Comparison data for ‘all’ students – Secondary comparisons for graduation rates, academic performance and placement – Postsecondary comparisons for credential attainment and placement.
• Strategies used to discuss performance gaps for specific subgroups along with outcomes for the strategies attempted (See Equity Lab resources on Office of CTE Website)
• Informal/Formative Assessment Data
• WebXam Data
  o Technical Skill Attainment
  o Participation
• Experiential Learning Participation and Review Data
• Career-Technical Student Organization Participation and Student Achievement
  o Students and instructor/advisor

### Suggested Strategies for Consultation
- Assemble a work group to examine data including educators, career guidance professionals, and representatives of special populations
- Assemble educator groups by career-technical education career field pathways to examine data

### Questions to Answer
1. What internal systems and processes are in place to ensure accurate and clear data reporting to EMIS and/or HEI? How is the data reviewed and confirmed by all relevant parties?
2. Which career-technical education programs are performing above the state determined levels of performance and which programs are performing below?

#### EQUITY-FOCUSED QUESTIONS
3. How are each of the identified special populations performing per the federal accountability indicators at local recipient level? If available, how are the identified special populations performing per career-technical education career field pathway/program?

**TIP:** The agencies will provide guidance, professional development, and technical assistance in conducting this new analysis of special populations and subgroups, particularly around how to look at data to identify root causes in performance gaps.
**PART B: Evaluation of Program Quality**

The second part of the comprehensive local needs assessment examines career-technical education program quality. Participants will conduct a self-examination to describe how local career-technical education programs are:

- Of sufficient size, scope, and quality to meet the needs of all students;
- Aligned to state, regional, tribal, or local in-demand industry sectors identified by the state workforce development board; and
- Designed to meet local education or market needs not identified by the state boards or local workforce development boards.

**PART B-1: Size, Scope, and Quality**

What are size, scope and quality? The definitions are important to ensure funds are used to drive quality, equitable, and impactful career-technical education programs. The following definitions of size, scope, and quality are specified in Ohio’s Perkins V Transition Plan.

**Secondary Size, Scope, and Quality Definitions**

**Size:** For secondary recipients, size is defined as 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:** For secondary recipients, 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;
- Integrate academic content as appropriate for the course;
- Integrate work-based experiences, to the extent possible; and
- Assess the attainment of technical skills within the program using the appropriate technical assessment, as identified in the program and assessment matrix.

**Quality:** For secondary career-technical education programs, programs must meet the state’s "in compliance" benchmark, as outlined in the state’s annual program review process. For Fiscal Year 2020, this requires that 70 percent 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 a placement rate of no less than 88.9 percent. Programs that do not meet the benchmarks for placement and technical skill must participate in the appropriate corrective action planning process, as identified by the Ohio Department of Education. Perkins recipients must examine student performance data by subgroup and subpopulation. 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.
Postsecondary Size, Scope, and Quality Definitions

Size: Ohio Perkins postsecondary institutions must:
- Offer career and 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; and
- Be a part of a Perkins consortia if they do not generate enough credit hours or clock hour Full Time Equivalencies to be an eligible Perkins concentrator 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 Ohio Department of Higher Education’s program approval processes;
- Provide equal access to high-quality career and 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 will provide them with high skills and opportunities to earn high wages within in-demand occupations; and
- Provide adequate and appropriate services of support to students that might assist them with program completion.

Quality: Ohio Perkins postsecondary institutions must:
- Hold relevant institutional and program accreditation by an accrediting body authorized by the United States Department of Education;
- Continue to maintain accreditation and academic standards of high quality for programs and student support services offered by the institution as defined by its accreditor;
- Have submitted all pertinent student and program information based on the Ohio 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 (i.e., 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 Ohio 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.

In the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Section 134(c)(2)(B)(i) states the comprehensive local needs assessment must include: A description of how career and technical programs offered are sufficient in size, scope, and quality to meet the needs of all students served.

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<tbody>
<tr>
<td>Size (capacity focus):</td>
<td>Scope (curricular focus):</td>
<td>Quality (outcome focus):</td>
</tr>
</tbody>
</table>

12
- Total number of programs and number of courses within each program
- CTE participant and concentrator enrollments for the past three years, aggregated and disaggregated
- Capacity of each program for the past three years
- Number of students applying for the programs in the last three years, if applicable
- Number of students on waiting lists, if applicable
- Survey results assessing student interest in specific CTE programs
- Documentation of CTE program course sequences from secondary to postsecondary including aligned curriculum
- Credit transfer agreements for CTE programs
- Data on student retention and transition from secondary to postsecondary within the CTE program of study
- Descriptions of dual/concurrent enrollment programs, and data on student participation
- Data on student credential attainment in each program disaggregated by student demographic and value of credential
- Curriculum standards showing depth and breadth of program
- Opportunities for extended learning within and across CTE programs of study
- Curriculum standards and frameworks showing alignment to industry need
- Assessments leading to credential of value
- Partnership communication and engagement activities
- Safety requirements
- Work based learning procedures
- Career Technical Student Organization activities and alignment to curriculum
- Data collection mechanisms
- Program improvement processes
- Placement in employment following program participation
- Results of outside evaluation tools. Some examples are included in Appendix D

**Suggested Stakeholders to Consult**

All stakeholders required by law, particularly:

- Administrators, teachers, and faculty
- Representatives of special populations
- Corrections education staff
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable
- Parents/caregivers and students
- Career guidance and advisory professionals
- Data staff

**Suggested Strategies for Consultation**

- Assemble a workgroup to examine data including educators, career guidance professionals, representatives of special populations, and employers.
- Establish face to face meetings with group of educators to examine data
- Focus group, interview, or survey of:
  - Parents/caregivers and students;
  - Employers;
Separate group for those representing special populations, corrections education, and Tribal organizations; and
Guidance staff.

**Questions to Answer**

**SECONDARY SPECIFIC QUESTIONS**
1. How many career technical education pathways/programs are being offered within the career technical planning district (CTPD)? Is the CTPD offering the required number of pathways for the size of the CTPD? If no, how is the CTPD going to meet the requirement?
2. What are the barriers to students enrolling into your programs? (for example: capacity limitations, program wait lists, student surveys, application processes, or other evidence)
3. Through the evaluation of career-technical education programs with the Quality Program Standards, which programs are rated minimal or below?

**EQUITY-FOCUSED QUESTIONS (Must be completed by Secondary and Postsecondary)**
4. What percentage of career-technical education learners are engaged in work-based learning experiences and/or job placement services? How do the percentages vary across career-technical education programs or pathways? Across identified subpopulations groups?
5. What are the systems and processes in place to provide all career-technical education learners career advisement and development prior to and during a career-technical education pathway/program? How does this vary across career-technical education programs or pathways? Across identified sub populations groups?

**POSTSECONDARY SPECIFIC QUESTIONS**
6. What are the programs the institutions offer in occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree?
7. What policies and practices do the institutions incorporate into its structure to maintain accreditation and academic standards of high quality for programs and student support services offered by the institution as defined by its accreditor?

**Part B-2: Labor Market Alignment**
Perkins V continues to focus 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 the needs of workforce and economic development. The comprehensive local needs assessment will require stakeholders to determine how resources are used to determine which career-technical education programs of study are made available for students. Review the report provided by the Ohio Department of Education on state, regional, and local labor market information for this section. If members of the local leadership team need guidance in using this information, please reach out to Office of Career-Technical Education staff.

In the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Section 134(c)(2)(B)(ii) states the comprehensive local needs assessment must include: A description of how career and technical education programs are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board or are designed to meet local education or economic needs not identified by the local workforce development boards.

<table>
<thead>
<tr>
<th>Suggested Materials for Review</th>
<th>Suggested Stakeholders to Consult</th>
</tr>
</thead>
</table>

14
- State and Local Labor Market Information (LMI) current and projected employment
- LMI long- and intermediate-term labor market needs
- Data dashboards provided through CareerOutlook and DataUSA (two online search engines)
- Results of any available gap analysis on educational outcomes and employment needs (check with local workforce board)
- Input from local business and industry representatives, with reference to opportunities for special populations
- Alumni employment and earning outcomes from a state workforce agency, or alumni follow up survey
- Career-Technical Education Program of Study concentrator data for three years
- Program size, scope, and quality analysis
- Ohio Work-Based Learning Planning Map

### All stakeholders required by law, particularly:
- Administrators, teachers, and faculty
- Career guidance and advisement professionals
- Business and community partners
- Local workforce development and economic development boards
- Former students
- Parents/caregivers and students
- Data staff

### Suggested Strategies for Consultation
- Workgroup to examine data including educators, career guidance professionals, and workforce development staff.
- Focus group, interviews, study circle with:
  - Students and former students
  - Local agencies involved in workforce initiatives
  - Business, industry, and community partners

### Questions to Answer
1. **What are the highest projected growth industries in the region? What are the emerging occupations in those industries?**
2. **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?**
3. **How are local stakeholders being consulted and engaged to ensure the career-technical education programs are aligned to high wage, high wage, or in-demand industry sectors or occupations in the region? (e.g., pathway advisories, Business Advisory councils, program advisory boards, etc.)**
4. **How often does the local recipient receive information from the Workforce Innovation and Opportunities 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?**

**EQUITY-FOCUSED QUESTIONS**
5. **In evaluation of students enrolled in career-technical education programs aligned with high wage, high-skill, or in demand, what gaps exist?**
6. **What CTE programs that have under representations of the subpopulations?**
7. **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?**
Part C: Progress Toward Implementing Career-Technical Education Programs of Study

Part C is meant to evaluate the current programs of study that exist in the district considering the new definition of programs of study (identified below in Sec. 3(41)). Pay special attention to the newly identified need for multiple entry and exit points for programs of study. Considering how a student may enter and exit their education pathway, engaging with the workforce as they go, will ensure that students’ career pathways are flexible to their needs.

In the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Section 134(c)(2)(C) the comprehensive local needs assessment must include: An evaluation of progress toward the implementation of career and technical education programs and programs of study.

Sec 3(41): Program of Study. A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging State academic standards;
- Addresses both academic and technical knowledge and skills, including employability skills;
- Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- Has multiple entry and exit points that incorporates credentialing; and
- Culminates in the attainment of a recognized postsecondary credential.

<table>
<thead>
<tr>
<th>Suggested Materials for Review</th>
<th>Suggested Stakeholders to Consult</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Documentation of course sequences and aligned curriculum for each career-technical education program</td>
<td>All stakeholders required by law, particularly:</td>
</tr>
<tr>
<td>• Standards for academic, technical and employability skills taught per course</td>
<td>• Secondary and postsecondary teachers/faculty</td>
</tr>
<tr>
<td>• Credit transfer agreements for the program</td>
<td>• Administrators, teachers, and faculty</td>
</tr>
<tr>
<td>• Student retention and transfer trend data</td>
<td>• Career guidance and advisement professionals</td>
</tr>
<tr>
<td>• Trend data on dual and concurrent enrollment in career-technical educations programs</td>
<td>• Corrections education staff</td>
</tr>
<tr>
<td>• Definitions used for alignment, dual and concurrent enrollment, academic and technical standards</td>
<td>• Representatives of Indian Tribes and Tribal organizations in the State, where applicable</td>
</tr>
<tr>
<td>• Trend data on student participation</td>
<td>• Business and community partners</td>
</tr>
<tr>
<td>• Advisory committee notes/minutes</td>
<td>• Local workforce development and economic development boards</td>
</tr>
<tr>
<td>• Data on credential attainment by type</td>
<td>• Parents/caregivers and students</td>
</tr>
<tr>
<td>• Notes on industry participation</td>
<td>• Representatives of special populations</td>
</tr>
<tr>
<td></td>
<td>• Data staff</td>
</tr>
</tbody>
</table>
### Suggested Strategies for Consultation

- Workgroup to examine data including educators, career guidance professionals, business and community leaders
- Focus group, interviews, or study circle with:
  - Students and former students
  - Representatives of special populations
  - Corrections education staff
  - Tribal organizations and representatives
  - Business, industry, and community partners

### Potential Questions to Ask

1. How are career-technical education programs of study aligned across secondary and postsecondary education with multiple entry and exit points?
2. How is academic content being integrated into career-technical programs of study?
3. What career-technical education programs have credit transfer agreements in place to help students earn and articulate credit?
4. What are the identified gaps in student retention using course enrollment data?
5. What percentage of students in career-technical education programs are earning recognized postsecondary credentials?

**EQUITY-FOCUSED QUESTIONS**

6. How does credential attainment vary across programs or pathways? How does it vary across subpopulation groups?
**Part D: Recruitment, Retention, and Training of Career-Technical Education Educators**

Stakeholders will assess the educator workforce in career-technical education programs through this section of the comprehensive local needs assessment. The analysis is not limited to teachers, instructors, and faculty but also includes specialized instructional support personnel, paraprofessionals and career guidance and advisement professionals. Most importantly, the assessment asks participants to look at the diversity of these professionals and how closely they match the diversity of the education system in the local or regional community.

In the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Section 134(c)(2)(D) states the comprehensive local needs assessment must include: *A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.*

<table>
<thead>
<tr>
<th>Suggested Materials for Review</th>
<th>Suggested Stakeholders to Consult</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Data on faculty, staff, administrator, and counselor preparation, credentials, salaries and benefits, tenure, and demographics</td>
<td>All stakeholders required by law, particularly:</td>
</tr>
<tr>
<td>• Student demographic data</td>
<td>• Secondary and postsecondary teachers/faculty</td>
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<tr>
<td>• Description of recruitment process</td>
<td>• Human Resource department members</td>
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<td>• Description of retention process</td>
<td>• Administrators, teachers, and faculty</td>
</tr>
<tr>
<td>• Description of professional development, mentoring and externship opportunities</td>
<td>• Career guidance and advisement professionals</td>
</tr>
<tr>
<td>• Data on educator participation in professional development, mentoring and externships</td>
<td>• Representatives of special populations</td>
</tr>
<tr>
<td>• Findings from educator evaluations or other resources about impact of professional development, mentoring and externships</td>
<td>• Corrections education staff</td>
</tr>
<tr>
<td>• Survey or focus group results conducted with educators regarding needs and preferences</td>
<td>• Representatives of Indian Tribes and Tribal organizations in the State, where applicable</td>
</tr>
<tr>
<td>• Trend data on educator and staff shortage areas in terms of career-technical education programs area and demographics</td>
<td>• Data staff</td>
</tr>
<tr>
<td>• Trend data on educator and staff retention in terms of career-technical education area and demographics</td>
<td>• Parents/caregivers and students</td>
</tr>
<tr>
<td>• Work group to examine data including educators, career guidance professionals, and human resources staff</td>
<td>• Teacher preparation educators</td>
</tr>
<tr>
<td>• Focus group, interviews, study circle with:</td>
<td></td>
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<tr>
<td>o Veteran teachers</td>
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<tr>
<td>o Developing teachers</td>
<td></td>
</tr>
<tr>
<td>o Individuals charged with selecting, designing, and implementing professional development</td>
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</table>
Questions to Answer

1. What processes are in place to recruit new educators for career-technical education programs?
2. What are the local recipients’ succession plans in regard to retirement, growing student interests, and emerging occupations?
3. What ongoing professional development is offered by the local recipient around career-technical education academic and technical instruction?
4. What mentoring and onboarding processes are in place for new instructors?

**EQUITY-FOCUSED QUESTIONS**

5. What is the demographic makeup of faculty and staff? How does it compare to your current student population?
6. What systems and process are in place to increase recruitment and retention of the underrepresented populations?

**Part E: Improving Equity and Access**

The comprehensive local needs assessment requires stakeholders to assess progress toward providing equitable access to all career-technical education programs. Additionally, stakeholders should identify and examine any barriers (real or perceived) that may prevent students of any special populations from entering and thriving in career-technical education programs. The part E section will speak specifically to access across student subgroups and is meant to ensure the access is meaningful and sustained for each student.

In the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Section 134(c)(2)(E) states the comprehensive local needs assessment must include: A description of progress toward implementation of equal access to high-quality career and technical education courses and program of study for all students including:

- Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- Providing programs that are designed to enable special populations to meet the local levels of performance; and
- Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

As the leadership team engages stakeholders for part 4, it is important to remember who is included under the definition of special populations to ensure every special population is addressed in the needs assessment, action plan, and instructional services. The definition has broadened under Perkins V, so it is important to check data systems for access to information. (As a reminder, all definitions are included in section 3 of the new Perkins V Act.)

**Sec. 3(48) Special Populations.** The term “special populations” means –

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-work-individuals (postsecondary);
- English learners;
- Homeless individuals described in section 725 of the McKinney-Vento Act;
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is:
  - A member of the armed service
  - Is on active duty status.

### Suggested Materials for Review

<table>
<thead>
<tr>
<th>Suggested Materials for Review</th>
<th>Suggested Stakeholders to Consult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program promotional materials</td>
<td>All stakeholders required by law particularly:</td>
</tr>
<tr>
<td>Recruitment activities for each special population</td>
<td>- Elementary, secondary, and postsecondary teachers/faculty</td>
</tr>
<tr>
<td>Career guidance activities for each special population</td>
<td>- Middle school career-technical education and career connections teachers</td>
</tr>
<tr>
<td>Processes for communicating and providing accommodations, modifications, and supportive services for special populations</td>
<td>- Administrators, teachers, and faculty</td>
</tr>
<tr>
<td>Available services to support all students, including special populations</td>
<td>- Career guidance and advisement professionals</td>
</tr>
<tr>
<td>Procedures for work-based learning for special population students</td>
<td>- Corrections education staff</td>
</tr>
<tr>
<td>Information on accelerated credit and credentials available for special populations</td>
<td>- Tribal organizations and representatives</td>
</tr>
<tr>
<td>Data on career-technical education participation and performance by each career area and each special population</td>
<td>- Representatives of special populations</td>
</tr>
<tr>
<td>Data on participation in career-technical student organizations in terms of special populations</td>
<td>- Data staff</td>
</tr>
<tr>
<td>Findings from the program quality component</td>
<td>- Parents/caregivers and students</td>
</tr>
<tr>
<td>Findings from surveys/focus groups with student, parents and/or community representatives of special populations.</td>
<td>- Elementary and middle school teachers</td>
</tr>
<tr>
<td>State and Local Labor Market Information (LMI) current and projected employment</td>
<td></td>
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</tbody>
</table>

### Suggested Strategies for Consultation

- Elementary, secondary, and postsecondary teachers/faculty
- Middle school career-technical education and career connections teachers
- Administrators, teachers, and faculty
- Career guidance and advisement professionals
- Corrections education staff
- Tribal organizations and representatives
- Representatives of special populations
- Data staff
- Parents/caregivers and students
- Elementary and middle school teachers
Questions to Answer

**EQUITY-FOCUSED QUESTIONS**

1. To what degree are student special populations taking part in career-technical education at disproportionate levels, in comparison to the overall student population, at the local recipient, pathway and program levels? Which groups are over- and under-represented?

2. What strategies exist to expose and recruit all students to high-skill, high-wage, in-demand careers and career guidance throughout their education experience?

3. What barriers (such as prerequisites/admission requirements, transportation, childcare or scheduling) prevent subpopulations of learners from accessing your programs? What barriers prevent subpopulations of learners from taking part in embedded activities such as work-based learning, accelerated credit (including dual enrollment) and career-technical education student organizations?

4. What differentiated accommodations, modifications and supportive services are provided to ensure the success and equity for all students within all programs? What additional accommodations, modifications and supportive services are needed to ensure the success of special population groups?

5. How does the local recipient engage faculty and staff in professional development focusing on instruction, career development and other services to students in an equitable, unbiased manner?

- Workgroup to examine strategies including educators, career guidance professionals, representatives of special populations.
- Focus group, interviews, study circle with:
  - Students and former students
  - Parents/caregivers
  - Career-technical student organization advisors
  - Representatives of special populations
  - Corrections education staff
  - Representatives of Indian Tribes and Tribal organizations in the state, where applicable
  - Business, industry, and community partners
**Step 5: Discuss & Record Findings**

Step 5 serves to organize the findings of the work done in Steps 1 through 4. The worksheets included in the Comprehensive Local Needs Assessment and Application Workbook ensure clear documentation of the results found in the stakeholder engagement and data gathering sections. Moreover, the worksheets contain questions to cultivate the conversation. The framework is a suggestion but will ensure that the comprehensive local needs assessment has met the requirements and all necessary questions are answered. The workbook also easily transitions to the local application to simplify the process for local recipients.

**Local Needs Assessment and Application Workbook**

A workbook is provided to organize each of the parts of the comprehensive local needs assessment and local application requirements. Please see the workbook for details on organizing thoughts, strengths, areas for improvement, and key findings.

The part A through E worksheets are formatted for synthesizing and formulating strategies from the information gathered in the comprehensive local needs assessment. The questions align with the questions in Parts A through E of the Comprehensive Local Needs Assessment Guidebook.

- Please address the "Current Status" with the reality of the local district or institution.
- "Local Needs/Goals" should represent a vision of where the local recipient would like to be regarding each question in two years.
- "Strategies" should represent the actionable strategies to reach the local needs/goal.
- Questions below the "Equity-Focused Questions" bar help direct thoughts toward identifying gaps among special populations, especially regarding inequitable access to and outcomes in Career-Technical Education programming.
- Questions highlighted in green align with the "Must Cover" sections of the local application and should be taken into special consideration as they must be a priority in the next step.
- The "Summary of Priorities" box, below the main questions, is a place to begin synthesizing thoughts.

The next step, filling out the local application, will bring all the questions from each part into one set of findings, and it is important to consider which of these key findings will be prioritized in that portion of the local application. The questions in the workbook mirror the questions in each of the parts in Step 4 of the guidebook. The workbook is the place to record thoughts and findings on these questions. The questions align with the questions identified in Step 6 to complete the local application. The leadership team should work together to review the findings and organize them in the format outlined in the workbook and establish key areas for improvement in the “Strategies” section. The comprehensive local needs assessment will identify many needs for the district to improve upon – the workbook is an opportunity to synthesize those needs, and to determine which needs are most important to address.

**Step 6: Setting Priorities and Moving to Action: Local Application**

The next part of the comprehensive local needs assessment is the final organization of findings, which constitute the bulk of the local application. The leadership team will take the key findings of Step 5 and organize them into a simplified and clear direction of how to address the priority areas identified through the comprehensive local needs assessment. Local needs and goals are addressed with
strategies and determining the most important priority areas. Topics identified as “Must Cover” will need to be addressed in these local needs and strategies as identified in Perkins V legislation.

**Comprehensive Local Needs Assessment and Application Workbook**

The “local application” tab provides an opportunity to summarize the results of each of the previous tabs. Before completing this tab, discuss with your leadership team which of the questions and topics in Parts A through E will be priorities for the local recipient. The leadership team will then complete the “Summary of Priorities”, Goals, and "Strategies" for each part. The "Summary of Priorities" box at the bottom of each part, A through E, should clearly align with the first box for each part. When completing the “Goals” and “Strategies”, take note of the criteria for evaluation. These criteria are what the Office of Career-Technical Education will use when reviewing applications for approval. Make sure to also take note of the "Must Cover" sections, as these are required to be addressed in the local application according to Perkins V legislation. The leadership team will also need to review the "Required Uses of Funds Glossary" tab to fill in the last column on local application tab. Simply list out the required funds that will tie to the strategies identified for at least one part and indicate the amount estimated to be allocated to that strategy. For example, a strategy for Part C regarding integration of career-technical education and academic standards might align to Permissible Uses of Funds 2.A and 4.

The “Required Uses of Funds Glossary” tab in the workbook contains an exhaustive list of the Required Uses of Funds needed for the last column of the "Local Application" tab. The “Budget Page” tab also provides an opportunity to budget out funds by assigning an amount to each required use of funds. Note: The budget information will still need to be completed in the "Budget" portion of the CCIP system.

In reviewing the findings and determining next steps, it is important to narrow the list of needs to a key set of actions and strategies that will have the greatest impact on:

- Closing performance gaps for special population groups;
- Improving program size, scope, and quality and insuring labor-market alignment;
- Improving program quality;
- Making sure you have the best and most diverse educators; and
- Removing barriers that reduce access and success.

In prioritizing areas of focus, refer to the notes from the comprehensive local needs assessment discussions and consider more broad questions for each part such as:

- Part A: Which performance areas are providing the most difficulty? For which student groups? What can be done to address those needs?
• Part B-1: Which programs are strong and need to be supported to continue to keep momentum? Which programs are struggling and need to be discontinued or reshaped to be of adequate size, scope and quality? Are there specific components of program quality that present challenges across career areas?
• Part B-2: Are programs adequately addressing current and emerging employer needs? Will programs allow students to earn a living wage when they become employed?
• Part C: Are secondary, postsecondary and support systems aligned to ensure students can move through the pathway without barriers or replication? Are credentials awarded to students of economic value to students and employers?
• Part D: How can you get faculty and other key individuals to join your staff? What support is needed to retain effective teachers and instructors?
• Part E: Which subpopulations are struggling the most? Are there activities that would remove barriers right away? What are long term solutions to ensuring all subpopulations are successful?

**Step 7: Complete Local Application**

Once the leadership team has completed the Comprehensive Local Needs Assessment and Application Workbook, the stakeholder engagement committee should be given the opportunity to review the information before submission. This chance to review the results ensures that their perspectives of the local needs are captured accurately and addressed to the best ability of the local recipient. Though this step is not required, it is highly encouraged. It can also provide another opportunity for stakeholders to provide their help in addressing the goals and implementing strategies identified in the local application.
Appendix A

Reference and Resource Documents

- Advance CTE Guide for State Leaders: Maximizing Perkins V’s Comprehensive Local Needs Assessment & Local Application to Drive Quality and Equity in CTE (Link)
- Association for Career and Technical Education: Guide for Local Leaders-Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Equality in CTE (Link)
- School Interventions That Work: Targeted Support for Low-Performing Students (Alliance for Excellent Education): (Link).
- Let’s Get This Conversation Started: Strategies, Tools, Examples and Resources to Help States Engage with Stakeholders to Develop and Implement their ESSA Plans: (Link)
Appendix B

Public Participation Guide: Tools to Generate and Obtain Public Input

The following table lists some basic in-person tools for obtaining public input ([Link](#))

<table>
<thead>
<tr>
<th>Tool</th>
<th># of Participants</th>
<th>Best Suited for</th>
</tr>
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<tbody>
<tr>
<td><strong>Interviews</strong></td>
<td>Individual or Small Group</td>
<td>Learning about individual perspectives on issues</td>
</tr>
<tr>
<td><strong>Focus Groups</strong></td>
<td>Small groups (15 or fewer)</td>
<td>Exploring attitudes and opinions in depth</td>
</tr>
<tr>
<td><strong>Study Circles</strong></td>
<td>Small (5-20)</td>
<td>Information sharing and focused dialogue</td>
</tr>
<tr>
<td><strong>Public Meetings/Hearings</strong></td>
<td>Large groups</td>
<td>Presenting information to and receiving comments or feedback from the public</td>
</tr>
<tr>
<td><strong>Public Workshops</strong> (Effective Engagement Toolkit from Victoria, Australia Department of Sustainability and Environment)</td>
<td>Multiple small groups (8-15 in each small group)</td>
<td>Exchanging information and/or problem-solving in small groups.</td>
</tr>
<tr>
<td><strong>Appreciative Inquiry Process</strong></td>
<td>Varies, but usually involves &quot;whole system&quot;</td>
<td>Envisioning shared future, not making decisions</td>
</tr>
<tr>
<td>Tool</td>
<td># of Participants</td>
<td>Best Suited for</td>
</tr>
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<tr>
<td>World Cafes</td>
<td>Very adaptable, involving multiple simultaneous conversations (4-8 in each small group)</td>
<td>Fostering open discussion of a topic and identifying areas of common ground</td>
</tr>
<tr>
<td>Charrettes</td>
<td>Small to medium</td>
<td>Generating comprehensive plans or alternatives</td>
</tr>
<tr>
<td>Electronic Democracy</td>
<td>Unlimited</td>
<td>Enabling the direct participation of geographically dispersed public at their convenience</td>
</tr>
<tr>
<td>Computer-Assisted Processes</td>
<td>Large</td>
<td>Receiving real-time quantitative feedback to ideas or proposals</td>
</tr>
</tbody>
</table>
Appendix C

Collecting Resources and Data

Please gather and review each type of data described below before moving to the next type.

This data will help spur more accurate, informed conversations in completing the comprehensive local needs assessment and local application. Some of the data points below link to data sources. If you are accessing a printed copy, please follow the links by accessing this document electronically on the Ohio Department of Education’s website.

<table>
<thead>
<tr>
<th>Data Resources</th>
<th>Business and Community</th>
</tr>
</thead>
</table>
| **Learning Environment and Culture**   | • **Regional In-Demand Job Data from**
| • Inventory of Classroom and Laboratory Space | OhioMeansJobs                                               |
| o Number of seats compared to number of assigned students in a classroom | • **Ohio Department of Job and Family Services**
| o Learning environment design          | Workforce Projections                                      |
| o Equipment inventory                  | • Local/Regional Business Needs                             |
| o Equitable access for each student to learning environment and necessary equipment | o From Business Advisory Council                            |
| o Comparison of subpopulation participation and subpopulation as a whole | • **Advisory Committee Membership List**                    |
| **School Climate and Culture**         | • **Advisory Committee Policies, Procedures and Minutes**   |
| • Inventory of educator professional development | • **Advisory Committee Program Evaluation Results**         |
| • Equity Measures                      | • **Inventory of Local Economic Development Organizations** |
| o Comparison of subpopulation participation and subpopulation as a whole | |
| **Pathway Design**                     | **Learner Achievement**                                    |
| • Enrollment Data Trends for all Courses in Pathway | • **Informal/Formative Assessment Data**                    |
| • Inventory of Technical/Academic Alignment Lessons, Projects, Units and Courses | • **Perkins V Local Performance Indicators including**
| • Inventory of Planning Documents      | evaluation of performance for special populations and each subgroup |
| o Pacing guides                        | o **Technical Skill Attainment**                            |
| o Assessment blueprints                | o Participation                                            |
| o Syllabi                              | • **Post-Placement Data**                                  |
| o Unit and lesson plans                | • **Industry Credential Attainment**                       |
| o Course, postsecondary and industry credential alignment identified | • **Attendance Rate**                                      |
| **Student Interest Survey Data**       | • **Academic Indicators**                                  |
| **Program Support and Funding Disproportionality** | • **Experiential Learning Participation and Review Data** |
| **Learning Environment and Culture**   | • Career-Technical Student Organization Participation and Student Achievement |
| • Inventory of Classroom and Laboratory Space | o Students and instructor/advisor                           |
Appendix D

Communication Tools and Resources

Under Development
DO NOT DISTRIBUTE OR REPRODUCE THIS DOCUMENT
APPENDIX A.3. LOCAL NEEDS ASSESSMENT WORKBOOK
Local Needs Assessment and Application

This document is the framework in which districts will turn the results of their needs assessment into the local application. Along with other documentation and data from the needs assessment, this document represents the entirety of the Local Application that local recipients of Perkins funds must submit in Ohio. Please feel free to add rows as necessary, but please do not delete or edit the format of the document. It is important that local recipients complete each of the tabs included according to the following guidance:

For guidance on use of the document, or for clarification of how to complete the required parts, please see the Comprehensive Local Needs Assessment and Application Guidebook.
<table>
<thead>
<tr>
<th>Representative</th>
<th>Name</th>
<th>Institution/Position</th>
<th>Responsibility</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>Representative</td>
<td>Name</td>
<td>Institution/Position</td>
<td>Responsibility</td>
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<tr>
<td>Postsecondary Perkins Grant Coordinator</td>
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<tr>
<td>Secondary Perkins Grant Coordinator</td>
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<tr>
<td>Teacher(s) - Secondary</td>
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<tr>
<td>Faculty - Postsecondary</td>
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<td>Secondary Administration</td>
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<td>Representative(s) of Special Populations</td>
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<td>Career Guidance and</td>
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<td>Academic Counselor(s)</td>
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<td>Student(s)</td>
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<td>Business &amp; Industry</td>
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<td>Workforce Development</td>
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<tr>
<td>Parent(s)</td>
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<tr>
<td>Other</td>
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<tr>
<td>(Data Support, Admin Assistant, HR, Business Office, etc.)</td>
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### Part A - Evaluation of Student Performance

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<tr>
<th>Question</th>
<th>Current Status</th>
<th>Goals</th>
<th>Strategies</th>
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</thead>
<tbody>
<tr>
<td>1. What internal systems and processes are in place to ensure accurate and clear data reporting to EMIS and/or HEI? How is the data reviewed and confirmed by all relevant parties?</td>
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<tr>
<td>2. Which career-technical education programs are performing above the state determined levels of performance and which programs are performing below?</td>
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<tr>
<td>3. How are each of the identified special populations performing per the federal accountability indicators at local recipient level? If available, how are the identified special populations performing per career-technical education career field pathway/program?</td>
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**Summary of Priorities**
### B-1: Size, Scope, and Quality

<table>
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<th>Question</th>
<th>Current Status</th>
<th>Goals</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many career technical education pathways/programs are being offered within the career technical planning district (CTPD)? Is the CTPD offering the required number of pathways for the size of the CTPD? If no, how is the CTPD going to meet the requirement?</td>
<td></td>
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<tr>
<td>2. What are the barriers to students enrolling into your programs? (for example: capacity limitations, program wait lists, student surveys, application processes, or other evidence)</td>
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<tr>
<td>3. Through the evaluation of career-technical education programs with the Quality Program Standards, which programs are rated minimal or below?</td>
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<tr>
<td>4. What percentage of career-technical education learners are engaged in work-based learning experiences and/or job placement services? How do the percentages vary across career-technical education programs or pathways? Across identified subpopulations groups?</td>
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<tr>
<td>5. What are the systems and processes in place to provide all career-technical education learners career advisement and development prior to and during a career-technical education pathway/program? How does this vary across career-technical education programs or pathways? Across identified subpopulations groups?</td>
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<tr>
<td>6. What are the programs the institutions offer in occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree?</td>
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<tr>
<td>7. What policies and practices do the institutions incorporate into its structure to maintain accreditation and academic standards of high quality for programs and student support services offered by the institution as defined by its accreditor?</td>
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### Summary of Priorities

- **Secondary-Specific Questions**
- **Equity-Focused Questions**
- **Postsecondary Specific Questions**
<table>
<thead>
<tr>
<th>Question</th>
<th>Current Status</th>
<th>Goals</th>
<th>Strategies</th>
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<tbody>
<tr>
<td>1. What are the highest projected growth industries in the region? What are the emerging occupations in those industries?</td>
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<tr>
<td>2. 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?</td>
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<tr>
<td>3. How are local stakeholders being consulted and engaged to ensure the career-technical education programs are aligned to high wage, high wage, or in-demand industry sectors or occupations in the region? (e.g., pathway advisories, Business Advisory councils, program advisory boards, etc.)</td>
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<tr>
<td>4. How often does the local recipient receive information from the Workforce Innovation and Opportunities 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?</td>
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<tr>
<td>5. In evaluation of students enrolled in career-technical education programs aligned with high wage, high-skill, or in demand, what gaps exist?</td>
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<tr>
<td>6. What CTE programs that have under representations of the subpopulations?</td>
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<tr>
<td>7. 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?</td>
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**Summary of Priorities**
### Part C - Progress Toward Implementing CTE Programs of Study

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<th>Question</th>
<th>Current Status</th>
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<th>Strategies</th>
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<tbody>
<tr>
<td><strong>Question</strong></td>
<td><strong>Current Status</strong></td>
<td><strong>Goals</strong></td>
<td><strong>Strategies</strong></td>
</tr>
<tr>
<td>1. How are career-technical education programs of study aligned across secondary and postsecondary education with multiple entry and exit points?</td>
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<tr>
<td>2. How is academic content being integrated into career-technical programs of study?</td>
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<tr>
<td>3. What career-technical education programs have credit transfer agreements in place to help students earn and articulate credit?</td>
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<tr>
<td>4. What are the identified gaps in student retention using course enrollment data?</td>
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<tr>
<td>5. What percentage of students in career-technical education programs are earning recognized postsecondary credentials?</td>
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</table>

**EQUITY-FOCUSED QUESTIONS**

6. How does credential attainment vary across programs or pathways? How does it vary across subpopulation groups?

### Summary of Priorities
### Part D - Recruitment, Retention, and Training of CTE Educators

<table>
<thead>
<tr>
<th>Question</th>
<th>Current Status</th>
<th>Goals</th>
<th>Strategies</th>
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<tbody>
<tr>
<td>1. What processes are in place to recruit new educators for career-technical education programs?</td>
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<tr>
<td>2. What are the local recipients' succession plans in regard to retirement, growing student interests, and emerging occupations?</td>
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<tr>
<td>3. What ongoing professional development is offered by the local recipient around career-technical education academic and technical instruction?</td>
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<td>4. What mentoring and onboarding processes are in place for new instructors?</td>
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**EQUITY-FOCUSED QUESTIONS**

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<th>Question</th>
<th>Current Status</th>
<th>Goals</th>
<th>Strategies</th>
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<tbody>
<tr>
<td>5. What is the demographic makeup of faculty and staff? How does it compare to your current student population?</td>
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<tr>
<td>6. What systems and process are in place to increase recruitment and retention of the underrepresented populations?</td>
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### Summary of Priorities
### Part E - Improving Equity and Access

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<tr>
<th>Question</th>
<th>Current Status</th>
<th>Goals</th>
<th>Strategies</th>
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<tbody>
<tr>
<td>1. To what degree are student special populations taking part in career-technical education at disproportionate levels, in comparison to the overall student population, at the local recipient, pathway and program levels? Which groups are over- and under-represented?</td>
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<tr>
<td>2. What strategies exist to expose and recruit all students to high-skill, high-wage, in-demand careers and career guidance throughout their education experience?</td>
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<tr>
<td>3. What barriers (such as prerequisites/admission requirements, transportation, childcare or scheduling) prevent subpopulations of learners from accessing your programs? What barriers prevent subpopulations of learners from taking part in embedded activities such as work-based learning, accelerated credit (including dual enrollment) and career-technical education student organizations?</td>
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<tr>
<td>4. What differentiated accommodations, modifications and supportive services are provided to ensure the success and equity for all students within all programs? What additional accommodations, modifications and supportive services are needed to ensure the success of special population groups?</td>
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<tr>
<td>5. How does the local recipient engage faculty and staff in professional development focusing on instruction, career development and other services to students in an equitable, unbiased manner?</td>
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</table>

### Summary of Priorities

**Must Cover:** Strategies for increasing access to and success in CTE programs for special populations, equitable and widespread career exploration and guidance for each student throughout their experience with CTE.
provide 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 a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—

**A** introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;

readily available career and labor market information, including information on—

- occupational supply and demand;

- educational requirements;

- other information on careers aligned to State, local, or tribal (as applicable) economic priorities; and

- employment sectors

**B** programs and activities related to the development of student graduation and career plans

**C** career guidance and academic counselors that provide information on postsecondary education and career options
any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including in non-traditional fields; or

provide students with strong experience in, and comprehensive understanding of, all aspects of industry

### Required Uses of Funds

2. provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—

A. professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curriculum

B. professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C))

C. providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials

D. supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such administrators or school leaders

E. supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs

F. providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices
<table>
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<th>Required Uses of Funds</th>
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<tr>
<td>G</td>
<td>training teachers, faculty, school leaders, administrators, specialized instructional support personnel (including career guidance and academic counselors), or paraprofessionals, as appropriate to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act</td>
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<tr>
<td>H</td>
<td>training teachers, faculty, specialized instructional support personnel (including career guidance and academic counselors), and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports and positive behavioral interventions and support; or</td>
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<tr>
<td>I</td>
<td>training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries</td>
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<tr>
<td>3</td>
<td>provide within career and technical education the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations</td>
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<tr>
<td>4</td>
<td>support integration of academic skills into career and technical education programs and programs of study to support—</td>
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<td></td>
<td>• CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and</td>
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<td>• CTE participants at the postsecondary level in achieving academic skills;</td>
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<td>5</td>
<td>plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—</td>
</tr>
<tr>
<td>A</td>
<td>curriculum aligned with the requirements for a program of study</td>
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<tr>
<td>B</td>
<td>sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop career centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations</td>
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<tr>
<td>C</td>
<td>where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study</td>
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<tr>
<td>D</td>
<td>appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;</td>
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<td>E</td>
<td>a continuum of work-based learning opportunities, including simulated work environments;</td>
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<tr>
<td>F</td>
<td>industry-recognized certification exams or other assessments leading toward a recognized postsecondary credential;</td>
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<tr>
<td>G</td>
<td>efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;</td>
</tr>
<tr>
<td>H</td>
<td>where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);</td>
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<tr>
<td>I</td>
<td>expanding opportunities for students to participate in distance career and technical education and blended-learning programs;</td>
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<tr>
<td>J</td>
<td>expanding opportunities for students to participate in competency-based education programs;</td>
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<tr>
<td>K</td>
<td>improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;</td>
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<tr>
<td>L</td>
<td>supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;</td>
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<tr>
<td>M</td>
<td>supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;</td>
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<tr>
<td>N</td>
<td>providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;</td>
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<tr>
<td>O</td>
<td>supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curriculum;</td>
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<td>P</td>
<td>making all forms of instructional content widely available, which may include use of open educational resources;</td>
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<td>Q</td>
<td>supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;</td>
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<tr>
<td>R</td>
<td>partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;</td>
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<td>S</td>
<td>support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or</td>
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<tr>
<td>T</td>
<td>other activities to improve career and technical education programs; and</td>
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<tr>
<td>Required Uses of Funds</td>
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<td>6</td>
<td>develop and implement evaluations of the 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).</td>
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Total Allocation:
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APPENDIX A.4. EQUITY LAB WORKBOOK
QUESTIONS?

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# Table of Contents

**Introduction** ........................................................................................................................................... 4  
Equity Lab Agenda ...................................................................................................................................... 5  
Putting the Pieces Together: An Overview ................................................................................................. 6  
Equity Lab: Vision ....................................................................................................................................... 7  
Guidelines for Participation ......................................................................................................................... 8  
The Equity-Focused Growth Mindset ......................................................................................................... 9  
Let’s Kahoot! ................................................................................................................................................ 9

**Data Analysis and Identifying Performance Gaps** .................................................................................. 10  
Data Definitions and Disclosures ............................................................................................................... 10  
Key Components of the Data Report Graphs: Example 1 ........................................................................ 11  
Key Components of the Data Report Graphs: Example 2 ........................................................................ 12  
Key Components of the Data Report Graphs: Example 3 ........................................................................ 13

**Data Analysis and Identifying Performance Gaps** .................................................................................. 14  
The Notice & Wonder Protocol .................................................................................................................. 14  
Step 1: “Notice” – Record Facts and Observations .................................................................................... 15  
Step 1: “Notice” – Record Facts and Observations .................................................................................... Error! Bookmark not defined.

**Root Cause Analysis** ............................................................................................................................... 20  
“Attack the Gap” – Using an Affinity Diagram ......................................................................................... 20  
Affinity Graph Example .............................................................................................................................. 21

**Comprehensive Local Needs Assessment** ............................................................................................. 22

**Glossary** .................................................................................................................................................. 30

**Appendix** ............................................................................................................................................... 31
Introduction

Ohio is proud of its emphasis on preparing career-technical students for lifelong learning and success, but the work is far from done. Ohio’s greatest education challenge remains equity in education achievement. *Each Child, Our Future*, Ohio’s strategic plan for education, calls attention to how the state’s education system is not effectively meeting the needs of specific groups of students.¹ Many students still face learning inequities, often because of limited access to important education opportunities and resources. This contributes to the state’s achievement gap and persistent disparity in measures of performance. Creating a space to openly discuss and address equity is both difficult and essential. Ohio can and must do more for advancing equity in education.

A primary focus of the Ohio Perkins V Transition Plan is improving access, enrollment, engagement and performance for all students, with an intentional focus on students in special populations. To support the education community in ensuring students have meaningful access and are engaged in high-quality career-technical education programs, the Ohio Department of Education is piloting regional equity labs² for secondary career-technical programs. Participants in the equity labs will review and analyze data in three main categories: access, engagement and enrollment, and performance. They will identify the largest or most pressing gap to be addressed and perform a root cause analysis, while clearly articulating 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 will complete activities and exercises that will be useful in fulfilling the Perkins V Comprehensive Local Needs Assessment and Local Application requirements for equity. Local recipients and participants are encouraged to set ambitious and achievable goals, collaborate on best practices and share resources. It is not feasible or realistic to expect to correct all inequities at once, but it is an expectation that the education community identify the opportunities for growth, create plans for change and commit to improving Ohio’s equity in education.

¹ *Each Child, Our Future* | Ohio Strategic Plan for Education: 2019-2024 | Page 4
² Ohio Perkins V Transition Plan | May 2019 | Page 5
**Equity Lab Agenda**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am</td>
<td>Check In</td>
</tr>
<tr>
<td>8:30am</td>
<td>Welcome</td>
</tr>
<tr>
<td></td>
<td>• Perkins Overview</td>
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<tr>
<td></td>
<td>• Ohio’s Strategic Plan</td>
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<td></td>
<td>• Comprehensive Local Needs Assessment</td>
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<td></td>
<td>• Overview of the Workshop</td>
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<td></td>
<td>• Establishing Guidelines for Participation</td>
</tr>
<tr>
<td>9:00am</td>
<td>Equity Overview</td>
</tr>
<tr>
<td></td>
<td>Data Analysis and Identifying Gaps: “Notice &amp; Wonder”</td>
</tr>
<tr>
<td>Lunch</td>
<td>LUNCH ON YOUR OWN</td>
</tr>
<tr>
<td>1:00pm</td>
<td>Root Cause Analysis: “Attack the Gap!”</td>
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<td></td>
<td>Equity + Comprehensive Local Needs Assessment</td>
</tr>
<tr>
<td>4:00pm</td>
<td>Wrap Up and Close</td>
</tr>
</tbody>
</table>
Putting the Pieces Together: An Overview

Ohio’s bold vision for addressing and making meaningful progress toward equitable education starts with a general overview of the legislation in the Strengthening Career-Technical Education for the 21st Century Act (Perkins V), as well as how Each Child, Our Future, Ohio’s strategic plan for education, the Ohio Perkins V Transition Plan and the Local Application relate to equity and creating equity in education.

<table>
<thead>
<tr>
<th>PERKINS V</th>
<th>Each Child, Our Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>New concentrator definition</td>
<td>Equity is defined as access to relevant and challenging academic experiences and educational resources necessary for success</td>
</tr>
<tr>
<td>Identify and quantify gaps between special populations and all career-technical education concentrators</td>
<td>Identify diverse ways to demonstrate and measure performance</td>
</tr>
<tr>
<td>Make meaningful progress toward improving the performance of special populations</td>
<td>Partnership-based approach</td>
</tr>
<tr>
<td>Five of the six uses of funds are related to special populations</td>
<td>Expand career-technical education</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>OHIO PERKINS V TRANSITION PLAN</th>
<th>Local Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Equity Labs:</td>
<td>Outline ambitious and achievable goals to make meaningful progress toward equitable education for special populations</td>
</tr>
<tr>
<td>o Data Analysis</td>
<td>Identify how the district will use funds to remove barriers, increase performance and provide supports to students in special populations</td>
</tr>
<tr>
<td>o Identify Gaps</td>
<td>Required every two years</td>
</tr>
<tr>
<td>o Root Cause Analysis</td>
<td></td>
</tr>
<tr>
<td>o Plan for Progress</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Local Needs Assessment</td>
<td></td>
</tr>
<tr>
<td>Local Data Reports</td>
<td></td>
</tr>
</tbody>
</table>

• Regional Equity Labs: Data Analysis, Identify Gaps, Root Cause Analysis, Plan for Progress
• Comprehensive Local Needs Assessment
• Local Data Reports
• Outline ambitious and achievable goals to make meaningful progress toward equitable education for special populations
• Identify how the district will use funds to remove barriers, increase performance and provide supports to students in special populations
• Required every two years
Equity Lab: Vision

“In Ohio, each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society.”

Data Analysis and Identifying Performance Gaps
The Ohio Department of Education will develop a report displaying local recipients’ data in three main categories: meaningful access, engagement and enrollment, and student outcomes. In the “Notice and Wonder” session, local recipients will utilize data literacy skills to discover useful information that may support decision-making.

Root Cause Analysis
Local recipients will identify the largest and most pressing gap to be addressed in the local application. Teams will then conduct a root cause analyses on the identified gap, or “Attack the Gap” utilizing the affinity diagram exercise.

Planning for Equity and Comprehensive Local Needs Assessment
Local recipients will develop goals and action plans to address the identified gap, as well as plan to evaluate the successes and adjust plans annually. Tips, tricks and strategies learned in the “Know Your Why” session will provide participants with the tools to further engage in the Comprehensive Local Needs Assessment and Perkins V application process.

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3 Each Child, Our Future | Ohio Strategic Plan for Education: 2019-2024 | Page 9
Guidelines for Participation

*We cannot challenge our perceptions, filters or systems if we cannot consider the possibility that we have them. We cannot change what we refuse to see. We cannot fix problems we do not know exist.*

These guidelines are intended to create open, respectful dialog, maximize participation and create a safe space to discuss what could be difficult issues. Participants must commit to sharing responsibility in the success of equitable education for all students by following these guidelines.

**Acknowledge** differences among us in backgrounds, skills, interests, values, student populations, workforce needs, financial resources and geography. Realize it is these very differences that will increase our awareness and understanding through this process. The discussions herein are meant to expose participants to a variety of challenges, options and solutions.

**Respect** others’ rights to hold opinions and beliefs that differ from your own. Disagree with grace by challenging or constructively criticizing the idea or practice, not the person. Be open to changing your mindset and allow others the space to do the same.

**Commit** to equitable access, enrollment, engagement and performance. Take this work seriously. Remember the team’s success in providing equitable education to Ohio students is dependent upon your engagement.

**Engage** all stakeholders, including students, parents, caregivers, teachers, administrators, advisory councils, member schools and community members in this process.
The Equity-Focused Growth Mindset

*Each Child, Our Future* defines a growth mindset as, “The expectation that one will continually improve by learning new skills and building on current skills through dedication and hard work, as well as intelligence. A growth mindset allows a love of learning and resilience that is essential for accomplishment.”

Let’s Kahoot!

This activity is focused on understanding growth mindset through an equity lens.

**PARTICIPANTS NEED:**
- A charged electronic device, such as a smart phone or computer.
- A personalized screen name.

**WHAT TO DO:**
- Kahoot! can be accessed on a mobile app or website.
- Download the Kahoot! app **OR** Access Kahoot! at [www.kahoot.it](http://www.kahoot.it).
- Enter the GAME PIN located on the presentation screen.
- Choose an appropriate screen name.
- Enter the game.
- GOOD LUCK!

REFLECTION AND NOTES

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**Each Child, Our Future** | Ohio Strategic Plan for Education: 2019-2024 | Page 27
Data Analysis and Identifying Performance Gaps

What gets measured matters. The data report provides a visual snapshot of the information reported in Ohio’s Education Management Information System (EMIS) and should be used as a resource to support data-driven decision-making. Local recipients are encouraged to take an in-depth look at the data and develop plans for making meaningful progress toward equitable education where performance and achievement gaps exist.

Data Definitions and Disclosures

Data Time Period – The data provided is from Fiscal Years 2018 and 2019. During this workshop, the focus will be on FY19 data and Perkins IV indicators.

Special Populations – For the purpose of this workshop, special populations are defined as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single, pregnant women; English learners; homeless individuals;* youth who are in, or have aged out of, the foster care system;* and youth with a parent who is a member of the armed forces and is on active duty.* (*New populations as of Perkins V.)

Subgroup – For the purpose of this workshop, subgroups are defined as gender and race/ethnicity.

Concentrators – For the purpose of this workshop, a concentrator is defined as a student who has completed half of an approved career-technical education career field pathway and is enrolled in the next half of the pathway. (Perkins IV definition.)

Multi-Indicator Representation – Be mindful students may experience crossover between multiple special populations, such as English learner and economically disadvantaged.

Masking Data – To protect student privacy and comply with the Family Educational Rights and Privacy Act (FERPA), data from any special population or subgroup with fewer than 10 students represented is masked or not calculated.

Local recipients are responsible for, and held accountable to, the following Perkins V indicators:

Graduation Rate (Four-Year and Extended)

Academic Proficiency (Reading/English Language Arts and Mathematics)

Post-Program Placement

Non-Traditional Program Concentration

Technical Skill Attainment

Work-Based Learning
Key Components of the Data Report Graphs: Example 1

Percent of career-technical education concentrators who left in 2018 who scored proficient or higher on the Ohio Graduation Tests in reading or English language arts end-of-course exams.

Reading Proficiency by Subgroup

- The **TITLE** is “Percent of career-technical education concentrators…” and appears at the top of each graph in bold.
- The **Y-AXIS** of this graph depicts data by special population, as defined by Perkins IV, and subgroups.
- The **X-AXIS** of this graph is the percentage of concentrators who are members of the special population and subgroups, as defined by Perkins IV, who scored proficient or higher on the Ohio Graduation Tests in reading or English language arts end-of-course exams.

**THINGS TO NOTE:**
- The graph shown above is **STATE-LEVEL** data for concentrators who left high school in 2018.
- Concentrators may be counted **multiple times** in the data (gender, ethnicity and special population).
- Colors change throughout the graphs and are not attached to a specific special population.
- **READ LABELS CAREFULLY** (that is, yellow may not represent English learners in each graph).
Key Components of the Data Report Graphs: Example 2

Percent of students funded in career-technical education workforce development courses disaggregated by race/ethnicity and special population.

This chart shows the relative makeup of the state versus students taking funded career-technical education courses. Both the state denominator and the denominator for students taking career-technical education courses include only students enrolled in grades 7-12.

- The **TITLE** is “Percent of students funded...” and appears at the top of each graph in bold.
- The **Y-AXIS** of this graph depicts data by special population, as defined by Perkins IV, and subgroups.
- The **X-AXIS** of this graph is the percentage of students who are members of the special population and subgroups, as defined by Perkins IV, who are enrolled in at least one funded career-technical education courses.

**THINGS TO NOTE**
- The graph shown above is **STATE-LEVEL** data for students enrolled in school in 2018.
- Concentrators may be counted multiple times in the data (gender, ethnicity and special population).
- The yellow bar represents students enrolled in funded career-technical education courses.
- The purple bar represents all students in the state of Ohio, grades 7-12.
- Example: Across the state, 51.2 percent of students in grades 7-12 are male, and of the students taking funded career-technical education courses, 56.7 percent are male.
Key Components of the Data Report Graphs: Example 3

Percent of students funded in career-technical education workforce development courses disaggregated by grade level.

This chart shows the percentage of students taking funded career-technical education courses by grade level. The denominator for each grade level is the number of students in grades 7-12 taking career-technical education courses within the state.

- The **TITLE** is “The Percent of students funded…” and appears at the top of each graph in bold.
- The **Y-AXIS** of this graph depicts the percentage of students, grades 7-12, participating in funded career-technical education courses.
- The **X-AXIS** of this graph is the grade level in which students, grades 7-12, are participating in funded career-technical education courses.

**THINGS TO NOTE:**
- The graph shown above is **STATE-LEVEL** data.
- This graph is a **SNAPSHOT** of one year’s worth of enrollment. In this example, FY18.
- This graph **does not depict a decrease in enrollment** from junior to senior years. It shows that of the students enrolled in funded career-technical courses in 2018, 32.4 percent of them were juniors and 30.3 percent of the students were seniors.
Data Analysis and Identifying Performance Gaps

Ohio’s students are a diverse group of children who look to their families, communities and educators to recognize their strengths, correctly identify their needs, set high expectations and meet them where they are with supports that will help them grow. It is Ohio’s responsibility to recognize that each child is important and deserving of the education opportunities, experiences and supports needed to achieve success.

This session provides tools and resources to help local recipients identify information for use in data-driven decision-making.

The Notice & Wonder Protocol

The Notice & Wonder Protocol is a tool used to view and analyze data. Here is how it works:

1. On your own, record three to five factual observations (“notices”) about the data. *
2. Record “wonders” regarding the previous observations: wonder why, wonder if, wonder how.
3. Share “notices” and “wonders” among the group.
4. Follow-up questions:
   - Are there data points mentioned multiple times?
   - Are there emerging trends in the “notices” and “wonders”?
   - What statements could lead to the most impactful change?

*Groups are instructed to begin this activity in silence to ensure all individuals have an opportunity to participate and no one person commandeers the conversation or activity.

5 Venable, Daniel. How Teachers Can Turn Data Into Action. ASCD. 2014
Step 1: “Notice” – Record Facts and Observations

Percent of career-technical education concentrators who left in 2018 who scored proficient or higher on the summative technical assessments aligned to their programs.

Technical Skill Attainment by Subgroup

1. What is something you “notice” about the above graph?

2. What is something else you “notice” about the above graph?


3. What is something you “wonder” about what you noticed?
Step 1: “Notice” – Record Facts and Observations

Percent of status-known CTE Concentrators who left secondary education in 2018 and went on to postsecondary education, advanced training, military service, or employment.

Post Program Outcomes by Subgroup

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Parent</td>
<td>88.7%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>89.8%</td>
</tr>
<tr>
<td>English Learner</td>
<td>92.1%</td>
</tr>
<tr>
<td>Economic Disadvantage</td>
<td>92.2%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>93.1%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>93.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>94.1%</td>
</tr>
<tr>
<td>Male</td>
<td>94.5%</td>
</tr>
<tr>
<td>All Students</td>
<td>94.6%</td>
</tr>
<tr>
<td>Female</td>
<td>94.8%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>94.8%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>95.3%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>97.0%</td>
</tr>
</tbody>
</table>

1. What is something you “notice” about the above graph?

________________________________________________________________________________

2. What is something else you “notice” about the above graph?

________________________________________________________________________________

________________________________________________________________________________


3. What is something you “wonder” about what you noticed?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________
Step 1: “Notice” – Record Facts and Observations

1. What is something you “notice” about the above graph?

2. What is something else you “notice” about the above graph?


3. What is something you “wonder” about what you noticed?
Now, look at the **data visualizations** contained within the local data report. As a team, choose three graphs to utilize for the following Notice & Wonder activity.

List two NOTICES and a WONDER about the data in graph:

1. ______________________________________________________________________________________

2. ______________________________________________________________________________________

3. ______________________________________________________________________________________

List two NOTICES and a WONDER about the data in graph:

1. ______________________________________________________________________________________

2. ______________________________________________________________________________________

3. ______________________________________________________________________________________

List two NOTICES and a WONDER about the data in graph:

1. ______________________________________________________________________________________

2. ______________________________________________________________________________________

3. ______________________________________________________________________________________
Step 3: Collaborate with Teammates
As a team, discuss your individual "notice" statements. Are there data points mentioned several times? If so, what are they?

________________________________________________________________________________

________________________________________________________________________________

Can the notices be categorized? If so, what are the categories?

________________________________________________________________________________

________________________________________________________________________________

As a whole, which notice statements have the greatest significance or potential for impacting equity across access, enrollment and student outcomes?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

What is something you have learned by doing this activity?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________
Root Cause Analysis

“Attack the Gap” – Using an Affinity Diagram

**What is it?** - Affinity means an inherent similarity or relationship. An affinity diagram is a strategic planning tool for organizing a large number of items into similar categories so that it can be more easily managed.

**Why is it important?** - During the Notice & Wonder protocol, many potential categories and challenges surface, both internal and external. The affinity process allows the team to effectively group and combine those projects and ideas by the common characteristics. In this version of the activity, participants will prioritize potential projects and identify the most essential needs.

**What materials are needed per group?**

- Packet of 4” x 4” sticky notes per group
- Poster sheet of paper or poster sticky note
- Different colors of markers that won’t bleed.
- Timer

**How does it work?**

**Step 1.** As a team, choose one “notice” from the previous page to use for this activity. Write it here while a volunteer writes it at the top of the large sheet.

***Step 2.*** Independently, silently and legibly write 5-10 causes for the “notice” on the sticky notes. Only list one cause per sticky note. *Hint: Focus on things that are within your control or perceived control.*

**Step 3.** Working as a team, organize all the sticky notes into common themes or topical buckets.

**Step 4.** Ask a team volunteer to write the categories along the perimeter of the large sticky note sheet.

**Step 5.** As a team, determine the causal relationship between each category or topical bucket and draw an arrow connecting the cause and effect. For example, if you have instructional strategies and poverty, instructional strategies will not cause poverty, but poverty might impact instructional strategies. In Step 6 you would draw an arrow going from poverty to instructional strategies.

**Step 6.** Count the number of arrows going INTO each category. Which category has the most arrows? This may be the area of greatest impact and a focus for the Comprehensive Local Needs Assessment.

*Groups are instructed to begin this activity in silence to ensure all individuals have an opportunity to participate and no one person commandeers the conversation or activity.*
We noticed a >10% decrease in Technical Skill Attainment among students who are Economically Disadvantaged.
Comprehensive Local Needs Assessment

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new Comprehensive Local Needs Assessment. The Comprehensive Local Needs Assessment is a systematic set of procedures used to determine needs, examine causes and set priorities for meaningful progress toward equitable education for all students. The Comprehensive Needs Assessment, per Perkins V, must be completed every two years.

Five Parts of the Comprehensive Local Needs Assessment

- Evaluation of student performance
- Evaluation of program quality
  - Size, scope and quality
  - Labor market alignment
- Progress toward implementing Career-Technical Education Programs of Study
- Recruitment, retention and training of faculty and staff
- Improving equity and access

“Part B-2” – Labor Market Information and Alignment

In reviewing the data reports and Perkins indicators, it is easy to consider the size, scope and quality of programs. However, it also is important to demonstrate how the programs and pathways being offered are aligned to state, regional and local workforce development needs. Labor Market Information and Labor Market Alignment are components of Part B in the Comprehensive Local Needs Assessment.

Equity Considerations for Labor Market Alignment

- In evaluation of students enrolled in career-technical education programs aligned with high-wage, high-skill or high-demand jobs, what gaps exist?
- What career-technical education programs have underrepresentation of special populations and subgroups?
- What systems and processes are in place to ensure equitable opportunities for students of special populations and subgroups in programs or programs of study leading to high-wage, high-skill or high-demand jobs or industry sectors?
Comprehensive Local Needs Assessment

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires meaningful progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students. Part E of the Comprehensive Local Needs Assessment speaks specifically to meaningful and sustained access to career-technical education across all student subgroups and special populations.

Key Components of the Local Needs Assessment

The Comprehensive Local Needs Assessment Guidebook offers instructions and guidance for planning and implementation teams to follow as they conduct the Comprehensive Local Needs Assessment and application. Additionally, the guidebook provides guidance for the required components of the law and articulates expectations for how the information will be collected, provided and used within a local recipient district and/or college.


The following materials may assist in the completion of the Comprehensive Local Needs Assessment and Application:

- Program promotional materials
- Recruitment activities for each special population
- Career guidance activities for each special population
- Processes for communicating and providing accommodations, modifications, and supportive services for special populations
- Available services to support all students, including special populations
- Procedures for work-based learning for special population students
- Information on accelerated credit and credentials available for special populations
- Data on career-technical education participation and performance by each career area and each special population
- Data on participation in career-technical student organizations in terms of special populations
- Findings from the program quality component
- Findings from surveys/focus groups with student, parents and/or community representatives of special populations.
- State and Local Labor Market Information (LMI) current and projected employment
Local Recipient Work Time

Part E- Improving Equity and Access

Comprehensive Local Needs Assessment, Part E, Question 1: To what degree are student special populations taking part in career-technical education at disproportionate levels, compared to the overall student population, at the local recipient, pathway and program levels? Which groups are overrepresented and underrepresented?

- Which student subgroups or special populations are taking part in career-technical education at a disproportionate level compared to overall student populations?
  - Gender (F/M) ______________________
  - Students with Disabilities
  - Students from Economically Disadvantaged Families
  - Single Parents (including pregnant women)
  - Students Preparing for Nontraditional Fields
  - Race/Ethnicity: ____________________
  - English Learners
  - Students who are Homeless
  - Students in or aged out of Foster Care
  - Students with a Parent on Active Military Duty

- Which subgroups or special populations are overrepresented?
  - Gender (F/M) ______________________
  - Students with Disabilities
  - Students from Economically Disadvantaged Families
  - Single Parents (including pregnant women)
  - Race/Ethnicity: ____________________
  - English Learners
  - Students who are Homeless
  - Students in or aged out of Foster Care

- Which subgroups or special populations are underrepresented?
  - Gender (F/M) ______________________
  - Students with Disabilities
  - Students from Economically Disadvantaged Families
  - Single Parents (including pregnant women)
  - Race/Ethnicity: ____________________
  - English Learners
  - Students who are Homeless
  - Students in or aged out of Foster Care

Summarize the answers to the above three questions to answer Question 1.

_____________________________________________________________________
_____________________________________________________________________

What evidence is available to support or refute the above summary?

_____________________________________________________________________
_____________________________________________________________________

What evidence is still needed to support or refute the above summary?
## Comprehensive Local Needs Assessment

### Part E - Improving Equity and Access

**Comprehensive Local Needs Assessment, Part E, Question 2:** What strategies exist to expose and recruit all students to high-skill, high-wage, in-demand careers and career guidance throughout their education experiences?

- **Which student subgroups or special populations are being exposed and recruited into high-skill, high-wage, in-demand careers?**
  - Gender (F/M) __________________
  - Race/Ethnicity: ______________
  - Students with Disabilities
  - Students from Economically Disadvantaged Families
  - Single Parents (including pregnant women)
  - English Learners
  - Students who are Homeless
  - Students in or aged out of Foster Care

- **Which subgroups or special populations are receiving the most exposure, recruitment, or guidance?**
  - Gender (F/M) __________________
  - Race/Ethnicity: ______________
  - Students with Disabilities
  - Students from Economically Disadvantaged Families
  - Single Parents (including pregnant women)
  - English Learners
  - Students who are Homeless
  - Students in or aged out of Foster Care

- **Which subgroups or special populations are receiving the least exposure, recruitment, and/or guidance?**
  - Gender (F/M) __________________
  - Race/Ethnicity: ______________
  - Students with Disabilities
  - Students from Economically Disadvantaged Families
  - Single Parents (including pregnant women)
  - English Learners
  - Students who are Homeless
  - Students in or aged out of Foster Care

**Summarize the answers to the above three questions to answer Question 2.**

________________________________________________________________________________________

What evidence is available to support or refute the above summary?

________________________________________________________________________________________

What evidence is still needed to support or refute the above summary?

________________________________________________________________________________________
Comprehensive Local Needs Assessment

Part E- Improving Equity and Access

Comprehensive Local Needs Assessment, Part E, Question 3: What barriers, such as prerequisites, admission requirements, transportation, child care or scheduling, prevent special populations of students from accessing the programs? What barriers prevent special populations of learners from taking part in embedded activities, such as work-based learning, accelerated credit (including dual enrollment) and career-technical education student organizations?

- **Which student subgroups or special populations may be experiencing barriers to career-technical education within the planning district?**
  - Gender (F/M) __________________________  Race/Ethnicity: __________________________
  - Students with Disabilities  English Learners
  - Students from Economically Disadvantaged Families  Students who are Homeless
  - Single Parents (including pregnant women)  Students in or aged out of Foster Care

- **Which subgroups or special populations are overrepresented in embedded activities?**
  - Gender (F/M) __________________________  Race/Ethnicity: __________________________
  - Students with Disabilities  English Learners
  - Students from Economically Disadvantaged Families  Students who are Homeless
  - Single Parents (including pregnant women)  Students in or aged out of Foster Care

- **Which subgroups or special populations are underrepresented in embedded activities?**
  - Gender (F/M) __________________________  Race/Ethnicity: __________________________
  - Students with Disabilities  English Learners
  - Students from Economically Disadvantaged Families  Students who are Homeless
  - Single Parents (including pregnant women)  Students in or aged out of Foster Care

**Summarize the answers to the above three questions to answer Question 3.**

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

What evidence is available to support or refute the above summary?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

What evidence is still needed to support or refute the above summary?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Comprehensive Local Needs Assessment

Part E - Improving Equity and Access

Comprehensive Local Needs Assessment, Part E, Question 4: What differentiated accommodations, modifications and supportive services are provided to ensure success and equity for each student within all programs? What additional accommodations, modifications and supportive services are needed to ensure the success of special population groups.

- Which student subgroups or special populations are offered or provided differentiated accommodations, modifications and supportive services?
  - Gender (F/M) __________________
  - Students with Disabilities
  - Students from Economically Disadvantaged Families
  - Single Parents (including pregnant women)
  - Race/Ethnicity: __________________
  - English Learners
  - Students who are Homeless
  - Students in or aged out of Foster Care

- Which subgroups or special populations are overrepresented in receiving differentiated instruction, accommodations, and supportive services?
  - Gender (F/M) __________________
  - Students with Disabilities
  - Students from Economically Disadvantaged Families
  - Single Parents (including pregnant women)
  - Race/Ethnicity: __________________
  - English Learners
  - Students who are Homeless
  - Students in or aged out of Foster Care

- Which subgroups or special populations are underrepresented or could benefit from receiving differentiated instruction, accommodations, and supportive services?
  - Gender (F/M) __________________
  - Students with Disabilities
  - Students from Economically Disadvantaged Families
  - Single Parents (including pregnant women)
  - Race/Ethnicity: __________________
  - English Learners
  - Students who are Homeless
  - Students in or aged out of Foster Care

Summarize the answers to the above three questions to answer Question 4.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

What evidence is available to support or refute the above summary?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Comprehensive Local Needs Assessment

Part E- Improving Equity and Access

Comprehensive Local Needs Assessment, Part E, Question 5: How does the local recipient engage faculty and staff in professional development focusing on instruction, career development and other services to students in an equitable, unbiased way?

- Which student subgroups or special populations have been a topic of professional development for faculty and staff?
  - □ Gender (F/M) __________________
  - □ Students with Disabilities
  - □ Students from Economically Disadvantaged Families
  - □ Single Parents (including pregnant women)
  - □ Race/Ethnicity: __________________
  - □ English Learners
  - □ Students who are Homeless
  - □ Students in or aged out of Foster Care

- Which subgroups or special populations are overrepresented in professional development?
  - □ Gender (F/M) __________________
  - □ Students with Disabilities
  - □ Students from Economically Disadvantaged Families
  - □ Single Parents (including pregnant women)
  - □ Race/Ethnicity: __________________
  - □ English Learners
  - □ Students who are Homeless
  - □ Students in or aged out of Foster Care

- Which subgroups or special populations are underrepresented in professional development?
  - □ Gender (F/M) __________________
  - □ Students with Disabilities
  - □ Students from Economically Disadvantaged Families
  - □ Single Parents (including pregnant women)
  - □ Race/Ethnicity: __________________
  - □ English Learners
  - □ Students who are Homeless
  - □ Students in or aged out of Foster Care

Summarize the answers to the above three questions to answer Question 5.

_____________________________________________________________________

_____________________________________________________________________

What evidence is available to support or refute the above summary?

_____________________________________________________________________

_____________________________________________________________________

What evidence is still needed to support or refute the above summary?

_____________________________________________________________________

_____________________________________________________________________

Lasting Considerations for Equity

**Equity work is additive.**
Continue with all the great things you are already doing; we are simply adding tools to the toolbox!

**Don’t forget student voice!**
As you continue to engage stakeholders, remember to recognize and include those this work is intended to serve.

**Numbers tell you what, they will not tell you why.**
Continue doing the work to inform the data you are observing.

**Barriers can be real and perceived.**
Our goal is to ensure each child is challenged, prepared, and empowered.

**Equity work is not about determining the outcomes.**
Students will always be able to make their own choices. Our efforts are to ensure we have provided them what they need in order to make those choices.
**Glossary**

**Achievement gap** – The difference in academic achievement between students and specific subgroups or special populations of students.

**Career-technical education** – An educational pathway that provides students, starting in grade 7, with academic and technical skills, knowledge and training. Career-technical education integrates core academic knowledge into a technical education framework.

**Causation** – The action of causing something.

**Concentrator** (Perkins IV Definition) – A student who has completed half of a career-field pathway and is enrolled in the second half.

**Concentrator** (Perkins V Definition) – A student who has completed two career-technical education courses in a single career-field pathway.

**Continuous improvement** – Maintaining a constant focus on advancing student academic and nonacademic needs based on a set of specific goals.

**Correlation** – A mutual relationship or connection between two or more things.

**Data** – Information that has been collected.

**Data narrative** – A written summary of a set of data that draws conclusions and make comparisons to explain the meaning of the data.

**Economically disadvantaged** – Students who meet at least one of four criteria, including students who are eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Programs.

**English learners** – Students whose primary or home language is a language other than English and who need special language assistance to participate effectively in school instruction programs where English is the language of instruction.

**Equity** – Each child has access to relevant and challenging academic experiences and education resources necessary for success across race, gender, ethnicity, language, disability, family background and/or income.

**Four-year Graduation Rate** – The percent of career-technical education concentrators who graduated within four years of the fiscal year in which they were reported as ninth-graders for the first time.

**Growth mindset** – The expectation that one will continually improve by learning new skills and building on current skills through dedication and hard work, as well as intelligence. A growth mindset allows a love of learning and resilience that is essential for accomplishment.

**Highly effective teacher** – A teacher who can plan and deliver engaging instruction that includes high expectations for each student and advances the learning of each student. The highly effective teacher achieves this through a clear understanding of student learning and development, mastery of content and respect for diversity, as well as by creating a rich learning environment and collaborating with students, parents and community members.

**Homeless** – A student who lacks a fixed, regular and adequate nighttime residence, as defined by the McKinney-Vento Homeless Assistance Act.

**Instructional practices** – Specific teaching methods that guide interaction in the classroom. Effective instructional practices use students’ unique characteristics, backgrounds, prior experiences, interests and strengths to make learning connections and demonstrate behaviors and attitudes that encourage and embrace cross-cultural understanding.

**Living wage** – The salary or hourly rate an individual must earn to support a family. This plan references the living wage calculator, which identifies living wages on a county-by-county basis for Ohio and each state across the nation.

**Nontraditional** – The percentage of concentrators in the reporting year who were enrolled in career-technical education programs that were nontraditional for their gender.

**Post-program placement** – The number of status-known concentrators who left secondary education the previous year, who in the second quarter of the following program year are reported in postsecondary education, advanced training or military service, or employed.

**Single parent** – Single parent students, including pregnant women.

**Student supports** – Assistance ranging from extra instructional help, free school meals, and physical and behavioral health services to transportation services.

**Students with disabilities** – Students who have intellectual, hearing (including deafness), speech or language, visual (including blindness), deaf-blindness, or orthopedic impairments; serious emotional disturbance; autism; traumatic brain injury; other health impairment; specific learning disability; or multiple disabilities.

**Work-Based Learning** – 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.
Appendix

   “MORE DIVERSE STUDENT BODY WITH NUANCED LEARNING NEEDS. Many students face learning inequities, often because of limited access to important education opportunities, such as early learning, effective educators, safe learning environments, strong mentors and career exploration. These, and other resource limitations, can contribute to the state’s achievement gap or the persistent disparity in measures of performance among student groups. The state’s education system is not effectively meeting the needs of specific groups of students, such as African American, Hispanic, English learners (EL), economically disadvantaged and students with disabilities. Ohio’s achievement gap has been evident since the state began disaggregating student data more than 15 years ago. At the same time, Ohio's students are becoming more racially and ethnically diverse. For instance, over a 10-year period, the state’s Hispanic student population doubled. Over that same period, the state’s EL population increased by 85 percent. The learning needs of this population can vary significantly due to differences in a child’s exposure to English and the child’s individual mastery of his or her first language.”

2. Ohio Perkins V Transition Plan | May 2019 | Page 5
   “Focus on Equity: Pilot regional equity labs (described on page 19) to support districts in ensuring all students have meaningful access to and are engaged in high-quality career-technical education programs and are performing to their potential in those programs;”

   “individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.”

   “In Ohio, each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society.”


   “The expectation that one will continually improve by learning new skills and building on current skills through dedication and hard work, as well as intelligence. A growth mindset allows a love of learning and resilience that is essential for accomplishment.”

APPENDIX A.5. WORK-BASED LEARNING GUIDANCE DOCUMENT
Ohio Work-Based Learning Pathway Options.

Federal law defines work-based learning 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.”

Beginning as early as grade 9, students should accumulate 250 hours of work-based learning aligned to their programs of study, Ohio graduation requirements for the class of 2023 and beyond, or the student success or graduation plans. Students may accumulate hours through six types of work-based learning experiences. Student work-based learning experiences may include one or more of these:

**Job Site Placement and Internship**
- Employer and instructor
- Employment agreement
- Hours journaled
- Income received, if compensated
- Competencies performed
- Evidence of positive evaluation

**Entrepreneurship**
- Business mentor and instructor
- Mentoring agreement
- Business plan
- Competencies performed
- Evidence of positive evaluation
- Inventory
- Reports of receipts and expenses
- Financial summary

**Apprenticeship and Pre-Apprenticeship**
- Employer and instructor
- Outlined in Ohio State Apprenticeship Council Policy, Rules of Procedure
- Evidence of positive evaluation

**Remote or Virtual Placement**
- Employer and instructor
- Employment agreement
- Hours journaled
- Income received, if compensated
- Competencies performed
- Evidence of positive evaluation

**School-based Enterprise**
- Business mentor and instructor
- Mentoring agreement
- Partnership agreement
- Business plan
- Competencies performed
- Evidence of positive evaluation
- Inventory
- Reports of receipts and expenses
- Financial summary

**Simulated Work Environment**
- Business Mentor and instructor
- Mentoring agreement
- Plan of practice
- Competencies performed
- Evidence of positive evaluation
- Simulated work summary
Ohio Work-Based Learning Descriptions

**Job Site Placement and Internship**
In a worksite placement experience, the student is a paid or nonpaid employee. The student performs the skills or competencies necessary for operation of the business, which are determined by the employer and instructor. The placement experience must provide the student the opportunity to develop and advance competencies related to the Career Field Technical Content Standards. The work occurs off-site and can take place during school hours or when school is not in session.

**Apprenticeship and Pre-Apprenticeship**
Pre-apprenticeships offer students work-based preparation for formal registered apprenticeship training programs. These apprenticeship programs are approved and recorded by the Employment and Training Administration’s Bureau of Apprenticeship and Training or by a recognized state apprenticeship agency or council that provides on-the-job training for a skilled occupation. Apprentices must be at least 16 years old, except when a higher minimum age standard is fixed by law, and taking part in an approved registered apprenticeship program to learn a skilled occupation, pursuant to a registered apprenticeship agreement.

**Remote or Virtual Placement**
In a virtual or remote-placement experience, the student often works outside the business setting as a paid or nonpaid employee. The student performs the skills or competencies determined necessary for the operation of a business by the employer and instructor. The placement experience must provide the student the opportunity to develop and advance competencies related to the Career Field Technical Content Standards.

**Entrepreneurship**
In an entrepreneurship work-based learning experience, the student operates individual businesses or services that align to the career field in which he or she is concentrating. In this experience, students make the operational and risk-management decisions inherent to the business. Outside sources can provide facilities, inputs, resources and equipment. Operation of the business must develop the skills and competencies the student needs to succeed in business operations.

**School-based Enterprise**
In a school-based enterprise, the student may work cooperatively to operate a single business or service that aligns to the career fields in which the student is concentrating. The school may provide facilities, inputs, resources and equipment. Operation of the business must develop the skills and competencies the students need to succeed in business operation. The school can structure the experience as a student partnership or cooperative. Partnership agreements define roles, responsibilities and profit distribution. The experience can occur during school hours or when school is not in session. School-based enterprise hours should not include time the student is receiving direct classroom instruction with a teacher. The student, teacher and mentor must co-plan the experience strategically.

**Simulated Work Environment**
In a simulated work environment, a student may work cooperatively with an industry mentor or employer to perform competencies in a simulated, real-world setting. The school or industry partner may provide facilities, inputs, resources and equipment. The simulated work environment must give a student the opportunity to build on more complex activities that can prepare the student for the workplace, postsecondary education or both. Mentorship agreements define the roles of the student, mentor and instructor. Simulated work environments can occur during school hours or when school is not in session. Simulated work environment hours must include a customer interface and should not include time the student is receiving direct classroom instruction with a teacher. This type of work-based learning experience must be planned strategically by the student, teacher and mentor.
JOBS FOR VETERANS STATE GRANTS (JVSG)

(OMB Control Number: 1225-0086)

The Jobs for Veterans’ State Grants (JVSG) are mandatory, formula-based staffing grants to States (including DC, PR, VI and Guam). The JVSG is funded annually in accordance with a funding formula defined in the statute (38 U.S.C. 4102A (c) (2) (B) and regulation and operates on a fiscal year (not program year) basis, however, performance metrics are collected and reported quarterly on a Program Year basis (as with the ETA-9002 Series). Currently, VETS JVSG operates on a multi-year grant approval cycle modified and funded annually.

In accordance with 38 U.S.C. § 4102A(b)(5) and § 4102A(c), the Assistant Secretary for Veterans' Employment and Training (ASVET) makes grant funds available for use in each State to support Disabled Veterans' Outreach Program (DVOP) specialists and Local Veterans' Employment Representatives (LVER) staff. As a condition to receive funding, 38 U.S.C. § 4102A(c)(2) requires States to submit an application for a grant that contains a State Plan narrative, which includes:

(a) How the State intends to provide employment, training and job placement services to veterans and eligible persons under the JVSG;

The goal of the Ohio Department of Job and Family Services’ (ODJFS’) Bureau of Veterans Workforce Services is to have the top veterans’ employment program in the nation. To accomplish this, Ohio determines the optimal Disabled Veterans’ Outreach Program (DVOP) and Local Veterans’ Employment Representatives (LVER) staff alignment and resource distribution. This methodology is based on US Census data showing the number of veteran jobseekers in each county versus the number of veteran jobseekers in the entire State. This percentage is then applied to determine the appropriate number of veteran staff in each area. This allows Ohio to position the DVOP staff in areas of greatest need while maintaining WIOA-mandated presence in the State’s OhioMeansJobs Centers.

To meet the training and employment needs of veterans, ODJFS answers to two USDOL agencies—the Veterans Employment and Training Service (VETS) and the Employment and Training Administration (ETA). Through collaboration with VETS, ODJFS administers the Jobs for Veterans State Grant (JVSG) Program, which allows for veterans with significant barriers to employment to receive tailored employment and training services. ODJFS also administers important ETA programs, such as Workforce Innovation and Opportunity Act (WIOA) Title I Adult, Dislocated Worker, and Youth Programs, and Wagner-Peyser Act Employment Services. These programs are universally accessible to all eligible jobseekers. Pursuant to Title 38 of the United State Code and rules and regulations issued by USDOL, veterans and eligible spouses, including widows and widowers as defined in applicable law, receive Priority of Service for all programs or services for workforce preparation, development, or delivery that is directly funded, in whole or in part, by USDOL. Both VETS and ETA administered programs are offered by OhioMeansJobs Centers.

Through OhioMeansJobs Centers, ODJFS connects employers with work-ready veterans and provides veterans with comprehensive employment and training services. Partner agencies interested in connecting veterans with employment services are encouraged to contact their nearest OhioMeansJobs Center. DVOP specialists provide individualized career services and facilitate placements to meet the employment needs of veterans. Pursuant to 38 U.S.C. 4103A, “special disabled veterans,” “other disabled veterans,” and “other eligible veterans” receive priority in the provision of individualized career services in accordance with priorities determined by the US
VII. JOBS FOR VETERANS STATE GRANTS (JVSG)

Secretary of Labor. In any event, maximum emphasis must be placed in meeting the employment needs of veterans who are economically or educationally disadvantaged, including homeless veterans and those with other significant barriers to employment.

DVOP specialists are tasked to serve veterans exclusively, other eligible persons, transitioning service members, their spouses and, indirectly, employers. Ohio maintains a continued emphasis on transitioning veterans, their spouses, and other eligible persons to the workforce. Statewide, there are fifty-three (53) DVOP specialists and five (5) LVERs, all of whom are themselves veterans. Staff manages the process of how veterans make use of their priority services including: finding a job; enrolling in training or applying for educational assistance (credential attainment); Gold Card services; and connecting to resources/information on immediate needs such as housing/food/mental health services. Once enrolled at the OhioMeansJobs Center, DVOP specialists work with veterans to encourage them to attend an orientation session and register with OhioMeansJobs.com. Within OhioMeansJobs.com is the OhioMeansVeteranJobs portal, which offers information pertaining to career resources, benefits, licensing, education, and training to assist veterans in matching their skills and experience with open positions. For example, the Military Skills Translator is designed to map military skills to help the veteran build their resume and search for a new career; and the Military Occupation Search is available for veterans wanting to learn how their military occupational specialty (MOS) code/title translates to careers in Ohio.

The following efforts have been taken to ensure the strategic development of the JVSG program: local workforce area directors are trained to increase familiarity with program and priority of service requirements, and to discuss integration strategies with ODJFS’ Office of Workforce Development State Veterans Services Administrator and Deputy Director; local workforce directors are also encouraged to receive additional training from the National Veterans’ Training Institute; local areas have been encouraged to include DVOP specialists in OhioMeansJobs Center workgroups and organizational teams; Ohio continues to look at employment and training opportunities that have previously been underutilized by veterans, including apprenticeships and on-the-job training (OJT).

(b) The duties assigned to DVOP specialists and LVER staff by the State; specifically implementing DVOP and LVER duties or roles and responsibilities as outlined in 38 U.S.C. § 4103A and 4104. These duties must be consistent with current guidance;

In accordance with 38 U.S.C. 4103A(a), DVOP specialists provides individualized career services to eligible veterans and spouses (eligible persons) to meet their employment needs, prioritizing service to special disabled and other disabled veterans, as defined by 38 U.S.C. 4211, and to other eligible veterans in accordance with priorities determined by the Secretary. The statute also requires that DVOP specialists place maximum emphasis on assisting veterans who are economically or educationally disadvantaged. Ohio’s goal aligns with that of the US Department of Labor’s (USDOL’s) Veterans’ Employment and Training Service (DOL/VETS): To provide meaningful and successful careers for eligible veterans. In particular, DVOP specialists will provide employment assistance to veterans with identified significant barriers to employment (SBE), including disabled and special disabled veterans. Staff also partner with local employers who are looking to hire veterans. In accordance with 38 U.S.C. 4104(b), LVERs perform only the duties related to outreach to the employer community and facilitation within the State’s employment service delivery system. Therefore, LVERs are assigned duties that promote the ApprenticeOhio program to employers seeking to train new or current veterans and coordinate with Apprenticeship Service Provider for program development.
(c) The manner in which DVOP specialists and LVER staff are integrated into the State’s employment service delivery system or American Job Center;

ODJFS recognizes that all OhioMeansJobs Center staff members are responsible for providing services to veterans and eligible spouses. As JVSG Program staff, DVOP specialists exist to supplement and not supplant the duties of the local area staff. All personnel are responsible for serving veterans and eligible spouses with applicable programs and services. During a veteran’s initial visit, OhioMeansJobs Center staff is responsible for assessing the veteran to determine whether a significant barrier to employment exists. If a veteran self identifies as having a significant barrier to employment, then OhioMeansJobs Center staff should use the Veteran Questionnaire to document the veteran’s status. The questionnaire, which has been provided with policy guidance issued by ODJFS, should be used by the OhioMeansJobs staff as a best practice to lead a conversation concerning potential barriers; staff should not ask the veteran to complete the form themselves. OhioMeansJobs Center staff should assess the veteran for SBEs in a private area to allow the veteran an opportunity to feel safe about providing sensitive information. After the OhioMeansJobs Center staff’s initial assessment and delivery of basic career services, veterans with a significant barrier to employment that require and will benefit from individualized career services should be referred to the DVOP specialist upon the veteran’s agreement.

If a DVOP specialist is requested and is unavailable, the self-attestation form should serve as a referral for the DVOP specialist to follow-up. If the veteran with a significant barrier to employment refuses services from a DVOP specialist, he or she can be provided with the applicable and available ETA-administered OhioMeansJobs Center services. If a significant barrier to employment is not identified, then the veteran should be provided with the applicable and available ETA-administered OhioMeansJobs Center services. If a veteran without a significant barrier to employment indicates a preference to work with a veteran’s representative, local area staff should work with JVSG staff to ensure the veteran jobseeker understands the role of the DVOP specialist.

Priority of service must be given to all eligible veterans and spouses. Program Delivery Supervisors, with support from Workforce Specialists, must ensure that signage and handouts are visible in high-traffic areas of each OhioMeansJobs Center. Program Delivery Managers are also encouraged to participate in the National Guard’s Yellow pre/post-deployment sessions by attending a Yellow Ribbon Reintegration Program event upon the request of a military service commander. The OhioMeansJobs Center staff member’s role, if sent to a Yellow Ribbon Reintegration Program activity, is to provide an overview of the services available via the OhioMeansJobs Center and the overall workforce system. These sessions are offered by the military service to help service members make adequate preparations and better navigate the deployment cycle. Service members that will be transitioning to civilian life are assessed by unit commanders on career readiness standards. For each transitioning service member, unit commanders evaluate and document readiness for transition to civilian employment on the DD-2958 Form, “Service Member Career Readiness Standards/Individual Transition Plan Checklist”. When a service member is assessed as not meeting career readiness standards (e.g., if a member does not have an adequate civilian resume), the commander then facilitates a “warm handover” of the service member to an OhioMeansJobs Center staff member or DVOP specialist for individualized career services.

(d) The Incentive Award program implemented using the 1% grant allocation set aside for this purpose, as applicable;
VII. JOBS FOR VETERANS STATE GRANTS (JVSG)

Public Law 107-288, the Jobs for Veterans Act, requires Ohio to administer performance incentive awards for quality employment training and placement services. However, Ohio law prohibits employee bonuses for all State agencies, departments, offices, institutions, boards and commissions. As an alternative, Ohio recognizes Office of Workforce Development team members that are nominated for veteran awards and sends them to the National Association of State Workforce Agencies (NASWA) annual conference. The remainder of the money is awarded to OhioMeansJobs Centers that provide superior employment and training services to veterans through an award program called the Ohio Network for Employment (VETS O.N.E.) Incentive Award. Ohio designates 1 percent of the funds made available to support the DVOP and LVER programs for incentive awards and this amount will be disbursed to OhioMeansJobs Centers who achieve this distinction. The winner(s) will donate the incentive money to their preferred, certified 501(c)(3) charity.

(e) The populations of eligible veterans to be served, including any additional populations designated by the Secretary as eligible for services, and any additional populations specifically targeted by the State Workforce Agency for services from one-stop delivery system partners (e.g., Native American veterans; veterans in remote rural counties or parishes);

All duties assigned to DVOP specialists are performed in accordance with those duties as prescribed by Title 38, Chapters 41 and 42. Per VR&E, Chapter 31, DVOP specialists assist disabled veterans as a priority group in addition to veterans and other eligible persons with significant barriers to employment that require individualized career services as outlined in Veteran Program Letter 03-14. The DVOP specialists assigned to the VA Vocational Rehabilitation and Employment (VR&E) program work closely with VA staff to provide career guidance and pre-rehab plan assessment information. This collaboration is in accordance with the processes outlined in Veteran Program Letter 01-16 and Veteran Program Letter 01-16 Change 1, USDOL’s Veterans Employment and Training Service and the Department of Veterans Affairs Vocational Rehabilitation and Employment Joint Partnership Modernization Project. The population to be served by DVOP specialists includes any veteran ages 18-24, Vietnam-era veterans, and any other population specified by the Assistant Secretary.

(f) How the State implements and monitors the administration of priority of service to covered persons;

An Ohio revised statewide veteran priority of service policy (WIOAPL 15-20.2) was updated in support of WIOA implementation. This policy directly adheres to DOL/VETS directives issued in 2014. As described above, State monitoring and educating OhioMeansJobs Center partners in reference to priority of service, to include covered persons monitoring, is a shared responsibility between ODJFS Program Delivery Managers, local areas, and OhioMeansJobs Center operators. Physical copies of the local priority of service policy and posters are displayed at all service delivery points, including the OhioMeansJobs Centers, and to the extent practicable, displayed in a way that makes it possible for members of the general public to have easy access to them. OhioMeansJobs Center staff is routinely trained on the implementation of priority of service for veterans and eligible persons (covered persons). Priority of service regulations and requirements are covered during quarterly regional staff meetings and service delivery meetings. These meetings include both partner staff and merit staff. Each OhioMeansJobs Center displays numerous posters and signage announcing priority of service. Local areas are instructed to create policies outlining the procedures whereby veterans and covered persons are identified at the point of entry.
VII. JOBS FOR VETERANS STATE GRANTS (JVSG)

During the initial intake process with a customer, staff will further explore the covered person’s veteran status (number of days served, discharged status) and assess whether or not the covered person has a significant barrier to employment using the “Veteran Questionnaire.”

When jobseekers enter an OhioMeansJobs Center, the receptionist asks jobseekers if they served in the military or are the eligible spouse of a veteran. If an affirmative answer is provided, then the veteran or eligible spouse receives a Veteran Questionnaire. During this initial intake process, staff will further explore the covered person’s veteran status (number of days served, discharge status) and assess whether or not the covered person has a significant barrier to employment. The veteran or eligible spouse should also receive a handout describing priority of service. The veteran or eligible spouse gets referred to the next available staff member for an assessment. If the assessment determines that the veteran possesses a significant barrier to employment, then the veteran is immediately referred to a DVOP specialist. If the OhioMeansJobs Center lacks a DVOP specialist, or the DVOP specialist is unavailable, then the veteran goes to the next available staff member. Veterans and eligible spouses receive priority of service in all functions and entities at the OhioMeansJobs Center. Once an OhioMeansJobs Center staff member determines that a veteran meets the criteria for a specific program, the veteran is automatically afforded priority of service. Additionally, VA Vocational Rehabilitation and Employment (VR&E) Chapter 31 participants receive referrals to the nearest DVOP specialist within 48 hours after receiving notification from the VA VR&E office.

The veterans’ cases will be reviewed to determine the types of services provided. Also, records will be reviewed to ensure that proper veterans program eligibility; e.g., veterans with a campaign badge have been correctly added to the records. As a follow-up to ensure priority of service, emails are sent to veterans who have registered for work or unemployment compensation within specific timeframes following registration. Communicating with the veteran after initial contact may uncover a need for case management, individualized career services, job search assistance, skills training, or further guidance. In addition, job orders will be evaluated to determine if veterans received priority of service. Job orders will be reviewed to ascertain if job-matched veterans received referrals, and a determination will be made if a referral did not occur.

(g) How the State provides or intends to provide and measure, through both the DVOP and American Job Center staff: (1) job and job training individualized career services, (2) employment placement services, and (3) job-driven training and subsequent placement service program for eligible veterans and eligible persons;

DVOP specialists provide the needed individualized career services to veterans with all partners involved as part of the case management process. This collaboration helps determine the best course of action to overcome identified barriers to employment and to work with veterans in creating individualized employability development plans (EDP). This process is designed to enhance the partnership between veteran program staff and OhioMeansJobs Center partners.

Once the veteran client is identified as job-ready, the DVOP specialist partners with the OhioMeansJobs Center’s Business Service Team, to include the veteran in marketing efforts.

The Workforce Specialist utilizes dedicated labor market research and electronic tools such as the Analyst Resource Center (ARC) database and conducts personalized outreach to individual employers. Workforce Specialists plan and participate in career and information fairs as part of their efforts to maintain relationships with employers, educational institutions and training providers. They also promote apprenticeship and on-the-job (OJT) training opportunities for
veterans. These registered Apprenticeship programs combine work-based learning and classroom training to help successful program completers obtain secure, full-time journeyman positions. Ohio offers more than 600 registered apprenticeship programs in fields as diverse as: aerospace, construction, energy, health care, manufacturing, and utilities. Similarly, the OJT program helps employers hire and train individuals for long-term employment. OJT optimizes the resources available under workforce development initiatives to meet the needs of employers and jobseekers. The expected outcomes for these activities are increased employment and training opportunities for veterans, as well as a heightened awareness of the qualities veterans bring to the business and educational communities. This will be measured through increased entered employment rates, as identified through the State negotiated performance goals.

The USDOL negotiated performance measures are as follows:

- Individualized career Services provided by DVOP specialists divided by the total veterans and eligible persons served by DVOP specialists/Total veterans and eligible persons served by DVOP specialists in the State;
- Veterans Employment Rate – 2nd Quarter After Exit;
- Veterans Employment Rate – 4th Quarter After Exit; and
- Veterans Median Earnings – 2nd Quarter After Exit.

Additional measures are in place to quantify the effectiveness of Ohio’s labor exchange system, as a whole, in meeting the needs of veterans, transitioning service members, and other eligible persons who are seeking employment. The State’s Wagner-Peyser Services to Veterans is evaluated on the following measures:

- Veterans Employment Rate – 2nd Quarter After Exit;
- Veterans Employment Rate – 4th Quarter After Exit; and
- Veterans Median Earnings – 2nd Quarter After Exit.

Additional job-driven training and subsequent placement service program advances will involve technical assistance from the State DVET and dissemination of best practices.

(h) The hire date along with mandatory training completion dates for all DVOP specialists and LVER staff; and,

Due to a high staff turnover through promotion and attrition, Ohio has made a continued effort to identify, interview, assess, hire and place new DVOP specialists and LVERs as quickly as possible. They typically transition seamlessly to full-time status with limited training needed other than that routinely provided by the National Veterans’ Training Institute. Ohio can also have a continuous posting on the Ohio Hiring Management System that allows individuals to apply for positions across the State, which creates a pool of possible candidates when needed. Additionally, ODJFS makes every attempt to satisfy the requirement in 38 U.S.C. 4102A(c)(8), stating that all newly assigned DVOP specialists and LVER staff will receive training from the National Veterans’ Training Institute within 18 months of assignment. Ohio will do this by scheduling mandated courses prior to the DVOP/LVER completing their one-year probationary period upon hire.

(i) Such additional information as the Secretary may require.

The Secretary has not required any additional information at this time.
SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

(OMB Control No. 1205-0040)

(a) Economic Projections and Impact

(1) Discuss long-term projections for jobs in industries and occupations in the State that may provide employment opportunities for older workers. (20 CFR 641.302(d))(May alternatively be discussed in the economic analysis section of strategic plan.)

Senior Community Services Employment Program (SCSEP) providers utilize the State’s long-term projections for occupations that may be suitable for older adults. For example, the Ohio Department of Aging’s (ODA’s) SCSEP introduced a Career Pathway Initiative which aligns with Ohio’s Labor Market Information projections of in-demand occupations with high annual openings from 2016-2026.

(2) Discuss how the long-term job projections discussed in the economic analysis section of strategic plan relate to the types of unsubsidized jobs for which SCSEP participants will be trained and the types of skill training to be provided. (20 CFR 641.302(d))

With less than 20 percent of SCSEP participants having a postsecondary certificate or degree, the Ohio SCSEP providers will continue to focus on entry-level jobs with established career ladders and high annual openings. While developing relationships with employers offering entry-level opportunities, Ohio’s SCSEP providers will also pursue opportunities for SCSEP participants that enter the program with additional qualifications.

The Career Pathway Initiative supplements community service assignments with customized, contextual training for occupations in Customer Service, Office Administration, Food Service, Facility and Janitorial Services, and Healthcare.

The first stage of the Career Pathway Initiative is enrollment into Workplace Fundamentals, a modular curriculum that includes computer training, digital safety, resume writing, and interviewing tips. Upon Completion of Workplace Fundamentals, participants will begin trainings in their chosen career pathway.

Each pathway includes basic trainings and certifications that are increasingly complex. For example, a participant in the Food Service pathway may begin with ServSafe Food Handler, followed by ServSafe Manager certification.

Local project directors coordinate online/on-demand certification-focused training for new and existing participants as part of their community service-embedded training. Project directors optimize partner resources with county Workforce Development Boards, OhioMeansJobs Centers, and local libraries to access online training resources.

SCSEP providers pair experience and education attainment of SCSEP participants with data from workforce reports (i.e., SPARQ, OhioMeansJobs) when targeting jobs and host agency assignments for which SCSEP participants will be trained and the types of skill training to be provided.

(3) Discuss current and projected employment opportunities in the State (such as by providing information available under §15 of the Wagner-Peyser Act (29 U.S.C. 491-2) by occupation), and the types of skills possessed by eligible
VII. SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

Most SCSEP participants will be trained for entry-level positions due to lack of postsecondary education and/or specialized skills. SCSEP providers ensure that their trainings align with jobs that have high annual openings. When these occupations list qualifications such as short-term credentials, SCSEP providers can change their course of current trainings to meet the needs of employers through specific credentials.

(b) Service Delivery and Coordination

(1) A description of actions to coordinate SCSEP with other programs. This may alternatively be discussed in the State strategies section of the strategic plan, but regardless of placement in document, must include:

(A) Planned actions to coordinate activities of SCSEP grantees with WIOA title I programs, including plans for using the WIOA one-stop delivery system and its partners to serve individuals aged 55 and older. (20 CFR 641.302(g), 641.325(e))

Through Ohio’s Combined State Plan, the Governor’s Office of Workforce Transformation (OWT), the Ohio Departments of Aging (ODA) and Job and Family Services (ODJFS) and other partners will ensure that older jobseekers receive workforce training and support through the SCSEP that will make provide a workforce solution for employers.

ODA collaborates with the ODJFS to ensure all SCSEP operators coordinate activities with Ohio’s local OhioMeansJobs through a Memorandum of Understanding (MOU).

ODA’s SCSEP administrator will continue to represent SCSEP in State level OhioMeansJobs Center partners’ meetings and initiatives. SCSEP providers will continue to be active partners in OhioMeansJobs Centers and encourage co-enrollment, when possible. Local collaborations vary from area to area, ranging from the placement of SCSEP employment and training staff at OhioMeansJobs Centers to co-sponsoring training and outreach events. SCSEP participants often serves as the primary point of contact for older jobseekers and are assigned to the OhioMeansJobs Centers to assist with administrative duties providing valuable assistance to the Workforce Development Boards while enhancing the participants’ training for unsubsidized employment.

(B) Planned actions to coordinate activities of SCSEP grantees with the activities being carried out in the State under the other titles of the Older Americans Act (OAA). (20 CFR 641.302(h))

Ohio’s six SCSEP operators will continue to cultivate partnerships with Ohio’s twelve Area Agencies on Aging (AAA) and Older Americans Act (OAA)-funded service providers. These partnerships will provide opportunities for cross referrals of eligible SCSEP participants and the designation of aging network sites as host agencies. The partners support SCSEP participants with nutrition, in-home care, transportation, disease prevention and health promotion, and caregiver support programs and services. Although OAA services are not means tested, they are targeted to populations with the greatest economic and social needs. In FFY 2019, OAA funds coupled with State and local resources served more than 160,000 older Ohioans and their caregivers.

(C) Planned actions to coordinate SCSEP with other private and public entities and programs that provide services to older Americans, such as community and faith- based organizations, transportation programs, and programs for those with special needs or disabilities. (20 CFR 641.302(i))
VII. SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

ODA and SCSEP providers continuously coordinate with public and private entities and programs to serve older Ohioans.

**COMMUNITY, FAITH-BASED AND VOLUNTEER ORGANIZATIONS.** Ohio SCSEP providers coordinate activities with local housing coalitions, faith-based organizations, mental health and drug addiction boards, ex-offender reentry coalitions and other entities that that can connect participants with wrap-around services and supports. At the State level, ODA is represented on several statewide coalitions, including ServeOhio and the Statewide Ex-offender Reentry Coalition.

**TRANSPORTATION PROGRAMS.** ODA continues to advocate for innovative solutions to ensure SCSEP participants and all older Ohioans have access to transportation. ODA has been working with our AAA to pilot different programs and strategies.

ODA is also part of several workgroups with the Ohio Department of Transportation, including an Older Road Users Action Team and a Rural Intercity Bus Advisory Committee.

**PROGRAMS FOR THOSE WITH SPECIAL NEEDS OR DISABILITIES.** SCSEP providers partner with local vocational rehabilitation providers across the State to ensure qualified individuals have access to case management and wrap-around services. The ODA and Ohio’s SCSEP providers also have a longstanding partnership with Opportunities for Ohioans with Disabilities (OOD). SCSEP providers and OOD have a shared goal to provide competitive employment for people with disabilities.

(D) Planned actions to coordinate SCSEP with other labor market and job training initiatives. (20 CFR 641.302(j))

Within this plan there are many examples of how the ODA and SCSEP operators coordinate with labor market and job training initiatives, including, but not limited to, the following:

**Labor Market Information.** Ohio is home to nationally recognized labor market information and data tools. SCSEP providers and participants will continue to use web-based tools, including OhioMeansJobs.com, Wanted Analytics, Ohio labor market information, O*Net, and Local Employment Dynamics (LED) statistics. These tools provide valuable information down to the county or zip code area on numbers of jobs, available jobs, and which industries are currently hiring significant numbers of older workers.

**Job Training Initiatives.** The ODA, along with the ODJFS revisited a partnership with the Ohio Department of Rehabilitation and Corrections (ODRC) to enroll incarcerated individuals into SCSEP. The correctional institutions will serve as traditional host agencies and participants will work with local project directors to develop Individual Employment Plans (IEP). Upon release, individuals will continue to work with local project directors and transition to a new host agency. This gives justice-involved individuals an opportunity to build on their skills and earn minimum wage, allowing for a smoother transition from the correctional facility.

(E) Actions to ensure that SCSEP is an active partner in the one-stop delivery system and the steps the State will take to encourage and improve coordination with the one-stop delivery system. (20 CFR 641.335)

ODA and Ohio SCSEP providers are active participants in the One-Stop system through the coordination at OhioMeansJobs Centers, available wrap-around services, and co-enrollment.

(F) Efforts to work with local economic development offices in rural
VII. SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

There is an ongoing effort to serve older adults in rural areas. The State has relationships with OhioMeansJobs Centers in all 88 counties, 50 being designated as rural.

(2) The State’s long-term strategy for engaging employers to develop and promote opportunities for the placement of SCSEP participants in unsubsidized employment. (20 CFR 641.302(e)) (May alternatively be discussed in the State strategies section of strategic plan.)

Ohio SCSEP providers are continually improving employer relationships to maximize unsubsidized employment opportunities. Ohio’s strategy consists of three parts: advocating and promoting the benefits of hiring older workers; targeted marketing based on SCSEP participants’ skills and interests; and providing excellent and responsive customer service to employers.

(3) The State’s long-term strategy for serving minority older individuals under SCSEP. (20 CFR 641.302 (c))

Utilizing the Minority Report, Ohio SCSEP providers can ensure strategies are being deployed to ensure service to all older Ohioans. When there are gaps, ODA identifies additional resources and partnership to better reach underserved populations. Based on Ohio’s demographics, there will always be areas that have hard to serve minority populations for a wide variety of reasons. There are also instances in certain counties where there is not as much diversity. Ohio communicates these issues and all SCSEP provider collaborate to better serve our minority populations.

(4) A list of community services that are needed and the places where these services are most needed. Specifically, the plan must address the needs and location of those individuals most in need of community services and the groups working to meet their needs. (20 CFR 641.330)

Ohio SCSEP providers have shared that the most community service needs were housing assistance, food, utility support, temporary financial assistance, transportation, and ex-offender employment services.

(5) The State’s long-term strategy to improve SCSEP services, including planned long-term changes to the design of the program within the State, and planned changes in the use of SCSEP grantees and program operators to better achieve the goals of the program. This may include recommendations to the Department as appropriate. (20 CFR 641.302(k))

Governor Mike DeWine and Lieutenant Governor Jon Husted have made workforce development a priority of their administration. The ODA has been involved with the OWT efforts on a new list of in-demand jobs and critical careers. As relationships are strengthened with WIOA partners, SCSEP has been included in more of the planning processes for the State.

The ODA seeks to support older Ohioans and their caregivers through programs, services, and advocacy. Workforce development affects so many employers, providers, and small business owners across the State, yet we know that ageism is common in the workplace. SCSEP fits into this strategy in the overall advocacy of older Ohioans.

(6) The State’s strategy for continuous improvement in the level of performance for SCSEP participants’ entry into unsubsidized employment, and to achieve, at a minimum, the levels specified in OAA Section 513(a)(2)(E)(ii). (20 CFR 641.302(f))
SCSEP providers offer a variety of services to increase the likelihood of placement into unsubsidized employment. Placements are measured as part of an entered employment percentage to align the SCSEP program with DOL common measures. Any program failing to meet 80 percent of a program goal is asked by its grantee to submit a plan of action to address the performance issue and establish benchmarks for continuous improvement.

The following are examples of steps to move or place participants into unsubsidized employment, including those that support high-growth industries and in-demand occupations.

**Develop Employer Partnerships.** Job development consists of three strategies: promoting the benefits of hiring older workers and informing the business community about services; targeted marketing based on participants’ skills and job interests; and good customer service by responding to employer-customers with timely, pre-screened referrals.

**On-the-Job Experience.** The On-the-Job Experience program (OJE) provides specific skills needed to bridge the gap between employer’s expectations and participants’ skills. The program is particularly popular with small businesses, and it is very effective as a first step in developing relationships with employers through consultative marketing techniques.

**Job Fairs for Mature Workers.** In addition to standalone job fairs in partnership with SCSEP providers, several other organizations across the State have started to hold job fairs specifically for older workers. SCSEP participants are encouraged to attend job fairs help at OhioMeansJobs Centers or other venues. These events are also excellent opportunities for program staff to build relationships with employers.

**Increased Awareness of SCSEP.** Ohio’s statewide strategy focuses on increasing awareness of SCSEP at the local, State and national levels. Most employers, community organizations and even workforce development professionals, are unaware of the benefits offered to them by SCSEP. To generate increased awareness of SCSEP, ODA will continue to strengthen partnerships at the State level, with other agencies and State offices. This includes ongoing work with OhioMeansJobs to develop content that highlights the benefits of hiring and retaining older workers and strategies to support the needs of older workers. It will also include programmatic SCSEP information as a workforce solution designed to meet an employer’s needs.

By increasing awareness of the program and value in older workers among these groups, ODA and Ohio’s SCSEP providers anticipate an increase in the number and quality of placements. By increasing the number of placements into quality community service experiences and unsubsidized employment, Ohio will serve more of the eligible population.

**Location and Population Served, including Equitable Distribution**

(1) A description of the localities and populations for which projects of the type authorized by title V are most needed. (20 CFR 641.325 (d))

Section 507 of the Older Americans Act requires the ODA to ensure that services are provided equitably. SCSEP uses Census data by county and annual program appropriations to calculate the number of authorized positions or slots that are allocated to each county. The number of authorized positions is proportional to the number of eligible people in the county compared to the eligible State population. For every authorized position, one or more individuals can receive services during the program year. For instance, when a participant exits the program for employment or when participants are on an approved break, a grantee may enroll a new individual based on remaining program funds.
Grantees may only enroll participants who reside in the county in which they have authorized positions. Ensuring SCSEP positions are equitably distributed is an ongoing effort. Movement of SCSEP slots occurs in consultation with ODA, with the approval of the ODA SCSEP administrator. ODA’s SCSEP administrator will work with all SCSEP operators to balance and rebalance as needed throughout the duration of this plan.

To reach SCSEP eligible individuals within the project areas in isolated geographic communities, such as those in the Appalachian region, SCSEP providers have increased collaborative efforts with regional stakeholders to obtain and retain host agencies, employers, transportation providers and other supportive services.

Ohio SCSEP providers have a long history of serving those eligible individuals who are most in need and; therefore, most at-risk. Ohio SCSEP providers will continue to build upon relationships with organizations serving individuals with disabilities, the homeless, and other multi-challenged groups. ODA’s SCSEP administrator will continue to work with State agencies and community partners who represent special populations to ensure those in need of services are aware of SCSEP and are actively recruited by SCSEP providers.

(2) List the cities and counties where the project will be conducted. Include the number of SCSEP authorized positions and indicate where the positions changed from the prior year.

Please see the map on the following page.
VII. SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)
VII. SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

(3) Describe current slot imbalances and proposed steps to correct inequities to achieve equitable distribution.

There are no current slot imbalances.

(4) The State’s long-term strategy for achieving an equitable distribution of SCSEP positions within the State that:

(A) Moves positions from over-served to underserved locations within the State in compliance with 20 CFR 641.365.

Ohio’s SCSEP providers continuously monitor equitable distribution. Changes in enrollment occur throughout the program year, allowing providers to implement new strategies for recruitment when necessary.

(B) Equitably serves rural and urban areas.

All Ohio SCSEP providers operate in both rural and urban areas. Although challenges vary by geographic location, providers are building relationships with local partners to ensure adequate participation throughout their service area.

(C) Serves individuals afforded priority for service under 20 CFR 641.520. (20 CFR 641.302(a), 641.365, 641.520)

SCSEP providers actively recruit individuals afforded priority service through outreach at OhioMeansJobs Centers and Local Workforce Development Boards.

(5) The ratio of eligible individuals in each service area to the total eligible population in the State. (20 CFR 641.325(a))

According to the American Community Survey, there are 316,499 Ohioans age 55+ that are likely income eligible for SCSEP. With 1,752 slots, the State has approximately one position for every 181 eligible individuals.

(6) The relative distribution of eligible individuals who:

(A) Reside in urban and rural areas within the State

Ohio’s SCSEP providers have the experience necessary to serve all populations within their service area. Except for the National Black Caucus and Center on Black Aging (serving Cuyahoga County), all SCSEP providers serve both urban and rural areas and use recruitment strategies that make the most sense for each specific community.

(B) Have the greatest economic need

SCSEP providers form their recruitment strategies to engage older adults with the greatest social and economic need, and work to identify barriers to access by utilizing a variety of recruitment tools that include digital outreach, traditional print media, and word of mouth through partnerships with local community-based organizations.

(C) Are minorities

Utilizing the Minority Report, Ohio SCSEP providers can ensure strategies are being deployed to ensure service to all older Ohioans. When there are gaps, the ODA identifies additional resources and partnership to better reach underserved populations. Based on Ohio’s demographics, there will always be areas that have hard to serve minority populations for a wide variety of reasons. There are also instances in certain counties where there is not as much diversity. Ohio communicates these issues and all SCSEP provider collaborate to better serve our minority populations.
VII. SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

(D) Are limited English proficient. Individuals with limited English proficiency are most often located in specific regions and neighborhoods in the State. SCSEP providers identify networking groups, non-profit organizations and social service agencies to identify the best points of contact. One successful strategy includes developing materials in multiple languages for distribution at grocers, restaurants, and faith-based organizations. Additionally, the ODA has made connections with other State entities that can assist SCSEP providers, including the Ohio Commission on Latino Affairs and members of the Ohio Asian American Pacific Islander Advisory Council.

(E) Have the greatest social need. (20 CFR 641.325(b)) Ohio’s AAAs serve as a resource for Ohio’s SCSEP providers, referring clients that have both an economic and social need for SCSEP. The 12 AAAs across the State have current partnerships that align with the goals of SCSEP. Some also serve as host agencies for the program.

(7) A description of the steps taken to avoid disruptions to the greatest extent possible, when positions are redistributed, as provided in 20 CFR 641.365; when new Census or other reliable data become available; or when there is over-enrollment for any other reason. (20 CFR 641.325(i), 641.302(b)) The upcoming national competition may require SCSEP position redistribution. Every effort will be made to ensure seamless transition to the new SCSEP provider, if necessary. Where possible, placement of those currently enrolled in the program into unsubsidized employment before their slot is moved to the new location; otherwise, those participants will continue to be served until the exit the program through attrition. Over-enrollment in the affected area coupled with a cessation of recruitment activities in non-affected areas should mitigate any disruption to individuals.