State of Ohio

Workforce Innovation and Opportunity Act (WIOA) 2016 Combined State Plan

Workforce Innovation and Opportunity Act (WIOA)
Combined State Plan

Table of Contents

State Plan Contents

I. Executive Summary 2

II. Strategic Elements 5
- Economic, Workforce, and Workforce Development Activities Analysis 5
- State Strategic Vision and Goals 27
- State Strategy 29

III. Operational Planning Elements 33
- State Strategy Implementation 33
- State Operating Systems and Policies 48

IV. Coordination with Combined Plan Programs 73

V. Common Assurances 75

VI. Program-Specific Requirements for Core State Plan Programs 77
- *Adult, Dislocated Worker, and Youth Programs Activities and Assurances* 77
- *Wagner-Peyser Act Program* 102
- *Adult Basic Education and Literacy Programs* 120
- *Vocational Rehabilitation* 130
- *Appendix 1: Performance Goals for the Core Programs* 181

VII. Program-Specific Requirements for Combined State Plan Partner Programs 192
- *Carl D. Perkins Career and Technical Education* 192
- *Senior Community Service Employment Program* 261
- *Jobs for Veterans State Grant Program* 300

Perkins Act Attachments 1 - 5

SCSEP Attachments 1 - 5

I. EXECUTIVE SUMMARY

Governor John R. Kasich's first priority is job creation. Since he took office in 2011, over 417,000 private sector jobs have been created, making Ohio one of the top 10 job-creating states in the nation. In January 2016, Ohio had 4.7 million private sector jobs, 81,500 more than before the recession, and the state's unemployment rate is now 4.9 percent, down from 11 percent during the recession.

Recognizing the importance of a well-trained workforce to Ohio's economic health, Governor Kasich created the Governor's Office of Workforce Transformation (OWT) and the Governor's Executive Workforce Board. Both entities are committed to strengthening Ohio's workforce development system. OWT coordinates and aligns workforce policies, programs and resources to improve effectiveness, functionality and accountability. The board advises the governor and OWT on the development, implementation and continuous improvement of Ohio's workforce system.

For too long, state and local workforce systems have been overly complicated, duplicative and misaligned with business needs. To create a stronger workforce system for both businesses and individuals, the system must be:

- Driven by the needs of business;
- Adaptive to change;
- Innovative and integrated in design and delivery; and
- Entrepreneurial in spirit.

Using these principles as its starting point, the state prioritized its work into three strategic goals:

1. *Identify Business Needs.* Workers and training institutions need a reliable, consistent method for identifying the most in-demand jobs and the skills that workers need to fill them. This is the first step to aligning the system and training programs with employers' needs. By working with employers and summarizing the workforce needs for each industry, Ohio can better match qualified workers with employers and create a more efficient and organized workforce.

2. *Connect Businesses and Workers.* Ohio's workforce development efforts are currently spread out over 90 programs administered and supervised by 13 state agencies. The state is streamlining and simplifying the workforce system to better serve employers and individuals, and create a more cost-effective system.

3. *Align Training to Business Needs.* Ohio must work in partnership with business and educational institutions to inform students about Ohio's most in-demand jobs. With accurate forecasts of businesses' most urgent job needs, the education and training system can design courses of study that best meet the needs of employers.

With a common-sense approach and a business-centric focus, Ohio is reforming the workforce system. These reforms will help businesses find the workers they need and help workers find good careers to support their families. Over the last three years, OWT has laid the foundation for a more unified workforce system. Ohio's Combined State Plan builds upon the 10 reforms laid out in the 2014 Unified Plan:

1. Require registration in OhioMeansJobs.com;
2. Require a common application for Adult Basic and Literacy Education (ABLE), Title I employment and training programs (Adult, Dislocated Worker and Youth) and Carl D. Perkins Adult Career Technical Schools;
3. Develop integrated case management;
4. Develop a statewide common assessment strategy;
5. Allow co-enrollment between programs and services;
6. Require a regional/local combined plan;
7. Increase access to remedial education and high school credential training;
8. Embed job readiness and soft-skills training in all workforce training programs;
9. Ensure career counseling opportunities for individuals accessing workforce programs; and
10. Develop common measures across multiple workforce programs.

In partnership with local providers and stakeholders, OWT has made progress toward achieving these reforms. The 2016 Combined State Plan details the state's successes in Adult, Dislocated Worker and Youth (WIOA Title I), Adult Education and Family Literacy (Title II), Carl D. Perkins Career and Technical Education, and Senior Community Service Employment Program. The plan adds reforms to Wagner-Peyser (Title III), Vocational Rehabilitation (Title IV), and Jobs for Veterans State Grant.

In addition to implementing these 10 reforms, Ohio is working on reforms that will impact both workforce development and human service programs across the state. Governor Kasich established the Office of Human Services Innovation in fall 2014 to help bring badly needed reforms to the state's human services programs. The office is working with state and local agencies and stakeholders to pursue a better-coordinated, person-centered human service system that will help Ohioans get a job, succeed at work and prevent or move out of poverty. In 2015, Governor Kasich signed into law the state's biennial budget, which integrates funding from Title I employment and training programs and Ohio Works First, the financial assistance portion of the state's Temporary Assistance for Needy Families (TANF) program, to create a Comprehensive Case Management and Employment Program (CCMEP) for individuals ages 16 to 24. Through this initiative recommended from the Office of Human Services Innovation, the state will leverage the complementary strengths of both the workforce and human services systems to focus on people, not programs. This includes adopting common performance metrics and ensuring that TANF clients can access the array of employment and training services offered through local OhioMeansJobs centers, Ohio's local workforce delivery system, and online at OhioMeansJobs.com.

The Combined State Plan also builds on Ohio's work to serve veterans as a ready workforce through the formal inclusion of the Jobs for Veterans State Grant (JVSG), an optional program. Nearly 900,000 veterans and military service members call Ohio home, the 6th largest veteran population in the United States. Veterans are a valuable, talented and skilled workforce. Ohio developed four key

strategies to help military service members, veterans and their families access the information and training they need to compete for Ohio's in-demand jobs:

- Award Credit for Military Experience, Education and Training;
- Link Employers to Veteran Job Seekers;
- Support Transitioning Veterans and Current Veteran Residents; and
- Attract and Retain Veterans.

With the JVSG and these strategies, the state is able to better connect Ohio's veterans with the job training and tools they need to compete for Ohio's in-demand jobs, find rewarding careers, and provide for them and their families. Ohio also is better positioned to assist employers in identifying and connecting with qualified job-seeking veterans.

Ohio's Combined State Plan also includes new alternative high school credentials, alignment of vocational rehabilitation training programs to Title I employment and training programs, additional policies that support Ohio's in-demand jobs, continued enhancements to OhioMeansJobs.com, and strategies to ensure older jobseekers become a workforce solution for employers.

The 2016 Combined State Plan continues Ohio's commitment to build a strong economic climate. In collaboration with local workforce development partners and stakeholders, Ohio is building a unified workforce system that helps employers find the workers they need to succeed and helps workers access the information and skills training they need to compete for in-demand jobs.

II. STRATEGIC ELEMENTS

(a) Economic, Workforce, and Workforce Development Activities Analysis. The 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 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 includes:**

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

Building a stronger foundation for Ohio's workforce starts with identifying and prioritizing the state's most in-demand jobs. Knowing the most urgent workforce needs of Ohio employers helps the state better target programs and policies to ensure businesses have the skilled workforce needed to succeed and grow. Over the past few years, the Office of Workforce Transformation (OWT), the Governor's Executive Workforce Board (GEWB) and JobsOhio, the state's nonprofit economic development organization, have worked with employers and workforce stakeholders to develop a process to identify most Ohio's in-demand jobs.

Following extensive review with stakeholders and the GEWB, there are several components to defining Ohio's In-Demand Jobs List:

1. Labor market information (LMI) provided the baseline, consisting of statistical thresholds for wages, openings and growth. These thresholds are equal to or greater than 80 percent of the state's median wage – roughly aligned to Massachusetts Institute of Technology's living wage studies – and equal to or greater than average occupational openings and/or growth.
2. Analysis of employment patterns for key industry clusters either validated or added to the LMI baseline data. These nine industry clusters and three business functions (including headquarters and consulting, back office and logistics) were identified by JobsOhio's analysis of Ohio key economic drivers. The nine industry clusters are the infrastructure for continued economic growth and consist of the following:
    - Aerospace and Aviation;
    - Automotive;
    - Financial Services;
    - BioHealth;
    - Advanced Manufacturing;
    - Energy;
    - Food Processing;
    - Information Technology and Services; and
    - Polymers and Chemicals.
3. The state also includes the business voice through an employer job-forecasting survey. Top state employers in each of the JobsOhio's industry clusters were sent a job forecasting survey tool asking for them to forecast their most urgent workforce needs over the next one, three

and five years. Through the job-forecasting survey, an occupation could meet a slightly lower statistical threshold for wage, openings and/or growth, but was forecasted as a credentialed- or certificate-based need. This has the particular advantage of supporting career pathways.

4. An in-demand review committee, made up of employers from the GEWB business engagement workgroup, JobsOhio, and state and local workforce officials, reviews all information for potential additions to the In-Demand Jobs List.

The results from the job forecasting tool, combined with existing state Bureau of Labor Statistics data and OhioMeansJobs.com job posting trend data, make up Ohio's In-Demand Job list. Ohio's In-Demand Job List currently stands at 210 unique occupations comprising approximately 17,000 related job titles. The in-demand job data is available on OhioMeansJobs.com, Ohio's job matching and career planning system, and includes information on wage date, education level typically needed and annual job openings. As new data become available, the In-Demand Jobs List on OhioMeansJobs.com is revised to incorporate new occupations.

Ohio's In-Demand Jobs List indicates several industries as key drivers for jobs in the state. As a percentage of the total occupations listed, Healthcare Practitioners and Technical (11.54 percent), Production (10.58 percent) and Architecture and Engineering (10.10 percent) occupations make up the top industries. When looking at the percentage of openings among in-demand jobs, top industries included Office and Administrative Support (19.91 percent), Healthcare Practitioners and Technical (13.54 percent) and Management (10.50 percent) occupations. For growth, Ohio's top industries featured Healthcare Practitioners and Technical (19.09 percent), Office and Administrative Support (17.47 percent) and Construction and Extraction (8.16 percent) occupations.

The list of in-demand jobs is for operational and implementation purposes, specifically to foster cross-agency workforce alignment and to better target job matching and career planning services through OhioMeansJobs.com. Defining and identifying Ohio's in-demand jobs serves as a strong foundation for transforming Ohio's workforce development system. By understanding Ohio businesses' most urgent job needs, the state can address workforce gaps, by:

- Aligning Ohio's education and training programs with the needs of business;
- Guiding job seekers and students to careers that are most likely to result in a job and provide a family-sustaining wage, income needed for a family to adequately meet basic needs without public or private assistance; and
- Creating industry-led dialogue with local and state workforce partners to identify the gaps in the system and work cooperatively to address any shortfalls.

In addition to the identification of in-demand jobs, the Ohio Department of Job and Family Services Bureau of Labor Market Information produces long-term employment projections every two years. Most recently, the 10-year forecast, one of the key elements of the in-demand list, was completed for the years 2012-2022. Figure 1 highlights the employment projections by major industry.

Figure 1: Ohio Employment Projections Report by Major Industry, 2012-2022

Industry Title	2012 Annual Employment	2022 Projected Employment	Change in Employment 2012-2022	Percent Change 2012-2022
Total	**5,502,100**	**5,957,100**	**455,000**	**8.3%**
Goods-Producing Industries	**938,560**	**958,100**	**19,540**	**2.1%**
Agriculture, forestry, fishing and hunting	89,660	87,780	-1,880	-2.1%
Mining	12,240	12,740	500	4.1%
Construction	180,620	222,210	41,590	23.0%
Manufacturing	656,040	635,360	-20,680	-3.2%
Service-Providing Industries	**4,281,410**	**4,707,600**	**426,190**	**10.0%**
Utilities	19,090	16,310	-2,780	-14.6%
Wholesale trade	223,660	246,820	23,160	10.4%
Retail trade	559,730	569,950	10,220	1.8%
Transportation and warehousing	169,660	182,690	13,030	7.7%
Information	74,500	72,100	-2,400	-3.2%
Finance and insurance	222,430	236,790	14,360	6.5%
Real estate and rental and leasing	57,940	63,820	5,880	10.1%
Professional and technical services	241,690	287,280	45,590	18.9%
Management of companies and enterprises	127,660	131,000	3,340	2.6%
Administrative and waste services	302,740	358,710	55,970	18.5%
Educational services, private	93,610	108,170	14,560	15.6%
Health care and social assistance	747,450	913,650	166,200	22.2%
Arts, entertainment and recreation	67,630	71,040	3,410	5.0%
Accommodation and food services	432,060	468,710	36,650	8.5%
Other services, except public administration	231,140	249,070	17,930	7.8%
Government	710,430	731,500	21,070	3.0%
Self-employed, private household and unpaid family workers	**282,150**	**291,450**	**9,300**	**3.3%**

Source: Ohio Department of Job and Family Services, Bureau of Labor Market Information, December 2014.

Overall, total employment in Ohio is expected to grow 8.3 percent through 2022. The top five industries expected to have the largest growth include construction (23.0 percent), health care and social assistance (22.2 percent), professional and technical services (18.9 percent), educational services (15.6 percent) and wholesale trade (10.4 percent). Projections are also done at the substate level every two years. In Ohio, projections for the substate areas consist of the eight largest metropolitan statistical areas and the six JobsOhio regions, which cover the entire state and are designated by JobsOhio. All JobsOhio regions are expected to add jobs through 2022. The Central Ohio region is expected to have the largest growth in employment (12.8 percent), followed

by the Southwest region at 9.7 percent. Figure 2 shows the long-term projections for jobs in the JobsOhio regions along with the percentage of growth for each of those jobs.

Figure 2: 2012-2022 Long-Term Projections for the JobsOhio Regions

JobsOhio Region	Total		Goods-Producing		Service-Providing	
	Jobs	Percent	Jobs	Percent	Jobs	Percent
Central	134,700	12.8%	9,800	7.9%	121,600	14.0%
Northeast	134,400	6.6%	-7,300	-2.1%	139,400	8.9%
Northwest	38,800	6.7%	5,600	4.1%	32,600	7.9%
Southeast	23,700	6.8%	3,900	4.8%	19,500	7.7%
Southwest	80,400	9.7%	8,400	7.1%	70,000	10.5%
West	38,500	6.7%	3,200	2.9%	34,400	8.0%

Source: Ohio Department of Job and Family Services, 2014

From the projections, the state expects the demand for several occupations to grow at a rate much higher than the overall growth rate for Ohio. The highest growth is projected for the following occupational groups:

- Health care support occupations (24.1 percent);
- Health care practitioners and technical occupations (16.8 percent);
- Construction and extraction occupations (16.0 percent);
- Computer and mathematical occupations (14.7 percent); and
- Community and social service occupations (13.7 percent).

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

Emerging demand industry sectors and occupations can be a statistical dilemma; however, JobsOhio's analysis of Ohio key economic drivers identified nine high-growth industry clusters.

An examination of job posting trends also can indicate the types of occupations most sought after. Although not necessarily emerging, there are a large number of job advertisements for truck drivers, heavy and tractor-trailer; registered nurses; retail salespersons; first-line supervisors; and, customer service representatives, all of which are included on Ohio's In-Demand Jobs List. For a detailed list of occupations found in Ohio job ads, see Figure 3.

Figure 3: Top Ohio Occupations with the Most Job Ads

Occupation	Ads
Heavy and Tractor-Trailer Truck Drivers	16,100
Registered Nurses	6,240
Retail Salespersons	4,615
First-Line Supervisors of Retail Sales Workers	4,365
Customer Service Representatives	3,396
First-Line Supervisors of Office and Administrative Support Workers	3,139
Maintenance and Repair Workers, General	3,131
First-Line Supervisors of Food Preparation and Serving Workers	2,966
Marketing Managers	2,446
First-Line Supervisors of Production and Operating Workers	2,213
Sales Reps, Wholesale & Manufacturing, Except Technical & Scientific Products	2,201
Computer Systems Analysts	2,169
Computer User Support Specialists	2,040
Medical and Health Services Managers	1,912
Management Analysts	1,752
Software Developers, Applications	1,670
Accountants	1,655
Combined Food Preparation and Serving Workers, Including Fast Food	1,572
Sales Managers	1,535
Light Truck or Delivery Services Drivers	1,425
Sales Reps, Wholesale & Manufacturing, Technical & Scientific Products	1,406
Web Developers	1,406
Network and Computer Systems Administrators	1,381
Licensed Practical and Licensed Vocational Nurses	1,378
Cashiers	1,369
General and Operations Managers	1,362
First-Line Supervisors of Mechanics, Installers, and Repairers	1,341
Sales Representatives, Services, All Other	1,323
Sales Agents, Financial Services	1,322
Executive Secretaries and Executive Administrative Assistants	1,321
Laborers and Freight, Stock, and Material Movers, Hand	1,283
Insurance Sales Agents	1,228
Financial Managers, Branch or Department	1,212
Tellers	1,171
1st-Line Supervs of Transportation & Material-Moving Machine & Vehicle Opers	1,155

Source: Help Wanted Online Job Postings, September 2015

(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.

To assess current workforce skills as identified by employers, the state examined the educational requirements, top certifications and top skills for Help Wanted Online job ads. Judging from requirements posted in online help wanted ads, Ohio employers need both knowledgeable and experienced workers. Specifically, 56.67 percent of the active help wanted online advertisements require some educational training beyond a high school diploma or high school equivalence diploma. Figure 4 shows the educational breakdown for Ohio's in-demand jobs. Employers are also looking for workers with a certification in the following: commercial drivers' license, registered nurse and cardiopulmonary resuscitation (CPR). Top skills required include quality assurance, pediatrics, and SQL and Java computer program languages.

Figure 4: Educational Breakdown for Ohio's In-Demand Jobs Report

Less than high school	3.33%
High school diploma or equivalent	40.00%
Certificate / some college	8.10%
Associate's degree	10.00%
Bachelor's degree	30.48%
Master's degree	4.76%
Doctoral or professional degree	3.33%

Source: In-Demand Occupations Report by Education

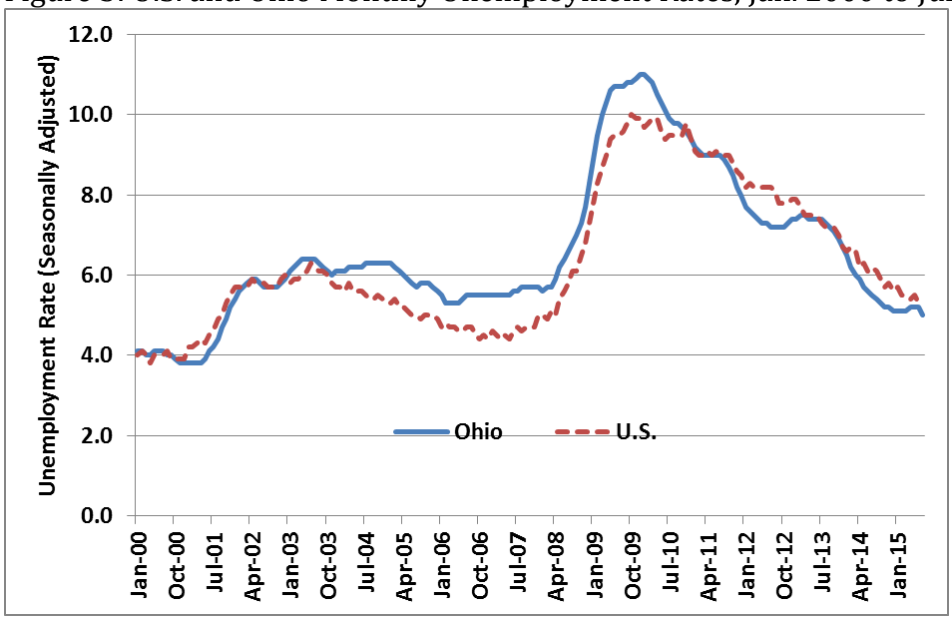
(B) *Workforce Analysis*. The Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA. This population must include individuals with disabilities among other groups in the State and across regions identified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

Ohio's businesses have created more than 417,000 new private sector jobs since Governor Kasich came into office in January 2011. Ohio continues to be one of the top 10 job-creating states in the nation. In January 2016, there were 4.7 million private sector jobs in Ohio, 81,500 more than before the recession.

Ohio's unemployment rate has steadily decreased over the last five years as illustrated in Figure 5. During the 2007 recession, the seasonally adjusted unemployment rate reached a high of 11.0 percent in December 2009 and January 2010. Since then, Ohio's unemployment rate has decreased significantly and has been below the U.S. rate since October 2013. In January 2016, the Ohio unemployment rate was 4.9 percent.

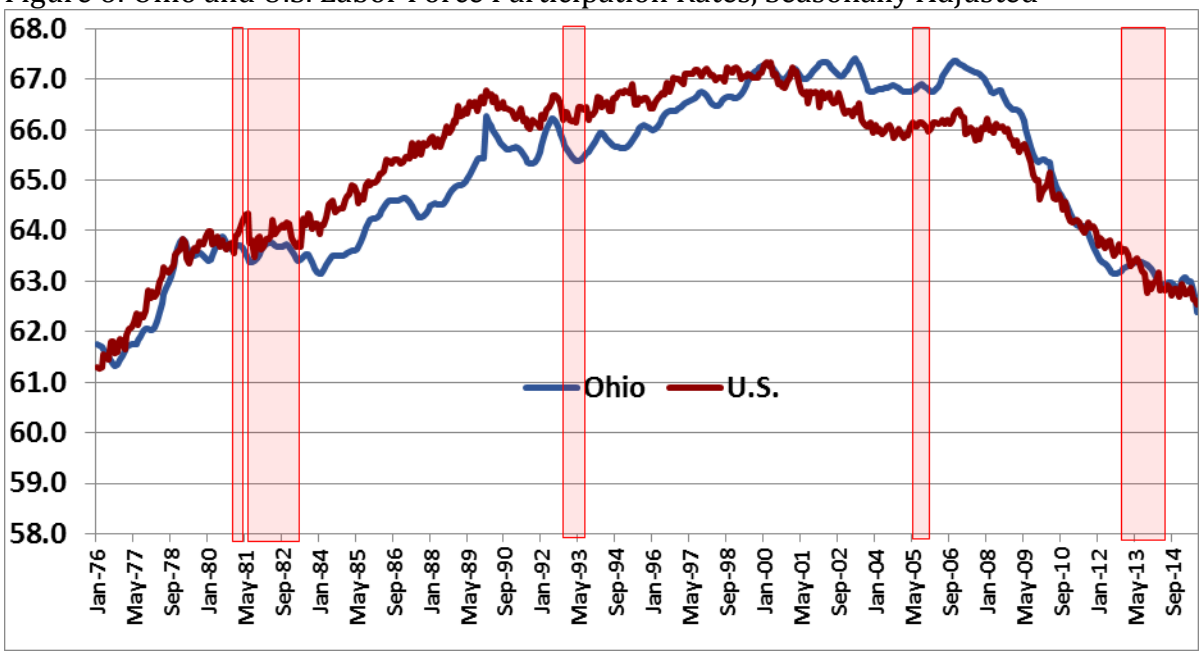
Figure 5: U.S. and Ohio Monthly Unemployment Rates, Jan. 2000 to Jul. 2015 (Seasonally Adjusted)



Source: Local Area Unemployment Statistics

Figure 6 shows the U.S. and Ohio labor force participation rates from January 1976 through July 2015. Ohio's labor force participation rate trailed the U.S. for much of this period and peaked after the U.S. in 2003, but Ohio has experienced the same drop in labor force participation. Prior to the recession, Ohio's seasonally adjusted labor force participation rate reached a high of 67.4 percent in 2003 and declined to 62.6 percent in July 2015.

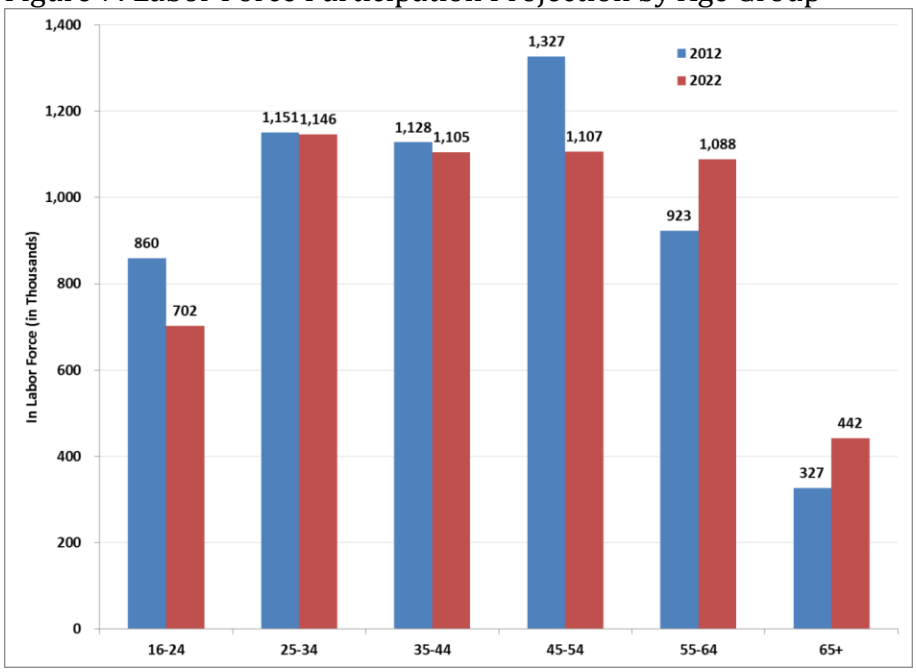
Figure 6: Ohio and U.S. Labor Force Participation Rates, Seasonally Adjusted



Source: Current Population Survey, U.S. Bureau of Labor Statistics

Ohio faces many demographic challenges, including an aging population and individuals with disabilities and other barriers to employment who are not in the labor force. Currently, Ohio has 2.5 million people over the age of 60, and 1.7 million over 65. In less than 20 years, almost 22 percent of Ohio's population will be age 65 or older. From the long-term labor force projections, Ohio expects to see increases in age groups over 55 participating in the labor force over the next 10 years. However, there may not be enough workers to replace retiring baby-boomers as the state also expects reductions in labor force participation rates for the youngest age group (16 to 24) over 10 years.

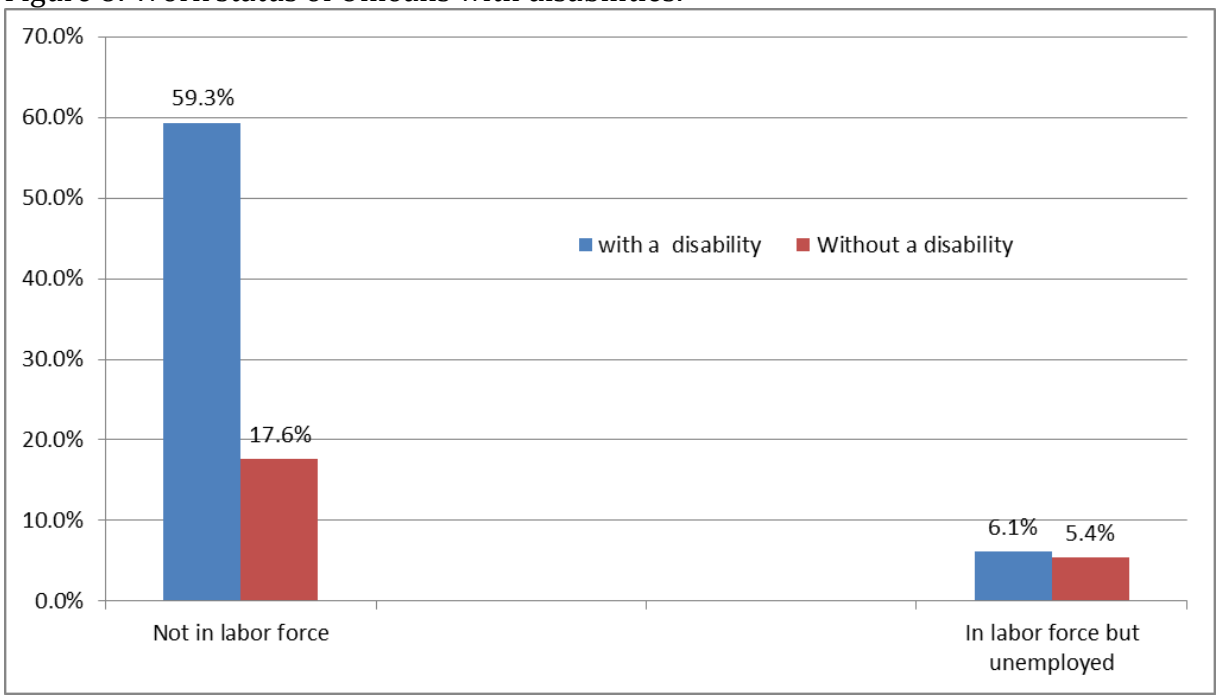
Figure 7: Labor Force Participation Projection by Age Group



Source: Ohio Department of Job and Family Services, 2014

According to U.S. Census data (as highlighted in Figure 8), in 2014, 11.9 percent of Ohioans ages 18 to 64 reported they had some kind of disability. Of those with a disability, 59.3 percent were not in the workforce, as compared to 17.6 percent for individuals without disabilities.

Figure 8: Work status of Ohioans with disabilities.



Source: U.S. Census Bureau, American Community Survey, 2014

Ohio has other sub populations with barriers to employment, including ex-offenders, youth in foster care and young adults aging out of foster care, migrant farmworkers, residents with low income, the long-term unemployed, residents with low levels of literacy, and military veterans.

In Ohio, an estimated two million citizens (or about 17 percent) have a felony or misdemeanor conviction. About 400,000 individuals have come through the prison system alone since the mid-1980s. Felons, former felons, and those with misdemeanor convictions often have families — dependent children, a marital partner, mothers and fathers. Approximately a third of Ohio's citizens are handicapped economically because employment opportunities are reduced for those with a criminal conviction by the impact of collateral sanctions (http://www.drc.ohio.gov/web/collcons1.pdf).

At any given time, Ohio has approximately 13,000 children in foster homes or other out-of-home placement settings and of that number, nearly 2,800 children are waiting to be adopted. Many of the approximately 1,100 young adults who "age-out" of care each year are without permanent connections. Without support, national statistics indicate they are at higher risk than their peers of dropping out of high school, not attaining a postsecondary education or credential, pregnancy, unemployment, poverty, and homelessness.

In 2013, there were 9,138 migrant farmworkers in Ohio (Ohio Department of Job and Family Services, 2013 Migrant Census).

In Ohio, 8.2 percent of all households earned less than $10,000 in annual income. An additional 5.7 percent earned between $10,000 and $14,999. Figure 9 shows Ohio income in the past 12 months.

Figure 9: Ohio Income in the past 12 months (In 2013 inflation-adjusted dollars)

	Ohio			
	Households	Families	Married-couple families	Nonfamily households
	Estimate	Estimate	Estimate	Estimate
Total	4,557,655	2,949,414	2,166,027	1,608,241
Less than $10,000	8.2%	5.3%	1.5%	14.9%
$10,000 to $14,999	5.7%	3.3%	1.4%	10.6%
$15,000 to $24,999	11.8%	8.1%	4.9%	19.3%
$25,000 to $34,999	11.2%	9.3%	7.5%	14.8%
$35,000 to $49,999	14.6%	14.1%	13.2%	15.4%
$50,000 to $74,999	18.6%	20.7%	22.4%	14.0%
$75,000 to $99,999	11.9%	15.0%	17.9%	5.7%
$100,000 to $149,999	11.3%	15.2%	19.3%	3.6%
$150,000 to $199,999	3.6%	5.0%	6.5%	0.9%
$200,000 or more	3.0%	4.2%	5.4%	0.8%
Median income (dollars)	48,308	61,371	73,925	28,128
Mean income (dollars)	64,449	77,195	90,649	38,806

Source: U.S. Census Bureau, 2009-2013 5-Year American Community Survey

Ohio has approximately 15,796 eligible youth and young adults ages 16 to 24 receiving Ohio Works First Temporary Assistance to Needy Families (TANF) benefits. Of those, approximately 4,000 are work-eligible. Almost 67 percent are female and 98 percent are single. Just over 84 percent are not employed. Only 20 percent indicate they have a GED, high school diploma, certificate, or two- or four-year degree.

In 2013, there were 150,000 Ohioans unemployed 27 weeks or more. There were 96,000 unemployed 52 weeks or more (Source: 2013 Annual Average from the geographic Profiles of Employment and Unemployment).

The U.S. Department of Education estimates approximately 9 percent of the Ohio population 16 years and older lack Basic Prose Literacy Skills (BPLS) (National Center for Education Statistics, 2003 National Assessment of Adult Literacy). The percentage of those who lack BPLS reflects the magnitude of the adult household population at the lowest level of English literacy. The literacy of

adults who lack BPLS ranges from being unable to read and understand any written information to being able only to locate easily identifiable information in short, commonplace prose text in English, but nothing more advanced. At the county level, the percentage of adults lacking BPLS ranged from 4 percent to 13 percent.

According to the U.S. Department of Veteran Affairs, Ohio has the sixth largest veterans' population in the nation, with nearly 900,000 veterans (VA Annual Geographic Distribution of VA Expenditures (GDX) Report, 2006-2014). Approximately half of the veterans in Ohio are under the age of 65, 36.9 percent have a high school diploma or equivalency, 7.1 percent live in poverty, 28.8 percent have a disability, and 3.1 percent are unemployed (U.S. Census Bureau, American Community Survey, 2014). Figure 10 highlights even more veterans statistics.

Figure 10: Ohio Veteran Status

	Estimate	Percent
Veteran Civilian population 18 years and over	759,737	
Period of Service		
Gulf War (9/2001 or later) veterans	83,571	11.0%
Gulf War (8/1990 to 8/2001) veterans	123,837	16.3%
Vietnam era veterans	272,746	35.9%
Korean War veterans	75,214	9.9%
World War II veterans	47,863	6.3%
Age		
18 to 34 years	51,662	6.8%
35 to 54 years	183,097	24.1%
55 to 64 years	145,110	19.1%
65 to 74 years	199,051	26.2%
75 years and over	180,817	23.8%
Median Income in the Past 12 Months (in 2014 Inflation-Adjusted Dollars)		
Civilian population 18 years and over with income	$33,523	
Male	$33,840	
Female	$29,260	
Educational Attainment		
Civilian population 25 years and over	751,818	
Less than high school graduate	62,401	8.3%
High school graduate (includes equivalency)	277,421	36.9%
Some college or associate's degree	254,866	33.9%
Bachelor's degree or higher	157,130	20.9%
Employment Status		
Civilian population 18 to 64 years	379,702	
Labor force participation rate		74.7%
Civilian labor force 18 to 64 years	283,755	
Unemployment rate		6.2%
Poverty Status in the Past 12 Months		
Below poverty in the past 12 months	52,848	7.1%
Disability Status		
With any disability	214,370	28.8%

Source: U.S. Census Bureau, American Community Survey, 2014

(ii) Labor Market Trends. Provide an analysis of key labor market trends, including across existing industries and occupations.

Since the 2007-2009 recession ended, employment growth in Ohio is being driven by the private sector, which grew by over 417,000 jobs from January 2011 to January 2016. Figure 11 shows Ohio's employment growth from January 2011 to July 2015.

Figure 11: Ohio Employment by Major Industry Group, Jan. 2011 to Jul. 2015 (Seasonally Adjusted)

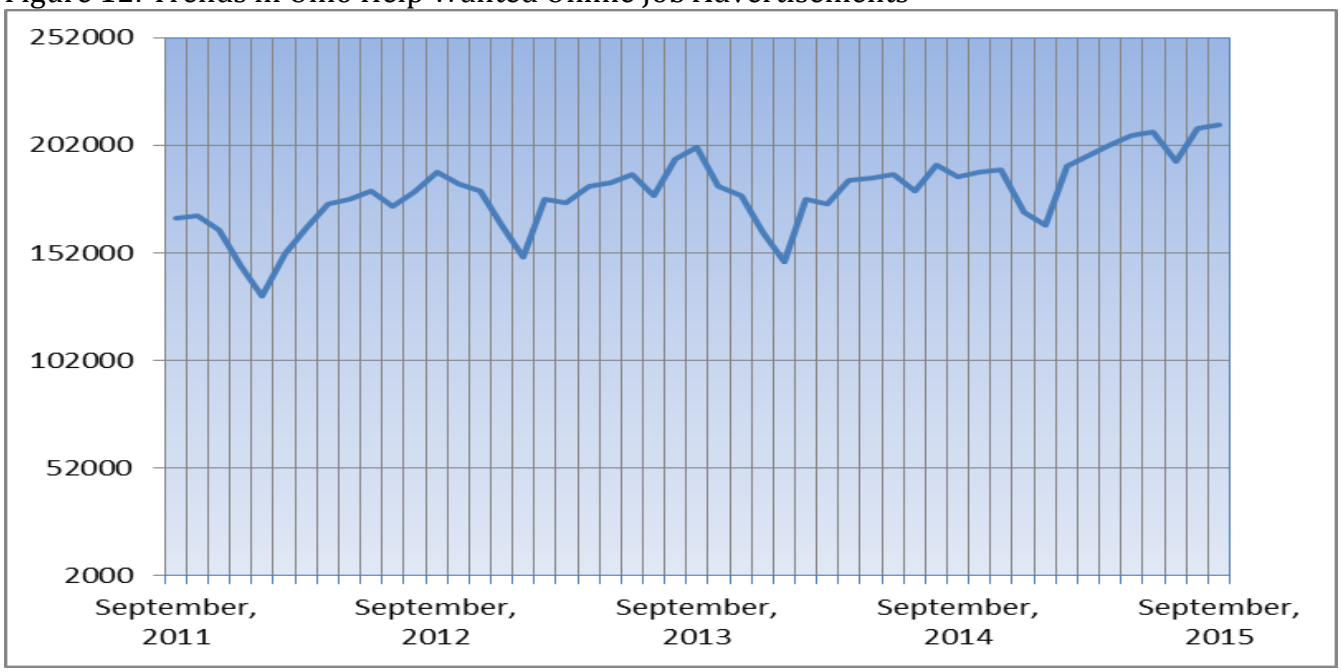
	Jan-11	Jul-15	Actual Change	Percent Change
Total Nonagricultural	5,068,000	5,396,500	328,500	6.5%
Total Private	4,291,000	4,619,200	328,200	7.6%
Sectors				
Professional and Business Services	641,100	704,900	63,800	10.0%
Trade, Transportation and Utilities	948,900	1,012,300	63,400	6.7%
Leisure and Hospitality	478,900	538,700	59,800	12.5%
Manufacturing	629,900	689,100	59,200	9.4%
Educational and Health Services	846,100	898,900	52,800	6.2%
Financial Activities	279,300	293,100	13,800	4.9%
Construction	172,100	184,200	12,100	7.0%
Other Services	207,000	210,400	3,400	1.6%
Mining and Logging	11,200	14,300	3,100	27.7%
Government	777,000	777,300	300	0.0%
Information	76,500	73,300	-3,200	-4.2%

Source: Current Employment Statistics

Growth is being led by professional and business services, which added 63,800 jobs. It was followed closely by trade, transportation, and utilities, which added 63,400 jobs. Mining and logging saw the fastest growth at 27.7 percent. Much of the growth in this industry group was driven by shale oil and gas drilling. Although this industry group is small, its growth affects many other industries.

Figure 12 shows the trends in Help Wanted Online job advertisements from September 2011 to September 2015. During that time, the number of Help Wanted Online job ads has trended upward. In September 2015 there were a total of 211,583 job ads posted online, an all-time high.

Figure 12: Trends in Ohio Help Wanted Online Job Advertisements

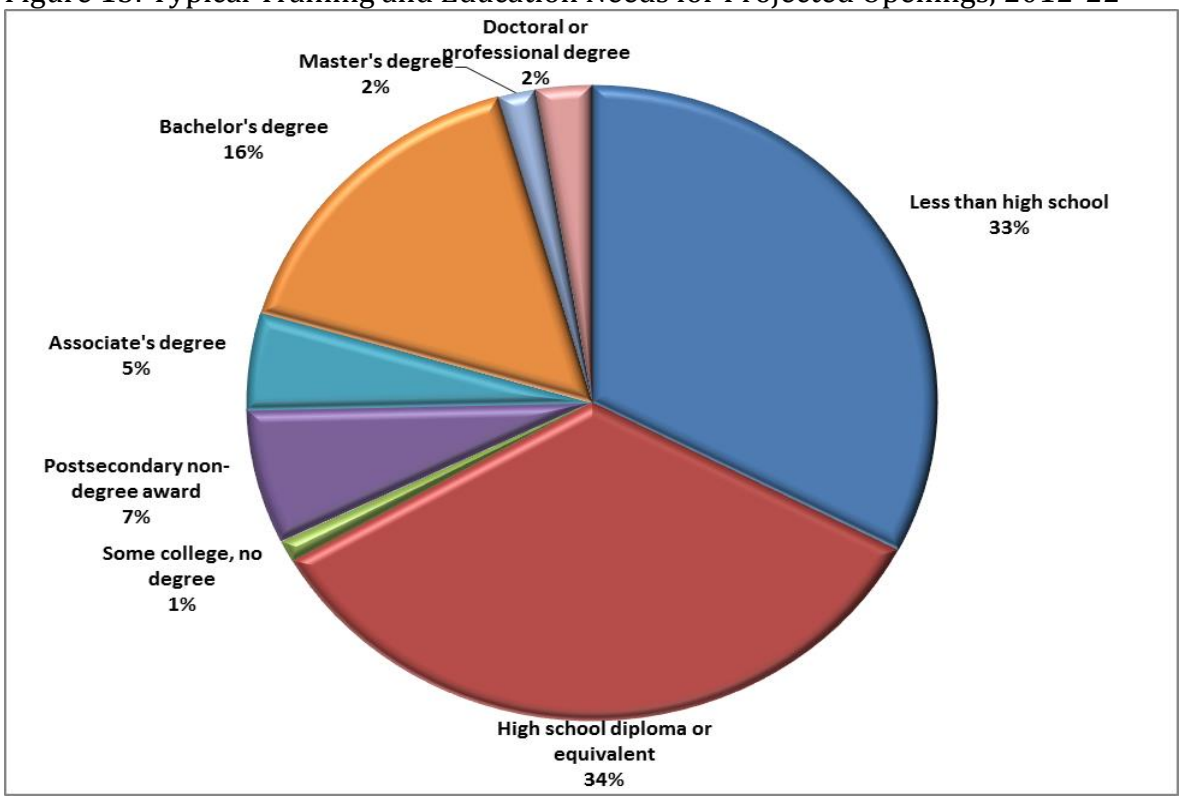


(iii) Education and Skill Levels of the Workforce. Provide an analysis of the educational and skill levels of the workforce.

To assess the education and skill levels of the workforce, Ohio examined the educational attainment levels of persons 25 and older and compared that to the educational levels in the occupational projections. Recent data show that 11.5 percent of Ohioans age 25 and older had no high school diploma, 34.7 percent were high school graduates, 20.8 percent had some college, but no degree, 32.9 percent had an associate degree, and 25.1 percent had a bachelor's degree or higher (http://development.ohio.gov/files/research/C1001.pdf).

Comparing those estimates to projected job openings in Ohio between 2012 and 2022, 20.4 percent of openings will be in occupations requiring a bachelor's degree or higher and 4.9 percent will be in occupations regarding an associate degree as shown in Figure 13 below. In addition to the educational requirements, more than half (58.1 percent) of the job openings are expected to be in occupations that require less than one year of on-the-job training.

Figure 13: Typical Training and Education Needs for Projected Openings, 2012-22



Source: ODJFS, Bureau of Labor Market Information, 2014.

(iv) Describe apparent 'skill gaps'.

With the development of Ohio's In-Demand Jobs List, the state gained a better understanding of the most urgent workforce needs of Ohio employers. However, to create a more accurate picture of Ohio's workforce, the state needed to understand the supply side of the equation – how many skilled individuals Ohio's education and training institutions graduate every year. Led by the Ohio Department of Higher Education (ODHE), the Office of Workforce Transformation (OWT) is working to better identify those graduating or completing classes obtaining the knowledge, skills and abilities employers need. Once completed, in combination with Ohio's In-Demand Jobs List, the state will be able to see potential workforce gaps, and align resources to fill those gaps.

(2) <u>Workforce Development, Education and Training Activities Analysis</u>. The 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 core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop delivery system partners.**

Creating jobs and economic opportunity drives every policy decision and reform priority in Ohio. To that point, the first bill introduced in Ohio's General Assembly under Governor Kasich's leadership

changed the way Ohio does economic development and replaced its government-driven, calcified job creation efforts with a new private-sector approach. JobsOhio, a private, non-profit corporation, was created under that legislation and is singularly focused on growing existing Ohio companies and attracting new businesses to the state. JobsOhio has focused its work on nine main industry clusters that research shows will drive Ohio's economy now and into the future. This work has laid the foundation for the creation of Ohio's In-Demand Jobs List and sets the education and training priorities for the state.

Recognizing the importance of a well-trained workforce to Ohio's economic health, Governor Kasich created the Office of Workforce Transformation (OWT) and the Governor's Executive Workforce Board (GEWB). Both entities are committed to strengthening Ohio's workforce development system. OWT coordinates and aligns workforce policies, programs and resources to improve effectiveness, functionality and accountability. The board advises the governor and OWT on the development, implementation and continuous improvement of Ohio's workforce system.

With a common-sense approach and a business-centric focus, Ohio is making important reforms to the workforce system that will help businesses find the workers they need and help workers find a good career that provides sustainable wages to support their families. Over the last three years, OWT has laid the foundation for a more unified workforce system. Ohio's Combined State Plan builds upon that foundation and will continue implementing the 10 reforms laid out in the 2014 Unified Plan. Ohio's 10 workforce reforms include:

1. Require Registration in OhioMeansJobs.com

OhioMeansJobs.com is Ohio's online business and employment service center; focusing these resources into one statewide site allows for greater efficiency and consolidated access to businesses and individuals alike. This free site serves Ohio businesses, individuals, and students. Businesses can search millions of resumes with ease and post jobs on the site at no cost. The site provides up-to-date information on all of Ohio's in-demand jobs and Ohio's employment programs, which can provide funding and services to help cover the cost of training for individuals and employees.

Enrollment in OhioMeansJobs.com will increase awareness of the resources and functionality of the tool, ensure consistency among programs, enhance job readiness and placement efforts and support career planning.

Ohio Revised Code 3304.71, 3333.92 and 6301.18 requires all consumers of Title I employment and training programs, Adult Basic and Literacy Education (ABLE), Carl D. Perkins Career and Technical Education Act (Perkins Act) programs, and vocational rehabilitation (VR) programs to enroll in OhioMeansJobs.com. Participants in the state-administered SCSEP program also are required to enroll in OhioMeansJobs.com.

2. Require a Common Application for ABLE, Title I Employment and Training, and Perkins Act

Currently ABLE has one application statewide, but applications for Title I employment and training and Perkins Act programs vary greatly across the state. Requiring a common application for Ohio's three largest workforce programs will provide consistency, streamline co-enrollment and referrals, and reduce the wait time for service delivery.

3. Develop Integrated Case Management

The current case management systems for ABLE, Title I employment and training, and Perkins Act are a patchwork of systems that operate independent of one another. One of the key reforms brought forward by stakeholders was the importance of having integrated case management so each program can access the same information and improve customer service.

Integrated case management would benefit both the job seeker and the workforce system by:

- Providing consistency throughout the workforce system;
- Simplifying the referral process between programs, allowing consumers to move into the program best suited for them;
- Supporting co-enrollment among various programs and across funding streams; and
- Improving information exchange between the different programs so workforce data can be streamlined and utilized.

Though a common case management system is a long-term goal, the state has launched the initial phase of this effort, working to identify the necessary data elements that must be collected and reported to the federal government. The state is also working to develop a strategy to create a state-level database management system to allow the various state workforce programs included in the state's combined plan to share information.

4. Develop a Statewide Common Assessment Strategy

As with program applications and case management, Ohio's three programs also utilize a variety of assessments as part of program implementation. Developing a statewide common assessment strategy will reduce assessment duplication, reduce the number of assessments given, ensure more job seekers are assessed, simplify data sharing, and allow for cost savings by reducing the number of assessments given and possibly taking advantage of the state's buying power, lowering the overall costs of assessments.

OWT has identified the various assessments used across multiple workforce programs, and has prioritized them into three key areas – career interest, aptitude, and knowledge and skill assessments. The state is working with local workforce partners and providers to develop a common approach for the three key areas of assessments that can meet all programs' needs.

The Office of Human Services Innovation has taken the lead on developing an application that looks at a person holistically, and has begun piloting the application in several OhioMeansJobs centers throughout the state.

5. Allow Co-enrollment between Programs and Services

Co-enrollment does occur between Ohio's workforce programs; however, it is not consistent or seamless. Co-enrollment among all of Ohio's core and partner programs will leverage funding and increase service delivery for individuals.

Co-enrolling appropriate individuals in ABLE, Title I employment and training, and/or Perkins Act allows credential-seekers to move more quickly through the system. This approach shows individuals the relevancy of their work, and enables the "system" to become more customer responsive and easier to access by bringing the services to the customer and taking a no-wrong-door approach. Additionally, co-enrollment increases accountability within the system by connecting individuals with

multiple workforce partners, ensuring continual progress through the system, and reducing the likelihood that an individual falls through the cracks.

For example, an individual in the Adult Diploma Program with the goal of achieving a high school diploma and career certification will benefit from ABLE services. ABLE services would assist with the secondary credential while the individual participated in career technical coursework for the career certification, decreasing the length of time needed to complete the program. Similarly, through integrated education and training, individuals will participate in both occupational skills training and adult education services accomplishing technical and basic skills concurrently.

Much of the work regarding co-enrollment is being advanced through the state's Comprehensive Case Management and Employment Program. OWT also is working with local workforce partners to understand how co-enrollment across programs is working at the local and regional levels.

6. Require a Regional/Local Combined Plan

At the state level, the combined plan is aligning Ohio's largest federally-funded workforce programs. Since these services are delivered locally, OWT is working with the state's workforce areas to develop local and regional plans amongst various community partners to facilitate better collaboration in meeting the needs of businesses and job seekers.

A strong local and regional combined plan creates shared understanding of the workforce needs as well as a shared vision and goals for how the local system is run. A local plan:

- Reduces duplication of services;
- Improves collaboration and communications;
- Allows for alignment of resources to in-demand jobs;
- Improves resources utilization and return on investment;
- Reduces confusion and services barriers for consumers; and
- Promotes staff training and cross-training on the other programs.

The local combined plan will be developed based on policy and criteria developed by the state in collaboration with local workforce partners, providers and interested parties.

7. Increase Access to Remedial Education and High School Credential Training

Remedial education and basic skills education provide the foundation for students to be successful in further education and training. Ensuring access to high quality programs that address student academic skill needs enables students greater opportunity to achieve their workforce training goals.

ABLE is Ohio's front-line program to help adults without a high school diploma or equivalency. ABLE is the foundation on which workforce education is built, therefore providing the fundamental skills for individuals to be successful in job training and employment. Remedial services provided through ABLE are contextualized to meet the diverse needs of individuals' career pathways. The single biggest challenge the ABLE program faces in Ohio is a lack of awareness about what ABLE is and the wide-range of free services the program provides.

Increasing utilization of ABLE programs will boost access to post-secondary education for individuals by providing the academic skills needed for credit-bearing coursework. ABLE prepares individuals for employment using contextualized curriculum for the workforce.

The Ohio Department of Higher Education (ODHE) is leading efforts to re-brand and market the ABLE program. Efforts will focus on increasing awareness of the services offered, reducing the stigma, and increasing preparation for post-secondary training. Ohio also is providing opportunities for adults to earn their high school diploma through credit recovery, as well as the Adult Diploma Pilot Program, connecting a student's work toward a high school diploma to job training linked to Ohio's in-demand jobs.

8. Embed Job Readiness and Soft-Skills Training in All Workforce Training Programs

A common complaint heard from businesses is that workers do not have the job readiness and soft skills needed to perform the job. Soft-skills training is sprinkled throughout the workforce system but at the present time is not administered in a consistent way.

Providing a consistent, high quality delivery of job preparation and job readiness skills training will assist individuals in preparing for, obtaining, and retaining employment. By addressing the essential skill sets that employers are looking for in future employees, it is expected that job seekers become employed in shorter time frames and once employed, they are able to retain these jobs for long periods of time.

Ohio's workforce system is meeting this challenge head on by developing model curricula that addresses job readiness and soft skills and ensuring it is offered more broadly. The model curricula will be responsive to business, ensuring consistency and quality. Working with workforce development boards, job-readiness and soft-skills training will be incorporated in the regional and local planning process.

9. Ensure Career Counseling Opportunities

Effective career counseling ensures that consumers can develop career plans and goals that match their skills, abilities and experiences. Moreover, such counseling can help identify the gaps in education and training to achieve identified goals.

The OWT is working with the Ohio Department of Education (ODE), ODHE and stakeholders to improve approaches to counseling, ensuring that customers understand how best to transition to higher levels of training and credentials. By developing common counseling approaches and improving counseling services, job seekers will have a greater awareness of Ohio's in-demand jobs and training opportunities, ensuring that business needs are met.

A statewide performance standard framework has been developed for K-12 guidance counselors throughout Ohio, all two- and four-year public post-secondary schools are required to provide career counseling to students, and work experiences have been embedded into the curriculum of all degree programs at Ohio's higher education institutions. In addition, enhancements have been made to OhioMeansJobs.com to provide tools and resources to students of all ages, allowing them to explore careers in an interactive way. A guidance and counseling plan will be developed to assist all applicants and assure that they are well informed about educational and career options.

10. Develop Workforce Success Measures (Common Measures)

Ohio's philosophy is simple: what gets measured gets better!

To ensure the state's workforce programs are meeting the needs of individual job seekers as well as Ohio's employers, OWT worked with stakeholders and The Ohio State University to create a common

set of workforce success measures for ABLE, Title I employment and training, Perkins Act, and state financial aid and scholarships, allowing policymakers to continually monitor progress across multiple programs, creating better transparency and greater accountability.

The workforce success measures evaluate program efforts to:

- Provide job seekers with access to training that results in industry-recognized credentials;
- Connect individuals to short- and long-term employment;
- Increase participants' overall earnings; and
- Meet the needs of employers.

Ohio's workforce success measures are available on a user-friendly, online dashboard at: www.workforce.ohio.gov.

For meaningful change, all of Ohio's local workforce programs – Title I employment and training, ABLE, Perkins Act, VR, and Senior Community Service Employment Program (SCSEP) – must work together to implement the workforce activities put forth in this plan and the outlined reforms.

Recognizing the unique position of the secondary career-tech programs, it is expected that those partners will be significantly involved in embedding job readiness, soft skills and career counseling in all workforce training programs, and developing a combined local plan. Working with the secondary career technical schools, the regional or local planning process may also include any other reforms local partners collectively deem appropriate.

In addition to the workforce activities above, in 2015, Governor Kasich signed into law the state's biennial budget, which fully integrates funding from Title I employment and training programs and Ohio Works First, the financial assistance portion of the state's Temporary Assistance for Needy Families (TANF) program, into a Comprehensive Case Management and Employment Program (CCMEP), focusing initially on individuals who are ages 16 through 24. Recognizing that the best anti-poverty program is a job, Ohio is looking to help more low-income Ohioans move into meaningful employment. Through this initiative, the state will be able to fully leverage the complementary strengths of both the workforce and human services systems in a way that focuses on people, not programs. This includes adopting common performance metrics and ensuring Ohio Works First clients benefit from access to the array of employment and training services offered through the state's OhioMeansJobs centers.

As a required partner in the OhioMeansJobs workforce system, TANF currently provides a major portion of the system's infrastructure operating costs. However, despite the close structural integration of the programs, full programmatic integration has been complicated because the federal reporting metrics for the two programs are not aligned. TANF measures are based on a state's ability to successfully meet the required work participation rate, which is largely a process measure based on individual attendance in countable activities. Alternately, WIOA measures are based on long-term participant outcomes that are dependent on a state's ability to facilitate job entry, better-than-average median earnings and credential attainment for customers.

The rigid TANF work participation rules disincentivize local workforce development areas from enrolling TANF clients. Navigating work participation rules regarding what activities count and for

how long, prevents workforce case managers from enrolling clients into meaningful activities that address the client's specific barriers and move people to work. Instead, workforce agencies are inclined to direct their services toward individuals with more work experience and higher skill levels, further limiting access for low-income individuals facing significant barriers to employment.

CCMEP mandates a single client-centered case management approach and refocuses the efforts of all system partners. This includes a common application, assessment and individual opportunity plan that meet the requirements for both programs. CCMEP also requires local service providers to achieve specific employment, retention, earnings and educational outcome metrics that align to WIOA required measures to continue receiving funding.

(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.**

With his first priority as job creation, Governor Kasich has built an infrastructure in Ohio to support economic development and workforce transformation.

That infrastructure, one of the strengths of Ohio's workforce development system, consists of the creation of:

- JobsOhio, a private, non-profit corporation, focused on growing existing Ohio companies and attracting new businesses to the state;
- Governor's Executive Workforce Board, responsible for the development, implementation and continuous improvement of Ohio's workforce system; and
- Office of Workforce Transformation, charged with the coordination and alignment of workforce policies, programs and resources in Ohio.

Among the strengths of Ohio's workforces development activities are the coordinated efforts promoted by Governor Kasich's Office of Workforce Transformation (OWT). OWT – with guidance from the Governor's Executive Workforce Board (GEWB) and the innovative economic development engine of JobsOhio – has coalesced state efforts around the 10 workforce reforms, which shape all workforce strategies and activities in Ohio.

OWT also collaborates with local workforce development partners and stakeholders to grow Ohio's economy by developing a skilled workforce, promoting effective training programs, and connecting Ohio employers with qualified workers. The office is tasked with coordinating and aligning workforce policies, programs, and resources across state government to improve effectiveness, functionality and accountability.

Over the past few years, OWT, GEWB and JobsOhio worked with employers and workforce stakeholders to develop a process to identify most Ohio's in-demand jobs. Knowing the most urgent workforce needs of Ohio employers helps the state better target programs and policies to ensure businesses have the skilled workforce needed to succeed and grow.

The results from the job forecasting tool, combined with existing state Bureau of Labor Statistics data and OhioMeansJobs.com job posting trend data, make up Ohio's In-Demand Job list. Based on new

data, the state's In-Demand Jobs List was updated in 2015 to reflect 210 occupations comprising approximately 17,000 related job titles.

Additionally, OWT has worked with the Ohio Department of Higher Education (ODHE) to map workforce supply – how many skilled individuals Ohio's education and training institutions complete training every year. Together, supply and demand create the simple economics of the workforce system, informing the state on how to best utilize its resources to meet the needs of Ohio employers.

The Ohio Department of Education (ODE) and ODHE expanded their work in the creation of career pathways to develop pathways for Ohio's in-demand jobs. The pathways provide a roadmap by which an individual might reach employment in a certain occupation. One important component of this effort is developing common definitions of certificates at the secondary and postsecondary level to ensure that certifications and licensures are addressing the needs of business. Moreover, ODE and ODHE have endeavored to ensure that pathways exist to leverage career technical education certificates into degree programs. These are valuable tools for both individuals and the workforce professionals serving them to make informed choices about training and employment in occupations that are in demand in Ohio.

Many of the core and partner programs have implemented policy and programmatic changes in support of the state's in-demand jobs. Through state policy, Title I employment and training programs require that 85 percent of occupational skills training funded with individual training accounts be in one of the state's in-demand occupations. Ohio's Perkins Act programs support these occupations with quality training as well as ensure they are part of the career pathways mentioned above.

The value of work experience – connecting education to on-the-job experiences – cannot be overstated. OWT is working with public and private colleges and universities, as well as employers, to embed work experiences (including co-ops and internships) for in-demand jobs into the curriculum of degree programs. Students, educators and employers will be able to access OhioMeansJobs.com as the central location for work experience information and opportunities.

Ohio's vocational rehabilitation (VR) program is aligning its on-the-job training strategy and policies with Title I employment and training and Trade Adjustment Assistance programs for seamless service delivery for businesses. The VR program also is working to increase utilization and access to the Workforce Inventory of Education and Training – Ohio's eligible training provider system – which includes connection with apprenticeship programs. To further that connection, VR is working with Ohio's Apprenticeship Council to develop career pathways for transitioning youth to enter into the programs.

The state-level core programs and partners collaborate on policy and program, and Ohio will continue to build those collaborations and partnerships locally in the OhioMeansJobs centers to increase referrals to programs that serve specific populations and provide specific avenues for training. This will increase services to Ohioans, leverage limited resources, and maximize outcomes for participants. Ohio's efforts in support of Industry Workforce Alliances will create the necessary collaborations among business and the core programs working to provide a skilled workforce to meet specific demands.

Although Ohio has a solid infrastructure for workforce reform and collaboration among economic development and workforce and training programs, variations in consistency, efficiency and quality

service delivery to Ohioans could be seen as one of the state's weaknesses. Ohio's workforce programs, both within a program and across programs, are not consistent in their delivery of service, both quality and process. This inconsistency ranges from application, assessment, case management, service availability, and referrals.

Many of the key workforce reforms and strategies in this plan focus on building continuity, especially to local service delivery. The programs are working together to move the state's workforce system forward making the system easier to navigate, building consistency across providers and programs, and aligning with business needs.

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

All of the combined plan programs have received consistent funding to continue delivery of service as identified above. As programs increase their collaboration, especially in the OhioMeansJobs centers, they will increase their capacity for service delivery. With better alignment and collaboration, Ohio will reduce redundancy leveraging resources and improving the state and local programs that fuel the workforce system.

(b) State Strategic Vision and Goals. The 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) <u>Vision</u>. Describe the State's strategic vision for its workforce development system.

(2) <u>Goals</u>. 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—

(A) Include goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment and other populations.

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

The Office of Workforce Transformation's (OWT's) vision for workforce development is to create a workforce system aligned to the needs of business, streamlined so individuals can easily move through various systems, and connected to regional and state economic development strategies. In support of that vision, OWT's strategic plan is focused on growing Ohio's economy by developing a skilled workforce, promoting effective training programs, and connecting Ohio employers with qualified workers.

Each core and partner program has its own vision and core strategies; however, those align to the overall vision for workforce development in the state of Ohio. For too long, Ohio's workforce system, whose services are in many cases delivered locally, has been overly-complicated, duplicative and misaligned with business needs. To create a stronger workforce system for both business and individuals, the state recognized the system must be:

- Driven by the needs of business;
- Adaptive to rapid change;
- Innovative and integrated in design and delivery; and
- Entrepreneurial in spirit.

Using these principles as its starting point, through OWT, the state prioritized its work into three strategic goals:

1. *Identify Business Needs.* Workers and training institutions need a reliable, consistent method for identifying the most in-demand jobs and the skills that workers need to fill them. Developing that ability—and encouraging participation from employers—is the first step to aligning the system and training programs with those needs. By summarizing the workforce needs for an industry, the state can better align qualified workers with the needs of employers to create a more efficient and organized workforce.

2. *Connect Businesses & Workers.* Ohio's workforce development efforts are currently spread out over 90 programs in 13 state agencies. The state is committed to moving reforms to provide efficient, responsive, and cost-effective services to employers and workers. OWT and the Governor's Executive Workforce Board are dedicated to improving these programs to ensure better coordination with a commitment to putting people to work.

3. *Align Training to Business Needs.* Businesses in Ohio strive to connect with qualified people to fill high-demand job openings. The state needs to work in partnership with business and education to identify critical opportunities to expose and inform students of Ohio's most in-demand jobs. With a directionally accurate forecast of businesses' most urgent job needs, the education and training system will be in a better position to fill the gaps.

For meaningful change, all of Ohio's local workforce programs – Title I employment and training, Adult Basic and Literacy Education, vocational rehabilitation, Wagner-Peyser Act, Perkins Act, Senior Community Service Employment Program– must work together to achieve the common goals put forth in this plan and the outlined reforms.

(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.)

The State of Ohio hoped to propose levels of performance after final rules and definitions for the primary indicators of performance were published. Once these rules and definitions are made available by the U.S. Departments of Labor, Education, Health and Human Services, Agriculture, and Housing and Urban Development through the release of Federal Regulations and/or a Training and Employment Guidance Letter (TEGL), Ohio reserves the right to revise the proposed levels of performance as appropriate. Since the expected levels of performance must be submitted with the Combined State Plan, they are included in Attachment 1.

(4) Assessment. Describe how the State will assess the overall effectiveness of the workforce investment 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.

As outlined in the reforms, Ohio has developed a common set of workforce success measures for ABLE, Title I employment and training, Perkins Act, and state financial aid and scholarships. Additionally, performance data for vocational rehabilitation will be incorporated in 2016. The reports enable workforce program administrators and policy makers to identify best practices and improve the effectiveness of Ohio's workforce development programs. Local providers are also able to access other provider information to stimulate dialogue and sharing of successes, particularly across providers of similar size and economic makeup.

For each workforce program, the dashboard reports the number of individuals completing the program, the number of completers subsequently employed in Ohio, their median earnings, employment stability, college enrollment, and education and training credentials earned. The workforce success measures evaluate program efforts to:

- Provide job seekers with access to training that results in industry-recognized credentials;
- Connect individuals to short- and long-term employment;
- Increase participants' overall earnings; and
- Meet the needs of employers.

OWT created an online Workforce Success Measures Dashboard (http://www.measures.workforce.ohio.gov/) providing data at the state, county and provider level.

The workforce success measures were being incorporated prior to WIOA; however, they are consistent with the planned federal measures of WIOA giving local providers a head start before the new federal measures will be effective in July 2016. Ohio is primed to continue to report on the outcomes of its core and partner programs as well as additional workforce programs.

In addition, Ohio is reviewing opportunities to use pay-for-performance as a method to ensure effectiveness of Ohio's programs and the workforce investment system.

(c) State Strategy. The 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 Section (a).

(1) Describe the strategies the State will implement, including 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). "In-demand industry sector or occupation" is defined at WIOA section 3(23).

Many initiatives and efforts in Ohio move to create the conditions for full implementation of sector strategies and career pathways at the local level. Starting with the requirement that 85 percent of training vouchers go to support careers on the In-Demand Jobs List, those efforts lend themselves to both sector strategies and career pathways.

Governor Kasich's vision for bringing together workforce and education leaders with business to develop innovative strategies has been showcased in the advancement of Industry Workforce Alliances (IWA). OWT has prioritized the use of IWA, also known as sector partnerships, to address critical workforce shortages. Data regarding workforce shortages only tell part of the story. The dialogue created by IWA allows an industry to work collaboratively with education and training partners, local workforce partners, trade unions and other appropriate stakeholders to devise solutions to address workforce shortages and help grow talent pipelines.

In May 2014, the Ohio Department of Job and Family Services (ODJFS), in partnership with OWT, announced an Industry Workforce Alliance Pilot Initiative, with an end date of June 30, 2016. The initiative was made possible through an incentive grant awarded to the state based on successful performance in three of Ohio's federal-funded workforce and education programs and a grant from the Governor's Office of Health Transformation innovation fund. Applicants for the grant outlined regional strategies designed to effectively address the skill needs of key industries in Ohio, while partnering with employers, education and training providers, and community stakeholders.

Six grants were awarded:

- Northeast: Mahoning Valley Manufacturing Coalition, focused on the manufacturing needs of the Mahoning Valley;
- Northwest: Allen County Economic Development Group, whose proposal addresses the growing manufacturing presence in Allen and surrounding counties;
- West: Montgomery County Department of Community and Economic Development, directing resources at logistics and distribution development for the county;
- Southwest: Partners for a Competitive Workforce, implementing a plan centered on career pathway development within the logistics field;
- Southeast: Appalachian Ohio Health Professions Pathways, helping unemployed and underemployed Ohioans find work in the health care industry; and
- Central: Insurance Industry Resource Council, whose application concentrated on meeting the increasing demands of Central Ohio's insurance industry.

The initiative has laid a solid foundation that Ohio will build on for the sector strategies and career pathways required by WIOA and the requirements of WIOA's regional plans. The outcomes of the pilot initiative will be translated into best practices for building alliances. Also in support of IWA, OWT created a library of tools and resources for businesses to assist in building and sustaining alliances.

Subsequently, Ohio applied for and was awarded the Sector Partnership National Emergency Grant for $7 million by USDOL to develop innovative job-training programs focused on regional and industry-specific collaborations. The grant period is July 1, 2015, through June 30, 2017.

The state is working together with six Workforce Development Boards located throughout Ohio to create effective partnerships with employers and educational organizations to align job-training programs to meet the needs of Ohio's regional labor market. Ohio's areas/regions are focused on the following in-demand industries:

Southeast Ohio: Area 3 - Healthcare, Manufacturing and Information Technology

Northeast Ohio: Area 6 - Healthcare

Southwest Ohio: Area 7 - Transportation/Logistics

Central Ohio: Area 11 - Information Technology

Southwest Ohio: Area 13 - Healthcare and Financial Services

Southeast Ohio: Area 15 - Energy/Oil/Gas

Grant funding is used to serve workers who lost a job through no fault of their own and individuals struggling with long-term unemployment, and to provide a broad range of services, including on-the-job training, transitional job search assistance, career planning and job coaching. Grant funding will also assist with development of regional plans for those local areas assigned to a planning region. Local boards will work collectively with entities carrying out core programs to expand access to employment, training, education and supportive services; facilitate career pathways and co-enrollment; and improve access to activities leading to a recognized post-secondary credential.

In May 2015, USDOL awarded a $2 million Partnerships for Opportunity and Workforce and Economic Revitalization (POWER) Initiative National Dislocated Worker Grant to ODJFS to support planning and implementation of workforce strategies for regions and communities negatively impacted by changes in the coal economy. The POWER grant will be administered by local area 16 and provide short-term training in the emerging Energy industry. This grant not only supports dislocated workers from a declining industry, but also supports training and employment for one of Ohio's in-demand occupations. The 30-month grant plans to serve 148 dislocated workers.

The Ohio Department of Education (ODE) and the Ohio Department of Higher Education (ODHE) have been collaborating to establish career pathways in a variety of forms. These pathways include moving from secondary to postsecondary as well as from postsecondary certificate programs into degree programs. To move from secondary to postsecondary, ODE and ODHE have worked to create pathways through the Secondary Career Technical Alignment Initiative (SCTAI) that aligns career technical education (CTE) certificate programs into degrees. These efforts, along with regional agreements between educational providers are implemented through Ohio's state-funded Tech Prep network. On the postsecondary side, ODHE has worked to provide credit pathways from non-credit certifications into degrees with the Career Tech Credit Transfer (CT2) and One-Year Option initiatives; these enable students who have earned a certification to leverage that into credit in their chosen degree path. These efforts enable students to further their education and training within their chosen field without duplicating coursework and speed time to degree.

To further support the implementation of career pathways in Ohio, ODE and ODHE have developed career pathways around its in-demand jobs and made them available online at OhioMeansJobs.com. These pathways provide an avenue for Ohioans, and those serving them, by which they might reach employment in an occupation. The state is now focused on enhancing career pathways from secondary to postsecondary in career-technical education fields to allow more students to transition

successfully into postsecondary certificate and degree programs. Ohio also is increasing opportunities for pre-apprenticeship programs in secondary schools to increase transitional opportunities for students.

Ohio received a Workforce Innovation Fund grant awarded in September 2015 to provide opportunities to leverage investments enhancing access to workforce development programs at Ohio's education and training providers. Ohio is developing a new wage pathway model as an alternative to the career pathway model commonly used by workforce agencies and schools. This new model will leverage three major initiatives underway in Ohio:

- Comprehensive Case Management and Employment Program (CCMEP) to create a streamlined service flow for youth and young adults;
- Skills-based hiring data mapping technology that captures both real-time data for in-demand jobs and also participant skill sets from WorkKeys; and
- Ohio's new adult diploma programs that offer individuals 22 years old or older the option to attain an Ohio high school diploma through credit recovery and proficiency testing or by obtaining an industry credential for an in-demand job field at community colleges and Ohio Technical Centers.

Below are the strategies that ODJFS/OWD is currently engaged in:

Develop Regional Approaches to Key Industry Sectors. ODJFS-OWD will assist in convening leadership teams comprised of business representatives, trade organizations, Workforce Development Boards, educational institutions, and other key stakeholders from across the participating regions and WDB Areas for each of the key industry sectors. These teams are identifying the primary skills and related credentials that are required for the industry's in-demand and emerging occupations. Many of the career pathways and related curricula, from entry to high-level jobs, have been developed by the Ohio Department of Education (ODE) and Ohio Department of Higher Education and exist within the OhioMeansJobs website. These teams will be able to use tools within the OhioMeansJobs website to analyze, right-size and enhance these pathways and explore the possibility of stackable credentials.

Identify Promising Practices. ODJFS-OWD is tracking the results of the various training programs for each of the key industry sectors. The approaches and models that have a high-level of success will be shared as best practices for other regions throughout the state to use and replicate. Any potential best practices will be shared and incorporated into the OhioMeansJobs website so all areas in Ohio can benefit.

Share Resources Related to Enhanced Career Services. ODJFS-OWD will work with local Boards to coordinate the sharing of resources related to enhanced career services. It is planned that at a minimum such items will include procurements for supplies and comprehensive assessments, as well as workshop and training curricula.

Conduct Asset Mapping. ODJFS-OWD is assisting the Workforce Development Boards and educational institutions in identifying consistent methods, approaches, and tools to be used on a regional, and ultimately a statewide basis, for assessing and training individuals for key in-demand occupations. Such approaches may include specific assessment tools and/or standard curricula for work-based training activities for particular occupations.

(2) Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, mandatory 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).

The state's vision, specifically the goals and workforce reforms, focus on program alignment in support of service delivery, collaboration among partners, and streamlining the workforce system.

In June 2014, Governor Kasich sought and received approval from the Ohio General Assembly to submit a single unified state plan for the three largest workforce programs: Adult Basic and Literacy Education (ABLE), Carl D. Perkins Career and Technical Education (Perkins) Act programs, and the Workforce Investment Act (WIA) Title I employment and training programs. This coordination set the foundation for the core and partner programs to work together on shared goals and outcomes that will take critical steps forward in creating a unified workforce system.

Ohio used the opportunity of developing the state's first unified plan to engage stakeholders to identify meaningful reforms to Ohio's workforce system. Ohio began its discussions with the focus on the consumer – the consumer being a business, job seeker or student. Prior to Ohio's 2014 unified state plan, workforce services were often complicated and disconnected. All too often a local employer is looking to fill good paying jobs but is unsure where to go to find potential employees and what type of assistance is available. A potential employee wants to find a job but needs help with skills training or some other barrier to employment. An education provider teaches jobs skills to students but has no formal way of helping those students find a job.

Ohio's unified state plan began to make these necessary connections, and the combined state plan will build upon this coordination and continue to improve delivery of services, resulting in healthier companies and more Ohioans being able to provide for themselves and their families. Using the knowledge and insights gained from Ohio's first unified planning process, the 2016 Combined State Plan will incorporate and strengthen the efforts to improve and further align the workforce system.

III. OPERATIONAL PLANNING ELEMENTS

(a) State Strategy Implementation. The 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).

Through Executive Order 2015-08K, Governor Kasich reauthorized the Governor's Executive Workforce Board (GEWB) to advise the Governor and the Office of Workforce Transformation (OWT) on the development, implementation and continuous improvement of Ohio's workforce system. The majority of the Board directly represents private-industry business.

The Board has identified its purpose and mission, which are outlined in the following key points:

1. Support the process of forecasting the skill needs of employers;
2. Ensure that the delivery and services of Ohio's workforce are streamlined; and
3. Provide guidance on performance measurements of the system.

Each GEWB representative is involved in planning and implementing the state's workforce development system as required under both federal law and Ohio Revised Code, 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 job seekers;
- Adopting rules necessary to administer state workforce development activities;
- Adopting rules necessary for the auditing and monitoring of sub-recipients of the workforce development system grant funds;
- Designating local workforce development areas;
- Developing a unified budget for all state and federal workforce funds;
- Establishing a statewide employment and data collection system;
- Identifying and disseminating information on best practices related to the design and delivery of workforce services;
- Developing state performance accountability measures and state-adjusted levels of performance;
- Developing a state workforce plan;
- Preparing the annual report to the U.S. Secretary of Labor; and
- Carrying out any additional functions, duties, or responsibilities assigned to the board by the Governor.

The Board has also adopted bylaws to further guide its work.

The Governor's Executive Workforce Board prioritizes its work through five work groups, which meet quarterly with OWT to provide detailed feedback and guidance on specific workforce initiatives. Board members choose work groups based on their expertise and interests.

Business Engagement Work Group – The business engagement work group ensures the state always has a strong business voice in all workforce reforms. This group is instrumental in the development and ongoing work of Ohio's In-Demand Jobs List.

Education, Training and Youth Work Group – This work group combines the efforts of the previous education and training and youth work groups. This group ensures Ohio's education and training programs are aligned to the state's workforce needs and adequately prepare and connect job seekers and students of all ages to Ohio's in-demand jobs.

Veterans Work Group – The veterans work group coordinates multiple state efforts to support transitioning military members, veterans and their families. This group also works to market job opportunities to veterans as well as promote veterans as a ready workforce to Ohio businesses.

Workforce System Reform Work Group – This work group focuses on continuously improving Ohio's workforce system to ensure better alignment of state programs and efficiencies in state resources.

Workforce Development Board Chairs Work Group – This workgroup was formed to open the lines of communication and facilitate collaboration with the chairs of the local workforce development boards. As members of their respective business communities, the chairs bring valuable, local perspective to the work of the office.

(2) <u>Implementation of State Strategy</u>. 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 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.

The Ohio Department of Job and Family Services (ODJFS) conducted a training event, WIOA: Implementing Change, October 20 – 23, 2015, involving participants from all of the core and partner programs. The opening plenary session was designed to unite all core program partners to achieve the state's strategic vision and three goals for Ohio's workforce system:

1. Help more Ohioans compete for quality jobs that pay a living wage and lead to career advancement;
2. Help Ohio employers find the talent they need to succeed and grow; and
3. Provide effective and efficient job training aligned to high-demand occupations and employer needs, resulting in workplace-valued credentials.

At the event, the Office of Workforce Transformation (OWT) shared Ohio's vision, goals and 10 reform principles that all programs are addressing, initially in Ohio's Unified State Plan and, starting July 1, 2016, in Ohio's Combined State Plan. Workshops were conducted to acquaint staff and stakeholders from each program with other programs' eligibility requirements and services. An overview was also provided regarding how each program supported the common goals, strategies and reform principles. Each core program provided more detailed workshops. In addition, a workshop was conducted regarding the state, regional and local plans.

Ohio's regional and local plans will align with the state and federal vision for greater alignment and integration of partner programs, as required in order to be approved. Emphasis was placed on engaging local partners and employers to create plans that are responsive to the needs of students, adults, and employers; clarify the role of each program; and define methods for improving outcomes.

To help employers find the talent they need and to help Ohioans obtain quality jobs, ODJFS regularly hosts OhioMeansJobs Career Fairs throughout the state. The fairs provide employers with regional economic information and demonstrate how OhioMeansJobs.com and the Business Support Center

can assist them with finding the talent they need. In addition, the fairs assist job seekers with workshops and job matching opportunities with employers on-site. In 2015, ODJFS hosted six OhioMeansJobs Career Fairs with 330 employers and an estimated 1,850 job seekers in attendance.

Registration at OhioMeansJobs.com and Career Counseling
Ohio Revised Code 3304.71, 3333.92 and 6301.18 requires all consumers of Title I employment and training programs, Adult Basic and Literacy Education (ABLE), Carl D. Perkins Career and Technical Education Act (Perkins Act) programs, and vocational rehabilitation (VR) programs to enroll in OhioMeansJobs.com. Participants in the state-administered SCSEP program also are required to enroll in OhioMeansJobs.com.

The website is the common entrance to the workforce system, which expands the pool of resumes to help employers find talent and gives more Ohioans exposure to employers seeking talent. In addition, Ohio is expanding the utility of the site by incorporating additional specialized branding, resources, and information. Ohio is working to develop content that highlights the benefits of hiring older workers and supports the needs of older job seekers, workforce development professionals and employers.

The state also developed an OhioMeansVeteransJobs.com website customized to comprehensively address veterans' needs. It incorporates information related to services and resources available through the Department of Veterans Services, a military skills translator, information about military friendly employers, and much more. Similarly, Ohio developed OhioMeansAccessibility.com, which provides resources to help Ohioans with disabilities as well as the employers and service providers who support them. Opportunities for Ohioans with Disabilities, Employment First, Governor's Council for People with Disabilities, Assistive Technology of Ohio, and the Ohio Departments of Aging, Developmental Disabilities, Job and Family Services, Medicaid, and Mental Health and Addiction Services collaborated on the creation of the site.

More than a job matching site, OhioMeansJobs.com is an online career counselor. The "First Up" feature recommends activities to prepare individuals for jobs, tracks progress, and permits sharing of progress with multiple programs' career counselors and service providers. Assessments help individuals determine career options that match their individual interests and view occupations that fit their profile. A "thumbs up" symbol indicates which occupations are in demand. A budget calculator helps users 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.

OhioMeansJobs.com starts with Ohio's secondary students with a K-12 portal, funded by the Ohio Department of Education (ODE). Launched in 2014, a total of 2,890 schools have now registered in the portal, totaling over 146,797 users. This portal contains a youth-oriented component featuring a customized resume builder, assessments, and information about in-demand industries and occupations in Ohio. A "First Up" feature helps students identify priority tasks for planning their future. Also available are internship opportunities for high school students, practice American College Test (ACT), and more.

Collaboration between the Ohio Department of Higher Education (ODHE), OWT and ODJFS has resulted in a college student version of OhioMeansJobs.com to ensure students have better

opportunities to become aware of in-demand careers, explore these careers, take steps to get the training or education needed, and plan for their futures.

These activities support Ohio's reforms to expand access to high-quality career counseling for all participants and ensure they understand how best to transition to higher levels of training and credentials. Using OhioMeansJobs.com provides common criteria and information regarding Ohio's in-demand jobs. As a result, multiple programs are addressing the workforce needs of employers and advising individuals consistently about viable career and education options.

In addition, Ohio's vocational rehabilitation program received matching funds from ODE to embed counselors in the career technical districts and schools to provide pre-employment transition services and the full array of vocational rehabilitation services for eligible youth beginning at age 14. The early engagement and access to specialized career counseling services are designed to improve employment outcomes for youth with disabilities.

Common Case Management System and Common Assessment Strategy
Ohio is re-examining how its workforce programs work together in both assessing and managing participants with the goal of developing a common case management system and common performance metrics. Additional information is in Section III(b) of this plan. In addition, a common assessment strategy is being researched. Ohio is expanding access to remediation and programs through the creation of two additional high school diploma pathways as well as researching ways to better market and serve those students in Adult Basic and Literacy Education programs.

Ohio has many examples of how multiple programs are aligning to implement the state goals, strategies and reforms. Ohio's Second Chance Act Grant and Ohio Juvenile Reentry Reform Initiative Taskforce bring together secondary and postsecondary vocational education programs, Wagner-Peyser, Title I youth program, Temporary Assistance for Needy Families (TANF), the Ohio Department of Youth Services, and community and faith-based organizations to unify systems of care. The goal is to unite all stakeholders around effective practices and principles that reduce recidivism rates and improve overall youth outcomes. The project builds on past reentry efforts and agency achievements by integrating case management to maximize reentry success. Capacity is expanded to provide programming and services to predominately high-risk offenders returning into their home counties.

Ohio's Offender Network for Employment to STOP Recidivism involves secondary and postsecondary vocational education programs, the Senior Community Service Employment Program, vocational rehabilitation, Wagner-Peyser, veterans' programs, the Department of Rehabilitation and Correction, the Department of Youth Services, local OhioMeansJobs centers, ODJFS Child Support, community and faith-based organizations, and the U.S. Department of Labor Wage and Hour Division. This program has established OhioMeansJobs centers in select adult and all juvenile correctional facilities. Individuals start using the OhioMeansJobs center resources prior to release and make a seamless transition to the local OhioMeansJobs center closest to them after release. The goal of the program is to improve rates of employment, increase earnings and reduce recidivism for ex-offenders.

ODJFS has partnered with ODHE postsecondary vocational education programs to implement a Department of Labor H-1B Technical Skills Training Grant. This program uses funding from employers for the H-1B Visa program to train Ohioans in specialized skills commonly accessed through foreign labor. The grant focuses on Integrated Technology, Chemical, and Energy industries.

Unemployed and underemployed individuals receive training, attain industry-recognized credentials, and obtain employment with employers that often have difficulty finding the talent they need.

(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. OhioMeansJobs.com has been a key platform to do so. The state has significantly increased 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 Ohio Departments of Education, Higher Education, and Job and Family Services and the Office of Workforce Transformation (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. Another initiative in Ohio aims to assist Supplemental Nutrition Assistance Program (SNAP), TANF, child support, and workers' compensation customers' utilization of OhioMeansJobs.com to become employed or reemployed.

Ohio Learn to Earn matches current or previous unemployment insurance (UI) claimants with businesses looking to hire. Program providers have been cross-trained and are referring their customers who receive UI benefits to the program. It gives employers the opportunity to train potential employees at no cost and individuals the opportunity to enhance their skills, network and earn a training certification. Current claimants in Ohio Learn to Earn may continue to collect unemployment compensation while in an approved training opportunity for up to 24 hours each week for six weeks. Once complete, the trainee earns a $200 training allowance. Employers assess individuals' potential for full-time employment and individuals get their foot in the door.

The Ohio Works Incentive Program is another cross-program initiative Ohio has operated that focused on improving outcomes for special populations, specifically by placing TANF customers into permanent employment. The program allowed for placement and retention incentives to be earned by local workforce boards in coordination with county Departments of Job and Family Services. Additional incentive payments could be earned if individuals are retained in employment for 90 or 180 days. The goal was to reduce dependency on the Ohio Works First (OWF) program while strengthening Ohio's workforce. Areas earned $1,500 for each participant who exited from OWF and $1,000 for each participant placed, but continuing to receive OWF cash assistance. The program provided an opportunity for workforce agencies and TANF agencies to build stronger relationships and laid a solid foundation for the new TANF/Title I employment and training program partnership, the Comprehensive Case Management and Employment Program (CCMEP).

Each Adult Basic and Literacy Education (ABLE) grantee is required 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.

Opportunities for Ohioans with Disabilities (OOD), Ohio's vocational rehabilitation agency, is leveraging its independent living programs to strengthen employment outcomes.

Ohio's vocational rehabilitation program 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 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 learned 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. The current results of this initiative have netted 87 percent of the over 1,000 sponsors meeting the criteria of the rule.

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. This process has been completed for the International Brotherhood of Electrical Workers (IBEW), carpenters, and sheet metal workers, and is in the process with the plumbers, pipefitters and mechanical equipment service technicians.

(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 to individuals including those populations identified in section II(a)(1)(B). The activities described shall conform to the statutory requirements of each program.**

Ohio's core programs and Combined State Plan partner programs coordinate activities and resources to provide comprehensive, high-quality, customer-centered services to individuals. As mentioned previously, Ohio requires all participants of Title I employment and training, Adult Basic and Literacy Education (ABLE), vocational rehabilitation, Carl D. Perkins Career and Technical Education (Perkins) Act, and Senior Community Service Employment Program to register in OhioMeansJobs.com to ensure consistency among programs, enhance job readiness and placement efforts, and support career planning. Temporary Assistance for Needy Families (TANF) recipients enrolled in the Comprehensive Case Management and Employment Program (CCMEP) and unemployment insurance claimants also register.

The state of 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, the Department of Higher Education (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. These efforts have resulted in an infrastructure and system that is welcoming and responsive to the needs of veterans.

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 (described in Section II(b)(2)). This 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 county Department of Job and Family Services and workforce development area 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 16 to 24, Ohio's goal is to break the generational cycle of dependency among low-income families.

Connecting the Dots from Foster Care to Employment and Independent Living ended Dec. 31, 2015, and was jointly planned and implemented with TANF, Title I employment and training, and child welfare program staff. This pilot demonstration program, designed specifically for 16 to 21 year old youth and young adults in or formerly in foster care, provided valuable lessons that were utilized for planning CCMEP.

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 RESEA and UCRS (WPRS) 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 not only provides the institutional and program data needed, but also will contain information on how providers are making reasonable accommodations for those individuals with disabilities and special needs. Local workforce development professionals also will be able to rate providers on how well they accommodated their participants with disabilities enrolled in training. Ohio's standards for OhioMeansJobs center certification also will include requirements to not only comply with the ADA, but also Sec 188 of WIOA. Certification will require OhioMeansJobs staff to receive training to understand and better serve individuals with disabilities.

Adult Basic and Literacy Education (ABLE) services will be well coordinated with local partner programs as Title II representation on the local workforce development boards is a new requirement under WIOA. In addition, Title II local plans will be reviewed by the local boards ensuring that ABLE activities are aligned with local needs. Coordinated career pathways will be established to provide all participants access to high-demand, regionally significant employment and training services.

(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, mandatory 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.**

All core, Combined State Plan partner, and mandatory and optional OhioMeansJobs Center partner programs coordinate activities and resources to provide comprehensive, quality services to employers to meet their current and projected workforce needs. A key strategy for doing so is Ohio's development and continual revision of the list of in-demand jobs. Described in detail in the Economic Analysis in Section II(a)(1)(A)(i), the list serves as a strong foundation for transforming Ohio's workforce system to understand Ohio businesses' most urgent job needs and align partner programs with those needs. Ohio's workforce programs are directing participants to training and employment in Ohio's in-demand jobs, and resources such as OhioMeansJobs.com and the Workforce Inventory of Education and Training identify in-demand jobs with a "thumbs up" to make identification and access easy for individuals and workforce professionals. Making information available about the needs of business through OhioMeansJobs.com, all programs can better target job matching and career planning services.

Another key strategy is creating a universal brand for Ohio's one-stop delivery system. Ohio Revised Code 6301.08 requires all one-stop systems to be branded as OhioMeansJobs centers using the standard brand and logo on all materials and signage. This statewide branding enables businesses to easily identify the workforce services available in their local communities.

ODJFS has implemented a number of changes and improvements to support maximum integration of service delivery for businesses. The reorganization of the ODJFS Offices of Unemployment Insurance Operations and Workforce Development has facilitated coordination, alignment and provision of services to employers. The Wagner-Peyser (W-P) employment service staff in each OhioMeansJobs center now works in the Office of Workforce Development, and a re-examination of their role in serving employers and delivering program services is underway. Meeting the workforce needs of employers quickly and effectively plus rapid reemployment of individuals is a top priority.

W-P workforce specialists work directly with businesses to determine their labor exchange, recruiting, job retention, training, and job needs. They provide timely solutions and broker connections to available resources to meet business needs. These personnel are central to the state's business services strategy. They are responsible for coordinating their work with other partners in the local areas to ensure non-duplication of efforts. At the OhioMeansJobs center level, workforce specialists meet and interact with other personnel assigned to assist business customers to share information and coordinate outreach efforts.

Through a strategic partnership with the Ohio Business Leadership Network (BLN), Opportunities for Ohioans with Disabilities (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. Ohio has also been able to help the Ohio BLN membership grow with Ohio being recognized as the BLN 2014 affiliate of the year by the U.S. BLN.

OOD also is offering technical assistance to employers and has worked with OWT and ODJFS to launch Ohio's Employer Tool Kit to support hiring, onboarding and retention of workers with disabilities. The tool kit 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, available at OhioMeansJobs.com, also will feature best practices and provide templates and resources for employers to use.

The Ohio Department of Aging and its local partners are planning regional older worker forums aimed at employers, economic development professionals, workforce development professionals and policy makers. Forums will highlight the benefits of hiring and retaining older workers, provide strategies to support the needs of older workers, and share how the Senior Community Service Employment Program can support their organization's needs.

Ohio's Adult Basic and Literacy Education (ABLE) 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. ABLE 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.

Through the OhioMeansJob.com Business Support Center, employers are provided with assistance in posting a job, finding talent, registering for services, as well as customized training opportunities. The Business Support Center is operated by staff in the ODJFS Office of Workforce Development. Services include placing job postings on OhioMeansJobs.com as well as completing resume searches on the website on behalf of businesses searching for talent. In July 2014, a Veteran's Business Support Center was launched to provide these same services to businesses specifically seeking to hire veterans. Businesses are provided information on how to post a job on OhioMeansJobs.com, recruit qualified candidates, prepare job descriptions, and understand labor laws. OhioMeansJobs center staff is available to answer questions and provide assistance to help businesses connect with customers.

A recent enhancement to OhioMeansJobs.com incorporates estimated WorkKeys scores into job postings to allow employers to search for qualified candidates based on scores. This also gives

individuals the ability to search job openings based on their scores. This is starting as a pilot program to encourage employers to re-evaluate their hiring process to include the WorkKeys scores as another qualification indicator and to re-direct employer focus on skills required, rather than credentials and work experience.

Through a grant from the National Skills Coalition, Ohio was selected as one of four states to participate in the State Workforce and Education Alignment Program (SWEAP). Ohio has included a number of partners in this initiative, including Perkins Act, unemployment insurance, The Ohio State University Center for Human Resource Research, the Ohio Education Research Center and the ODJFS Office of Workforce Development. The initiative's goal is to align the skills needs of employers with the training offerings of the education system, specifically aligning supply and demand.

As mentioned in Section II(c)(1), ODJFS and OWT awarded grants to six industry and sector partnerships for the Industry Workforce Alliances (IWA) initiative to develop and implement strategies for an employer-driven career pathway system. IWA projects involve collaboration among local workforce development boards, employers, and education/training providers to combine short-term training and paid work experience that provides participants with the skills needed to meet employers' needs. The six local alliances participating in a pilot, launched in 2014, include:

- Mahoning Valley Manufacturing Coalition;
- Allen County Economic Development Group;
- Montgomery County Department of Community and Economic Development;
- Partners for a Competitive Workforce;
- Insurance Industry Resource Council; and
- Appalachian Ohio Health Professions Pathways.

In addition, Ohio's local and regional planning policy requires an analysis of regional economic conditions including the employment needs of employers and the knowledge and skills needed by employers. Each plan will describe how the entities that carry out the core programs and other required partners will align resources to achieve the two Combined State Plan goals related to employer services to:

- Help Ohio employers find the talent they need to succeed and grow; and
- Provide effective and efficient job training aligned to high-demand occupations and employer needs, resulting in workplace-valued credentials.

The wage pathway model that will be piloted under the Workforce Innovation Fund grant, which was also mentioned in Section II(c)(1), will be a collaborative effort among ODJFS, local workforce development boards, local WIOA partners, the Ohio Department of Higher Education, and OOD to implement a skills-based approach that will place low-income, low-skilled youth into positions with employers that have positions in occupations that are in-demand. Participating employers and industry/sector partners will identify the skills rather than the credentials needed for in-demand jobs. Local area case managers will assess the skills of eligible participants and use the skills mapping tools in OhioMeansJobs.com to match participants' skills with jobs that will put participants on a wage pathway to an in-demand occupation. This alternative approach will allow participants to earn a sustainable wage while addressing barriers and will serve as a means to build new and build upon existing industry and sector partnerships.

ODJFS and OWT are also collaborating on a new initiative, Placement Strategies, as part of efforts to identify new, inventive, and more expedient strategies to serve unemployed workers through partnerships with employers and/or industry representatives. Placement Strategies involve job-specific assessments developed with employer input, use of the tools in OhioMeansJobs.com to assess job-readiness, categorizing workers into different levels of job-readiness, identifying any barriers to employment, and coordinating with OhioMeansJobs Centers, local WIOA partners, and other agencies to develop customized service delivery plans for rigorous job-readiness activities that will result in the placement of participants into in-demand jobs.

(E) ***Partner Engagement with Educational Institutions.*** **Describe how the State's Strategies will engage the State's education and training providers, including 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.**

Ohio included Carl D. Perkins Career and Technical Education (Perkins) Act programs in the Unified State Plan developed in 2014 and is including these programs in this Combined State Plan as well. As mandatory partners, secondary and postsecondary educational providers will be engaged to strengthen the Ohio's talent resource pool. Ohio brought together state policy makers, local program providers, and businesses who identified the 10 reform principles that Ohio has adopted to make Ohio's workforce system easier to navigate, consistent across providers and programs, and aligned with business needs.

In addition to the collaboration built into the Combined State Plan, the majority of Adult Basic and Literacy Education (ABLE) fiscal agents are postsecondary institutions, primarily Ohio Technical Centers. This provides an opportunity for a natural transition of ABLE students to the postsecondary programs within the institutions. Staff work together to align curricula to offer seamless career pathways. If the ABLE fiscal agent is not a postsecondary institution, the fiscal agent is required to have a postsecondary partnership as part of the grant.

(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.**

As stated in other sections, Ohio included Perkins Act programs in the Unified State Plan developed in 2014 and is including these programs in this Combined State Plan as well. Secondary and postsecondary educational providers are mandatory partners and will be engaged to strengthen Ohio's talent resource pool.

(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).**

Having Perkins Act recipients as mandatory partners will promote increased educational access for adults by explicitly leveraging the resources within a given region. Ohio Technical Centers and public community colleges will provide the necessary In-Demand Jobs List certificate and degree programs

within their region. This partnership and collaboration will result in better connection of the region's educational resources to advance opportunities to consumers of the workforce system.

Adult Basic Literacy and Education (ABLE) is Ohio's front-line program to help adults without a high school diploma or equivalency. ABLE provides services for individuals who need assistance acquiring the skills to be successful in job training and employment. The Ohio Department of Higher Education (ODHE) is leading efforts to market the ABLE program. Efforts will focus on increasing awareness of the services offered, reducing the stigma, and increasing post-secondary access. The ABLE program was featured at Ohio's training event in October 2015. The core program staff got a better understanding of the resources and services offered through ABLE and how ABLE services build the academic skills needed for individuals to access higher education. This strategy better prepares individuals for educational success and saves more costly investments of remedial education courses at two- and four-year colleges.

ODHE is leading efforts to incorporate the "supply" side of the jobs equation by building an inventory of the state's education and training programs. Ohio will have 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. The Ohio Department of Jobs and Family Services (ODJFS) is building the online access to the Workforce Inventory of Education and Training (WIET) for all eligible training providers.

Ohio is also leveraging the investment of resources made available through a Workforce Innovation Fund grant for OhioMeansJobs.com, to provide more comprehensive career counseling to increase information available 24/7 about educational access. Details about all the programs benefiting from this investment are provided in Section III(b)(1) of this plan. Ohio's second Workforce Innovation Fund grant awarded in September 2015 is providing additional opportunities to leverage investments to enhance access to workforce development programs at Ohio's education and training providers. Ohio is developing a new wage pathway model as an alternative to the career pathway model commonly used by workforce agencies and schools. This new model will leverage three major initiatives underway in Ohio:

- CCMEP to create a streamlined service flow for youth and young adults;
- Skills-Based Hiring data mapping technology that captures both real-time data for in-demand jobs and also participant skill sets from WorkKeys; and
- Ohio's new adult diploma programs that offers individuals 22 years old or older the option to attain an Ohio high school diploma through credit recovery and proficiency testing or by obtaining an industry credential for an in-demand job field at community colleges and Ohio Technical Centers.

(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.**

Complementary to Ohio's In-Demand Jobs List have been the development of common definitions of certificates at the secondary and postsecondary level to ensure that certifications and licensures are addressing the needs of business. In addition to the common definitions of certificates, the Ohio Department of Education (ODE) and Ohio Department of Higher Education (ODHE) collaborate to

maintain a list of technical certificates valued by employers. Pathways have also been developed to leverage career technical education (CTE) certificates into degree programs. From secondary to postsecondary education, certificates are being aligned through the Secondary Career Technical Alignment Initiative and College Credit Plus. For non-credit postsecondary certificates, the One Year Option and Career Tech Credit Transfer (CT2) processes create pathways that leverage certificates into degree programs.

For the one million adults in Ohio that lack a high school diploma, Adult Basic and Literacy Education (ABLE) plays a critical role in their attainment of a secondary diploma or its equivalent. That is the first step in opening access to postsecondary education, and ultimately additional credential and certificate attainment.

Ohio also knows having a high school diploma or its equivalent is essential to transitioning to postsecondary education and employment. OWT has worked with ODE to establish high school credential alternatives, specifically for the adult population.

The Adult Diploma Program provides job training and a new pathway for adults, ages 22 or older, to earn a high school diploma and industry credentials aligned to one of Ohio's in-demand jobs. What makes this program different from a traditional high school setting is the delivery of instruction to adults. Instead of measuring academic achievement through clock hours, seat time or credits earned, the focus is on a competency-based approach that provides a self-paced option. Once competencies have been learned, adults then demonstrate mastery of skill. Each eligible adult works with the provider to create a customized student success plan. In 2015, the Adult Diploma Program received strong interest, with 676 adults from across the state enrolling in the program to receive their diploma, as well as industry credentials in one of over 25 occupations.

The 22+ Adult High School Diploma Program also helps adults earn a high school diploma. The program is free to adults who are over 22 years old, living in Ohio and do not have a diploma or its equivalent. Counselors work with the adult learners to develop individualized plans to identify the courses and assessments needed to graduate and earn a diploma. Providers try their best to schedule instructional dates and times to meet the needs of adult learners. There is no requirement to pursue a postsecondary degree, so this program is designed for adults who want their diploma and want to pursue any career field.

These alternative pathways to receiving a high school diploma will increase attainment and increase opportunities for those adults to continue to postsecondary education.

The Ohio Department of Jobs and Family Services (ODJFS) has incorporated a multi-pronged approach in the expansion of recognized post-secondary credentials achieved through Registered Apprenticeship. The agency has allocated resources for additional staff to outreach and promote the growth of the number of apprenticeship opportunities. This support has achieved a consistent positive growth in the number of available opportunities and positive growth in the number of registered apprentices. Ohio ranks third in the nation in the total number of registered apprentices as well as sixth in the nation in the total number of registered apprenticeship programs.

In addition, ODJFS has partnered with ODE to establish seamless pathways from secondary career technical education programs directly into Registered Apprenticeship programs using a pre-apprenticeship model. This provides a career pathway for the student into a career. Recognizing the

unique challenges in creating workforce pipelines for the skilled trades, OWT is also engaging with ODE, as well as employers and labor organizations, to develop strategies to engage students in these occupations. This effort focuses initially on the construction industry and will promote outreach efforts as well as help to align curriculum at the K-12 level to allow students to more easily transition to pre-apprenticeship opportunities.

ODJFS has also partnered with ODHE in the establishment of statewide articulation agreements to ensure registered apprentices receive a college transfer guarantee for all the coursework received during their registered apprenticeship experience. The results of this work provide another stackable credential model for an apprentice to achieve the highest level of barrier free education they desire. To date, 87 percent of the over 1,000 sponsors have worked with post-secondary institutions to meet the criteria of the initiative.

(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.**

Creating jobs and economic opportunity drives every policy decision and reform priority in Governor Kasich's administration. To that point, the first bill introduced in Ohio's General Assembly under Governor Kasich's leadership in 2011 changed the way Ohio does economic development and replaced its government-driven, calcified job creation efforts with a new private-sector approach. JobsOhio, a private, non-profit corporation, was created under that legislation and is singularly focused on growing existing Ohio companies and attracting new businesses to the state. JobsOhio has focused its work on nine main industry clusters that research shows will drive Ohio's economy now and into the future. Those clusters include:

- Advanced Manufacturing;
- Aerospace and Aviation;
- Agribusiness and Food Processing;
- Automotive;
- Biohealth;
- Energy;
- Financial Services;
- Information Services and Software; and
- Polymers and Chemicals.

JobsOhio is led by a board of directors consisting of nine directors all appointed by the Governor. Each director represents at least one growth industry and has extensive business experience. JobsOhio works with a group of regional economic development partners, known collectively as the JobsOhio Network, which in partnership with JobsOhio, help drive job creation and new capital investment throughout the state. With deep ties to local business communities, the six-region Network provides the necessary partnership to achieve a "One Firm, One State" collaborative approach to selling Ohio.

Building on the work of JobsOhio, OWT created Ohio's in-demand jobs list, which was highlighted in section II(a)(1)(ii). This work has become the foundation for workforce reform in Ohio.

(b) <u>State Operating Systems and Policies.</u> The 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 Ohio Department of Job and Family Services (ODJFS).

The following is a growing list of programs and populations using OhioMeansJobs.com:

- ODJFS programs:
    - WIOA Title I employment and training
    - Employer services
    - Veterans
    - Jobseekers
    - Unemployment insurance
    - Reemployment Services and Eligibility Assessment (RESEA) (UI-related)
    - Unemployment Compensation Reemployment Services (UCRS) (UI-related)
    - Supplemental Nutrition Assistance Program (SNAP)
    - Temporary Assistance for Needy Families (TANF) Ohio Works First
    - TANF summer youth
    - Comprehensive Case Management and Employment Program (CCMEP)
    - Child support
    - Workforce professionals

- Outside Entities:
    - K-12 students
    - Higher education students
    - Adult basic skills students
    - Vocational rehabilitation participants
    - Senior Community Service Employment Program
    - Department of Rehabilitation and Correction
    - Skill-based hiring via the Talent NEO Pilot
    - Bureau of Workers' Compensation
    - Department of Veteran's Services
    - Governor's Office of Workforce Transformation

2. *Labor Market Information (LMI) System:* The LMI system provides the foundation for workforce analysis, research and strategic planning. The ODJFS Bureau of Labor Market Information (BLMI) maintains a dynamic web site (http://OhioLMI.com) that provides data and information for individuals, workforce professionals, researchers, and economic development professionals and also produces customizable query tools, such as the Employment and Wages query and the Current Employment Statistics query. BLMI produces a number of economic reports/studies, as well as short-term and long-term workforce analysis reports, including employment and industry/occupation projections that will enable workforce partners to plan and coordinate their efforts more effectively.

Ohio Analytics (a Workforce Data Quality Initiative USDOL grant) is an effort by ODJFS, the Department of Higher Education (ODHE), Department of Education (ODE) and The Ohio State University Center for Human Resource Research to create a longitudinal repository for data on workforce and higher education in Ohio. 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. Ohio also maintains several non-traditional LMI data sources. The state publishes monthly reports based upon the Wanted Analytics and/or Help Wanted OnLine® (HWOL) data series using its exclusive methodology. This real-time online job ad resource produces profiles of the number 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.

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 Office of Workforce Transformation (OWT). The list contains over 1,000 individuals who have signed up to receive notifications of major statewide workforce development news. Members of the e-mail distribution list include business leaders, legislators, policy makers, program administrators, non-profit organizations and more.

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 web site 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 web site for public comment and then the final guidance is posted when approved. Ohio is utilizing additional communication systems as well. The OhioMeansJobs.com web site 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 3,973 followers on Twitter, over 9,213 on Facebook, over 777 on LinkedIn and 95 subscribers on YouTube. Ohio's Rapid Response Unit has also created a Facebook page that provides information on services and links individuals to OhioMeansJobs.com and the network of OhioMeansJobs centers for job search assistance. Ohio expects to expand utilization of social networking in the future to update employers and individuals seeking jobs. 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 web sites.

4. Case management and data collection systems: Ohio's Workforce Case Management 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, Wagner-Peyser, Rapid Response, Jobs for Veterans State Grant, Migrant and Seasonal Farmworker, Foreign Labor Certification, Trade Adjustment Assistance (TAA), and Comprehensive Case Management and Employment Program (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 the state's ability to help employers fill jobs more quickly, more efficiently, and with individuals who have the specific talent required for the job. See https://ohiomeansjobs.com/omj/ for more details. More recently, OhioMeansJobs.com includes a portable case record and career plan, streamlining the process for individuals to seek service across programs, whether public, non-profit or private in nature.

WIOA vocational rehabilitation participants are captured in the Opportunities for Ohioans with Disabilities (OOD) case management system, AWARE. AWARE is a product of Alliance Data Systems and is used by 37 state vocational rehabilitation agencies.

5. Fiscal: County Finance Information System (CFIS) is a web-based format that allows county job and family services 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 went live in July 2012. Counties now have 24/7 access to CFIS reports and data, and ODJFS is able to import financial data from any county finance system. A new module known as CFIS WIOA Client Tracking is also being developed to track expenses at the participant level, link the financial system to the case management system, track basic career services, and better align 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.

The Ohio Workforce Case Management System (OWCMS) is a web-based application used to record WIOA activity for Wagner Peyser and Title I employment and training participants. Within OWCMS, case managers at OhioMeansJobs centers can register a job seeker, calculate an individual's eligibility for Title I employment and training, enroll them in Title I employment and training services and track the job seeker's post-exit activity. They can also record information about any special grants a job seeker is eligible to receive. OWCMS stores all recorded information in a database that provides various reports on job seekers 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 job seekers, 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 job seekers' eligibility for Title I employment and training programs and special grants.

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

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

- Services
  Used to create a services plan for job seekers and enroll job seekers in services for Title I employment and training programs. One can also enroll job seekers in services for grants. Job seekers 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 job seekers 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 job seekers obtained, either before or after exiting Title I employment and training programs. In general, OWCMS does not require one to record job placements for job seekers. However, a job placement must be recorded if job seekers closed out of a program or grant or exited because employment was obtained.

- Post Exit & Wages
  Used to capture job seekers' 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 job seekers during the follow-up service.

OhioMeansJobs center operators can query the OWCMS database to create any number of ad-hoc reports. The WIOA Ad hoc Reports option opens Oracle Discoverer in Internet Explorer. Oracle Discoverer has a series of state-created reports that can be used or edited by local area staff including services provided, job placement, educational attainment and primary performance measure reports.

OOD's vocational rehabilitation program's case management system – AWARE – is used by approximately 37 state vocational rehabilitation agencies nationwide. 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 with a federal agency or as an independent contractor are not in the Ohio wage file). 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 vocational rehabilitation services.

The ABLELink system is ABLE'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 ABLE grantees are required to utilize ABLELink. ABLE partners with the Ohio Department of Education for adult diploma/credential verification and the Department of Job and Family Services for employment and wage verification. ABLE also has an intra-agency partnership with the Department of Higher Education to verify entry into post-secondary education.

(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, describe the State's process for developing guidelines for State-administered one-stop partner programs' contributions to a one-stop delivery system, including benchmarks, and its guidance to assist local boards, chief elected officials, and local one-stop partners in determining equitable and stable methods of funding infrastructure in accordance with sec. 121(h)(1)(B). Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, the State must also include such guidelines.

There are several state strategies that are supported in state policy. The first strategy is registration into OhioMeansJobs.com. Workforce Investment Act Policy Letter No. 13-04, which will be updated for WIOA, requires that OhioMeansJobs.com be utilized for labor exchange activities, which include job placement activities and resume posting for job seekers and talent acquisition for employers. By

having all job seekers register into OhioMeansJobs.com to post resumes and to search for jobs, these job seekers all gain access to many other career planning tools.

Ohio Revised Code 3304.71, 3333.92 and 6301.18 requires all consumers of Title I employment and training programs, Adult Basic and Literacy Education (ABLE), Carl D. Perkins Career and Technical Education Act (Perkins Act) programs, and vocational rehabilitation (VR) programs to enroll in OhioMeansJobs.com. Participants in the state-administered SCSEP program also are required to enroll in OhioMeansJobs.com.

WIOAPL 15-11 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 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.

Even before WIOA came into law, Ohio had been looking at ways to measure performance across the employment and training programs, including Perkins Act, adult literacy, vocational rehabilitation, and WIA (now WIOA). WIOA has now required the core programs to have the same performance metrics. OWT's Workforce Success Measures, which align extremely well to the required WIOA metrics, evaluates Ohio's workforce programs capturing data from OhioMeansJobs centers, ABLE providers, Perkins Act services and Ohio's scholarship programs.

Ohio has been looking to engage with local partners and employers to ensure the local workforce development boards create local combined plans that are responsive to the needs of students, adults, and employers within their community. WIOA requires local and regional planning to be completed every four years. WIOAPL Local and Regional Planning, provides the guidelines for engaging in the local and regional planning as well as completion of these plans. (*This policy is in the draft stage as this plan is being issued for public comment. It will be published prior to Ohio's submission of the Combined State Plan*.)

Ensuring better communication among workforce programs is crucial to improving customer service. A common in-take application across multiple workforce programs ensures individuals no longer have to fill out and submit duplicative forms. Additionally, a common assessment is able to look at a person holistically, rather than simply addressing one area of need. Working with the Office of Workforce Transformation, the Office of Human Services Innovation has begun piloting the assessment in several OhioMeansJobs centers throughout the state.

Co-enrollment is another important way the state 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 (e.g., Title I youth and adult programs or Title I adult and dislocated worker programs). Additionally, with the youth program, specifically the Comprehensive Case Management and Employment Program (CCMEP), co-enrollment is greatly encouraged to allow youth participants access to Temporary Assistance to Needy Families (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.

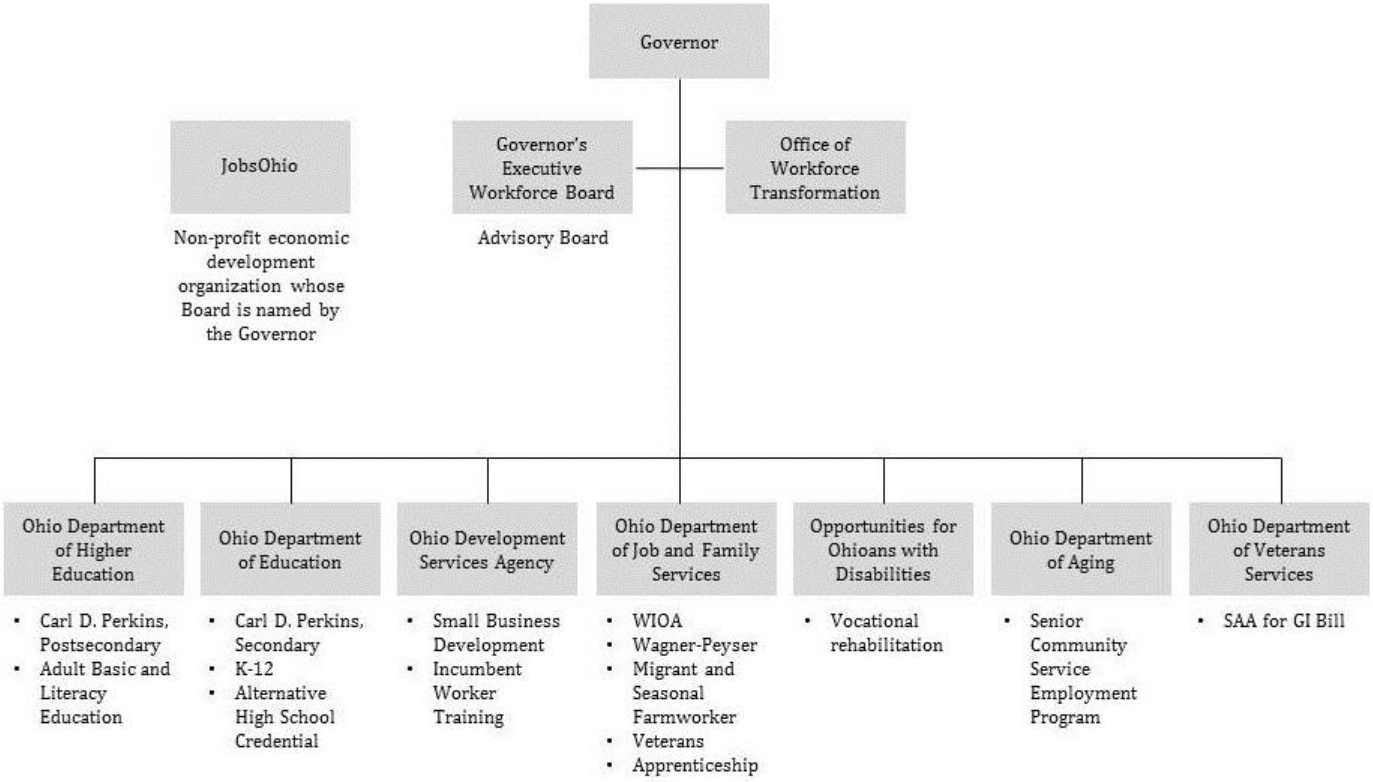
Ohio has been proactive and has convened meetings with the core partners and the local workforce development board directors to create a draft policy to address infrastructure funding processes and procedures, should it need to be implemented. This policy was recently distributed to all partners and put out for public comment, in addition to being presented at Ohio's WIOA training event held in October 2015. Comments are being reviewed in anticipation of a final policy in place that will be effective 1/1/17. Since Ohio has had successfully negotiated MOUs in the local areas based on fair share methodologies agreed upon by the partners since the inception of WIA, the policy provides guidelines for a formula based on previously negotiated MOUs in those local areas that cannot negotiate successfully. The policy applies 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. The final policy will be posted at: http://jfs.ohio.gov/owd/WorkforceProf/policy_info.stm.

(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 14.

Figure 14: Organizational Chart



In February 2012, Governor Kasich created the Governor's Office of Workforce Transformation (OWT) whose Director reports directly to the Governor. The office is charged with coordinating and aligning workforce programs, policies and resources across the state. The OWT office has three full-time staff members. Additionally, the Ohio Departments of Higher Education and Job and Family Services and the Ohio Development Services Agency provide on-loan staff to support OWT projects. OWT and its partner agencies (illustrated in the organizational chart above) work collaboratively to coordinate the state's workforce system to promote seamless services for both employers and individuals. The Executive Order was reauthorized in 2015 to be compliant with WIOA.

OWT works closely with JobsOhio, the state's nonprofit, private economic development partner, to ensure the business perspective drives its work. OWT worked with JobsOhio, the Ohio Business Roundtable, and members of the Governor's Executive Workforce Board (GEWB) to develop and deploy a job forecasting survey tool to Ohio's top employers in the nine JobsOhio industry clusters. Employers were asked to forecast their most urgent workforce needs over one, three and five years. The results from the job forecasting tool, combined with existing state Bureau of Labor Statistics data and OhioMeansJobs.com job posting trend data, make up Ohio's In-Demand Jobs List. Ohio's In-Demand Jobs List currently stands at 210 unique occupations comprising approximately 17,000 related job titles. That information has been shared with all state agencies and local workforce partners, who are prioritizing their work based on this list.

Ohio's current workforce system includes local workforce development boards 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 workforce development boards, whose membership is primarily made up of business representatives. Customers access services through the 30 full-service comprehensive OhioMeansJobs centers that include all mandated partner services and approximately 59 satellite locations throughout the state. Coordination and alignment occur at the state and local levels and are documented through Memoranda of Understanding (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 Board Roster with members' affiliations:

John R. Kasich, Governor, State of Ohio, *Governor*

Blane Walter (Chair), Partner, Talisman Capital Partners, *Business*

Dennis Nash (Vice-Chair), Chairman & CEO, Kenan Advantage Group, *Business*

Mike Archer, President & CEO, Pioneer Pipe/Pioneer Group, *Business*

John Barnes, Jr., State Representative, Ohio House (12th District), *State Legislature*

Bill Beagle, State Senator, Ohio Senate (5th District), *State Legislature*

Brian P. Benyo, President & CEO, Brilex Industries Inc., *Business*

John Carey, Chancellor, Ohio Department of Higher Education, *Carl D. Perkins Career and Technical Education, Adult Education and Family Literacy Act*

Roy Church, President, Lorain County Community College, *Workforce*

Janet Weir Creighton, County Commissioner, Stark County, *Chief Elected Official, County*

Tim Derickson, State Representative, Ohio House (53rd District), *State Legislature*

Cynthia Callender Dungey, Director, Ohio Department of Job and Family Services, *Workforce Innovation and Opportunity Act, Wagner-Peyser Act, Temporary Assistance for Needy Families, Trade Adjustment Assistance Program, Unemployment Compensation*

Dennis Franks, Superintendent, Pickaway-Ross Career & Technology Center, *Workforce*

Vicki Giambrone, Partner, CBD Advisors, *Business*

Christina L. Hurr, Senior Director of Program Services, Goodwill Easter Seals Miami Valley, *Workforce*

Andrea Kramer, Founder/President, City Apparel / Go Grow Strategies, *Business*

Stephen Lipster, Director, The Electrical Trades Center, Chair State Apprenticeship Council, *Registered Apprenticeship Program*

Kevin Miller, Executive Director, Opportunities for Ohioans with Disabilities, *Vocational Rehabilitation*

Phil Parker, President & CEO, Dayton Area Chamber of Commerce, *Business*

Albert Ratner, Co-Chairman Emeritus, Forest City, *Business*

Doug Reffitt, Director, Indiana/Kentucky/Ohio Regional Council of Carpenters, *Labor*

Jamie Regg, Senior Executive, Communications and Infrastructure, GE Aviation, *Business*

Patrick Sink, Business Manager, International Union of Operating Engineers, *Labor*

Richard Stoff, President & CEO, Ohio Business Roundtable, *Business*

David Whitehead, Chair, Cuyahoga Community College, *Workforce*

Sandra Williams, State Senator, Ohio Senate (21st District), *State Legislature*

David Wynn, Manufacturing Director, BASF Corporation, *Business*

Thomas F. Zenty III, Chief Executive Officer, University Hospitals, *Business*

(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 Section III(a)(1), each Governor's Executive Workforce Board (GEWB) representative is involved in planning and implementing the state's workforce development system. This work is carried out through several workgroups of the board and with the assistance of the Office of Workforce Transformation (OWT). OWT coordinates the implementation of the state's 10 workforce reforms with all of the core and partner programs.

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

(A) <u>Assessment of Core Programs</u>. 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 U.S. Department of Labor's (USDOL) performance criteria that build in accountability through appropriate performance and outcome standards for the state, each region and local area. Beginning with Program Year 2016, the state will utilize the following WIOA Primary Performance Measures for all WIOA core programs: adult, dislocated workers, youth, Adult Basic and Literacy Education (ABLE), vocational rehabilitation and Wagner-Peyser (Wagner-Peyser 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.

6) Serving Employers: The indicators of effectiveness in serving employers.

The Ohio Department of Job and Family Services (ODJFS) intends to negotiate performance standards annually (as was done with WIA) with USDOL and in turn will require local areas to submit proposed performance standards for the Title I performance measures with their local plan and/or regional plan. Ohio will send an annual memo to each local area instructing them on procedures for negotiating their local performance standards or asking them if they desire to adopt the same level as the state. 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 Temporary Assistance for Needy Families (TANF) program to establish the state's Comprehensive Case Management and Employment Program (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 are able to 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.

The ABLE staff works with the local programs to monitor performance measures consistently throughout the year and provide technical assistance to improve outcomes. ABLE programs receive an annual high-stakes document, Local Desk Review, which assesses student performance. The new WIOA performance measures will be added to the Title II current federal measures and the same processes will be used to measure quality, effectiveness, and improvement of programs.

The vocational rehabilitation program, in accordance with WIOA requirements, is currently in the process of making changes to 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 the VR case management system and associated reporting tools. In addition, OOD has a created a data warehouse allowing for a variety of dashboards for the vocational rehabilitation 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 vocational rehabilitation program.

The above elements set the stage for including local and regional planning goals in any state assessments. Though we are held to state negotiated performance standards by DOL, the state promotes local and regional flexibility through:

1. Maintaining data systems to readily and periodically share pertinent information with local and regional entities to inform their planning.
2. Providing local and regional flexibility, within the context of state performance goals, for planning and performance negotiation with the state.
3. Providing periodic reports at a local and regional level on their preliminary performance trends and status.
4. Conducting local and regional assessments within this context, particularly with consideration of economic data and other empirical analysis likely to impact program outcomes.
5. Considering any assessment analysis in future negotiation of local and regional performance goals and continuing improvement efforts.
6. Reporting to and oversight of the state and local workforce boards.

(B) <u>Assessment of One-Stop Program Partner Programs</u>. Describe how other one-stop delivery system partner program services and Combined State Plan partner program 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 vocational rehabilitation and Adult Basic and Literacy Education (ABLE) 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 workers, youth, ABLE, vocational rehabilitation and Wagner-Peyser) 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 the Trade Adjustment Assistance program and Senior Community Service Employment Program (SCSEP), will use their own performance measures, standards and monitoring for program compliance and improvement.

The Ohio Department of Aging and its local partners plan to develop and implement a survey to measure the experience and interaction SCSEP participants and other older job seekers 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 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:

1. State level partner programs.
2. One-Stops and local partner programs.
3. Local entities and procured service providers.

Additionally, there are different levels of authority in executing program objectives. The role of state program partners and state board 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) <u>Previous Assessment Results</u>. Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, provide the results of an assessment of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner program included in the plan during the preceding 2-year period. Describe how the State is adapting its strategies based on these assessments.

For program year 2015 (PY 2015) and prior program years, Ohio's assessment of core programs used the USDOL WIA Title I B Common Performance Measures (for adult, dislocated Worker, and youth) and the three Wagner-Peyser performance measures. Figure 15 shows the statewide performance outcomes for program years (PY) 2013 and 2014 as well as the negotiated performance goals for program year (PY) 2015. The state improved service effectiveness in PY 2014 from PY 2013 as evidenced by the performance outcome gains in PY 2014 from the PY 2013 outcomes in 10 of the 12 performance measures; this improvement validates the state's commitment to continuous improvement.

Figure 15: Performance Outcomes for PY 2013 and 2014 and Goals for PY 2015

	PY 2013 Results	PY 2014 Results	PY 2015 Goals
WIA Adult			
Entered Employment	82.2%	83.9%	77.5%
Retention Rate	89.3%	86.7%	89.0%
Average Earnings	$15,597	$16,336	$15,800
WIA Dislocated Worker			
Entered Employment	85.7%	87.9%	81.0%
Retention Rate	93.0%	92.2%	92.5%
Average Earnings	$19,100	$19,624	$19,250
WIA Youth			
Placement in Employment or Education Rate	70.3%	71.2%	66.0%
Attainment of Certificate or Diploma Rate	64.9%	67.1%	63.0%
Literacy / Numeracy Gains Rate	51.8%	54.5%	55.0%
Wagner-Peyser			
Entered Employment Rate	59.0%	60.0%	55.0%
Retention Rate	84.0%	85.0%	82.5%
Average Earnings	$18,123	$18,532	$18,000

For PY 2015, the state followed the guidelines outlined in Training and Employment Guidance Letter (TEGL) No. 25-13 and took into account the transition and implementation of the new WIOA performance accountability requirements in considering the negotiated performance levels. The state also took into consideration the context of integrated service delivery, priority of service, economic conditions, customers served, and workforce solutions that contribute to the regional economic competiveness of the state and local areas and opted to keep the negotiated performance levels from PY 2014 for PY 2015.

Using the state's past performance data, ODJFS is making performance outcome estimates of how the state would be performing if the new WIOA primary performance outcomes were currently in effect and this information is being shared with the local areas. This data is being used to adapt the state strategies on program delivery.

The Ohio Department of Higher Education (ODHE) has the last two program years (PY13 and PY14) of Adult Basic and Literacy Education (ABLE) data, which are highlighted in Figure 16. Figure 16 also shows the goals for PY 2015.

Figure 16: ABLE Performance Outcomes for PY 2013 and 2014 and Goals for PY 2015

	PY 2013 Results	PY 2014 Results	PY 2015 Goals
Educational Gain	Achieved 3 of 12 educational levels	Achieved 7 of 12 educational levels	Achieve 12 of 12 educational levels
Entered Employment	40%	40%	42%
Obtained Ohio High School Equivalence Diploma/GED	64%	81%	76%
Placement in Postsecondary Education	25%	24%	27%

The ABLE 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 every four months, and offering evidence-based professional development for practitioners to improve teaching and learning.

Under WIA, the vocational rehabilitation (VR) program was evaluated by standards and indicators unique to the VR program. 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, OOD is currently in the process of making changes in 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 skill gains and attainment, a period of data collection will be required to establish this baseline data.

(D) <u>Evaluation</u>. 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.

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 Ohio Longitudinal Data Archive (OLDA). This is a historical, cross-agency archive of administrative program data, with the specific objective of supporting policy analysis, research and program transparency (dashboards).

The WDQI 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, JFS, Ed, HE, and OOD. This can easily be extended under the WIOA umbrella by incorporating input and guidance from the Core State Programs, the Governor's Office of Workforce Transformation, the State Workforce Board and representatives from local and regional areas, particularly the Workforce Development Board of Directors.

Ohio will ready share research and evaluation pertinent to WIOA with Federal Departments of Labor and Education. Ohio will also coordinate with Federal research interest, whether specific to grant require 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),
(ii) Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3),
(iii) Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.

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).

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 17 lists the six factors, their weights, and the statistic used to determine each county's ratio to the statewide total.

Figure 17: Six Statistical Factors for Dislocated Worker Funding Distribution

Factor	Weight	Statistic
1. Unemployment Insurance Claimants	30 percent	Relative number of unemployment insurance claimants, most recent January - December
2. Unemployment Concentrations	20 percent	Relative number of excess unemployed individuals adjusted by ratio of county average unemployment rate to excess unemployment baseline (4.5 percent)
3. Plant Closings and Mass Layoffs (non-WARN)	5 percent	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
(WARN)	5 percent	Relative number of displaced workers (three year average) subject to WARN Act reporting
4. Declining Industries	5 percent	Relative number of jobs lost within industries experiencing declining employment
5. Farmer-Rancher Economic Hardship	5 percent	Relative share of deficits between farm earnings and the federal poverty guideline for a family of four multiplied by number of farms
6. Long-Term Unemployment	30 percent	Relative number of unemployment insurance claimants who have received benefits for 15 or more weeks

The statistical data to compute each factor is gathered at the county level, and each county's statistic relative to the statewide total determines the county's share of the factor funding. The amounts computed under the above factors for all counties within an area are then added together to determine the area's allocation for each WIOA Title I employment and training program. The county-level award amounts are provided to the local board, but the board is not required to distribute funding to counties based on this formula.

After allocating the funds within each program according to the above statistics, a hold harmless provision is applied within each WIOA funding stream to ensure that each area's percentage share of the funds equals at least 90 percent of the area's percentage share averaged over the prior two years. If, after applying the above factors, an area's planned share of the local allocations is below 90 percent of its prior two-year average share, the allocations for the other areas are reduced on a prorated basis and added to the allocation for the area(s) being held harmless until no area's share is less than the mandated 90 percent of its prior two-year share.

(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 Ohio Department of Higher Education (ODHE) Adult Basic and Literacy Education (ABLE) office will award multi-year grants on a competitive basis to eligible providers. Factors evaluated will include the federal Sec. 231 considerations, which contains demonstrated effectiveness. Because of the importance on quality education and successful performance outcomes, demonstrated effectiveness holds a weighted point value in the ABLE competitive grant application. Applicants must

provide statistical evidence of program effectiveness for the prior three years related to successful student outcomes of educational gains, obtainment of high school equivalence diploma, and transitions to postsecondary education and training and employment.

(ii) 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 provides direct and equitable access to all eligible providers by posting the announcement and application procedures on its website. 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 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 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.

Opportunities for Ohioans with Disabilities (OOD), Ohio's designated state agency for the vocational rehabilitation program, is a combined agency serving all individuals eligible for vocational rehabilitation 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.

(6) Program Data

(A) <u>Data Alignment and Integration</u>. Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, 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 Ohio Department of Higher Education (Adult Basic and Literacy Education), Opportunities for Ohioans with Disabilities (vocational rehabilitation) and the Ohio Department of Job and Family Services (Title I employment and training and Wagner-Peyser), data alignment and integration are paramount. From June to August of 2015, the Governor's Office of Workforce Transformation (OWT) and the Department of Administrative Services held a series of

Inter-agency Performance Metrics meetings to formulate Ohio's plan for data alignment and integration under WIOA. These cross-agency workgroup meetings established a plan to create a central data warehouse and reporting mechanism. This system will provide the integrated data structure allowing for a single system for both standard and "ad hoc" reporting capabilities for WIOA stakeholders, as well meeting WIOA federal reporting requirements. A series of subcommittees with subject matter experts reviewed WIOA requirements and data definitions, necessary program adjustments for common measures, system enhancements to capture necessary data, and business rules for both proper integration of data and reporting functions.

The project is being overseen by the Workforce Innovation and Opportunity Act - Performance Reporting Executive Committee. The Executive Committee was created to inform agency directors and executives of progress and to provide the proper governance and oversight of the project. In 2016, the Executive Committee will meet regularly to ensure the project is on schedule and address any roadblocks or issues in a timely manner.

(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 Ohio Department of Job and Family Services.

(iii) Explain how the State board will assist the governor in aligning technology and data systems across mandatory 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.

Through the Governor's Office of Workforce Transformation, the Governor's Executive Workforce Board (GEWB) periodically reviewed, discussed and continues to have input into program design and data systems. For example, GEWB members were critical players in the development of the Workforce Success Measures dashboard (www.measures.workforce.ohio.gov). The dashboard provides a common set of workforce measures mirroring WIOA measures. The dashboard allows program administrators and policy makers to continually monitor progress across multiple programs and providers, creating better transparency and greater accountability. The reports enable workforce program administrators and policy makers to identify best practices and improve the effectiveness of Ohio's workforce development programs. Local providers are also able to access other provider information to stimulate dialogue and sharing of successes, particularly across providers of similar size and economic makeup.

The strategic focus of Governor Kasich, GEWB and other executive leadership has been on a business-driven, person-centered approach, as opposed to program- or institution-centered approach. The goals are to do what is economically viable, driven by data, and the transitioning of individuals through cross-program/agency services. Common measures and integrated data systems create

increased accountability. A key focus in Ohio 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.

(iv) Describe the State's plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section116(d)(2)).

Ohio is implementing changes to its system, Ohio Workforce Case Management System (OWCMS), to gather the new information required by WIOA Title I employment and training to develop reports. Ohio is implementing business rules to extract quarterly data to create Ohio's Participant Individual Record Layout (PIRL) file from OWCMS and Wage Record.

The state is awaiting guidance from USDOL Employment and Training Administration on how reports will be submitted; however, Ohio is preparing to submit reports in either of the following formats: submitting Ohio's PIRL file to USDOL's eDRVS system for USDOL to create the quarterly and annual performance outcome reports and/ or Ohio utilizing the PIRL extract to create quarterly and annual performance outcome reports using ETA's provided summary report templates and submitting these summary reports to USDOL.

In 2016, ODJFS is implementing 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) <u>Assessment of Participants' Post-Program Success</u>. 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, which 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 will utilize WIOA's Primary Performance Measures for all WIOA core programs: (Wagner-Peyser will be excluded from performance measures 4 and 5).
  - 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.

- 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.
- 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.

- Establishing a single outcome reporting structure across state agencies of the Ohio Department of Higher Education (Adult Basic and Literacy Education), Opportunities for Ohioans with Disabilities (vocational rehabilitation) and the Ohio Department of Job and Family Services (Title I employment and training and Wagner-Peyser). Such data alignment and integration will allow for a continuous data record across programs and time. Ohio has taken the strategy of separate case management systems across agencies feeding into a centralized data warehouse for the primary performance measures. Through this method, educational enrollment and attainment, as reported by service providers, is aligned for reporting and accountability purposes.
- Enhancing case management data on employment outcomes through use of unemployment insurance (UI) wage record cross matching. This assures a common measure and fuller record on post-program employment outcomes.

(C) <u>Use of Unemployment Insurance (UI) Wage Record Data</u>. 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 unemployment insurance wage record data to meet program objectives of WIA. This will continue under WIOA, in particular to assess employment outcomes. More specifically, program case management data is cross matched to UI wage records on a quarterly basis to capture employment, wages and industry (NAICS).

To protect personal identifiable information and comply with federal and state laws, the ODJFS Office of Workforce Development 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) <u>Privacy Safeguards</u>. 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 ABLE, is in line with 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. ABLE 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. ABLE 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. WIOA partners will be included in the RIF statement allowing students to approve the release of their data to the central repository. Likewise, a data sharing MOU will be established between the key individuals responsible for the central repository and the Chancellor of the Ohio Department of Higher Education.

(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.

Veterans represent the valuable, talented and skilled employees that Ohio businesses need to succeed and grow. Recognizing this, the state continues to cut bureaucratic red tape to prioritize workforce services for veterans, military service members and their families. The Office of Workforce Transformation (OWT), together with state agency partners, is assisting military service members, veterans and their families compete for Ohio's in-demand jobs. Several key initiatives have been implemented:

- Ohio's licensing departments, boards and commissions, and state institutions of higher education now award course credit for military education and experience;
- Veterans in Ohio can now use GI Bill benefits to pay for national and state occupational licensing testing;
- The Ohio Department of Job and Family Services 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 has implemented and monitors the priority of service provisions by publishing and enforcing state policy, training all Department of Labor employment and training program staff, and including a clause pertaining to priority of service in the OhioMeansJobs center Memorandum of Understanding template. WIOAPL No. 15-20 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 local workforce development boards 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 is required to ask customers if they or their spouse served in the military, so they can be informed about priority of service. Ohio's policy requires local board policies to address each of the following:

- Awareness 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 job seekers remotely access resources, including self-service resources;
- Orientations, both in-person or electronically (including local websites), must include a reference to priority of service rights;
- 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.

In OhioMeansJobs.com every covered person's resume is clearly designated as such, and they are put at the front of all results when conducting resume searches. 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 intensive services to those veterans and eligible spouses who are identified as having a 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 eligible veteran for the Jobs for Veterans State Grant (JVSG) program or is an eligible spouse, has at least one significant barrier to employment, and/or is age 18 to 24 years, the OhioMeansJobs center staff refers this covered person to the DVOP specialist within the JVSG program. A covered person should 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 intensive services to mitigate the significant barriers to employment and transition these individuals into the civilian workforce. The DVOP specialist also coordinates with the local veterans' employment representative (LVER) to match covered persons with job opportunities. JVSG participants later found to be dishonorably discharged from the military must be referred back to the OhioMeansJobs center for further Wagner-Peyser employment services and/or WIOA services. These individuals do not qualify for priority of service.

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. 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. (This Operational Planning element applies to core programs.)

The Ohio Department of Job and Family Services (ODJFS) in collaboration with the OhioMeansJobs centers will 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 has a strong history of addressing WIOA Section 188 in a number of ways. Most recently, collaboration was formed between ODJFS, the Opportunities for Ohioans with Disabilities (OOD), the state vocational rehabilitation agency, and the Office of Workforce Transformation (OWT) over the last year to address the specific issue of improving service and emphasis for those individuals with disabilities. The group, the Workforce Integration Task Force, focused on how center accessibility could be improved for individuals with disabilities due to the fact the centers are under-utilized by this community. Both physical and programmatic accessibility were addressed along with creating a greater awareness of center staff on recognizing and working with individuals with disabilities and how to market this demographic group to employers.

Physical accessibility has always been a priority at the OhioMeansJobs centers, and this has been addressed thoroughly through two different One-Stop certification programs. During initial certification from 2002-2005, $10 million in funding was provided to the local systems for addressing One-Stop needs, of which a top priority was addressing ADA accessibility issues. The funding was used for physical improvements to the sites to ensure compliance with ADA requirements and for technological upgrades to equipment to address the needs of those with disabilities. The second certification program, called the Gold Standard Continuous Improvement Program, which was in place from 2007-2010 also provided an additional $8 million in One-Stop improvement funding of which ADA accessibility and improvements was again a top priority. During this period, Ohio also had a grant for the Disability Navigator Program, and training on incorporating Universal Design methods was provided to all of the local systems. All of Ohio's sites were ADA reviewed and approved by a team of ODJFS and OOD staff.

Ohio's third One-Stop certification program under WIOA is again addressing the needs of those with disabilities by developing an ADA Tool Box that will include, but is not limited to: on-site disability awareness training (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 will require full center staff training on issues relating to working with individuals with disabilities.

All ABLE grantees are required to complete and 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 large incidence of adult literacy students have learning disabilities, many undiagnosed; therefore, all ABLE 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 bi-lingual staff, signage, documents and interpretation services for non-English speakers and English language learners to ensure these individuals have meaningful access to the services provided by the OhioMeansJobs centers and programs. 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 Adult Basic and Literacy Education (ABLE) 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.

<u>IV. COORDINATION WITH COMBINED STATE PLAN PROGRAMS</u>. Describe 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 Combined State Plan.

Governor Kasich's administration and the Governor's Executive Workforce Board with support from the Ohio General Assembly, received extensive input from local workforce and education providers and stakeholders to develop the first unified workforce plan which brought together strategic planning and policy making for the following programs: Workforce Investment Act (WIA) Title I, Adult Education and Family Literacy (Title II), Carl D. Perkins Career and Technical Education (Perkins) Act and the Senior Community Service Employment Program. The 2016 Combined Sate Plan also sees the addition of Wagner-Peyser (Title III), Vocational Rehabilitation (Title IV), and Jobs for Veterans State Grant to Ohio's workforce reforms.

In early 2014, the Office of Workforce Transformation (OWT) established a Unified Plan Work Group comprised of local providers and state policy officials from WIA, Wagner-Peyser, Adult Basic and Literacy Education (ABLE), and Perkins Act programs to jointly plan and coordinate the programs and activities included in the unified plan. Multiple meetings were held throughout the spring and

summer, allowing ample opportunity for research, input, and plan development. As a result, work group members developed the overarching goals and strategies for the unified plan and the parameters for streamlining and improving access to workforce services to Ohio's businesses and individuals. In June 2014, Governor Kasich also sought and received approval from the Ohio General Assembly to submit this unified state plan for the three largest workforce programs: ABLE, Perkins Act, and WIA.

Since the development of Ohio's 2014 Unified Plan, the partner organizations regularly meet with OWT and each other to discuss implementation of the goals and reforms. Ohio's 2016 Combined State Plan builds on the energy and momentum already occurring in Ohio as highlighted in Ohio's 2014 Unified Plan and through the implementation of the 10 reforms and WIOA legislation.

V. COMMON ASSURANCES (for all core programs)

The State Plan must include assurances that:	
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 rep- resents, and procedures to resolve such conflicts;
	WIOAPL No. 15-17, Local Workforce Development Board Certification Process
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;
	WIOAPL No. 15-17, Local Workforce Development Board Certification Process
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;
	The Ohio Departments of Aging, Education, Higher Education and Job and Family Services and Opportunities for Ohioans with Disabilities provided content for the strategic elements and operational planning elements as well as reviewed the plan in its entirety prior to submission.
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 administrating 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; (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;
	The Governor's Office of Workforce Transformation released Ohio's 2016 Combined State Plan for a 30-day public comment period in accordance with federal guidance. Notice of the availability of public comment was disseminated to all core and partner program officials, board members, stakeholders and constituents. Ohio also conducted five regional hearings for the public to comment on the Combined State Plan. Notice of the availability of public comment was disseminated to the same groups when revisions to the Plan were made as a result of the final requirements published on February 18, 2016. The Governor's Executive Workforce Board and Ohio's State Workforce Agency representative, who also oversees the state's unemployment insurance program, had opportunity to review and comment on the Combined State Plan. The Governor's Executive Workforce Board formally approved Ohio's 2016 Combined State Plan at its quarterly meeting March 8, 2016.

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;
	Ohio 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 adult, dislocated worker, and youth programs to carry out workforce investment activities under chapters 2 and 3 of subtitle B.
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);
	Ohio 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).
7.	The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;
	Ohio has taken appropriate action to be in compliance with WIOA section 188.
8.	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;
	Ohio assures that 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.
9.	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;
	Ohio assures that it 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.
10.	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);
	Ohio's one-stop certification policy is being drafted and will be complete by the submission of the 2016 Combined State Plan.
11.	Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and
	WIOAPL No. 15-20, Priority of Service for Veterans and Eligible Spouses
12.	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.
	Ohio established state policy in accordance with 38 USC 4215 through WIOAPL No. 15-20 to ensure priority of service for veterans and eligible spouses in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.

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 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 local workforce development area designation process implemented under WIOA is currently on hold as one local workforce development area's request for designation was denied by the state. The local workforce development area appealed to the United States Department of Labor (USDOL). During this appeal, the remaining designation requests were put on hold.

As the designation process is currently on hold, Ohio is continuing to adhere to the local area designation under WIA. The following are the current workforce development areas:

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, 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

On February 24, 2016, the State received the designation appeal decision of USDOL. With this decision, Ohio will move forward with the designation process and will have all local workforce development areas designated before June 30, 2016.

As of March 8, 2016, the following local workforce development areas have been assigned to planning regions. As the local workforce development area designation process is ongoing, the assignments to a planning region is preliminary.

Northeast Ohio Region: Areas 2, 3, 4, 5, and 19

East Ohio Region: Areas 6, 17, and 18

Southeast Ohio Region: Areas 14, 15, and 16

Central Ohio Region: Areas 11 and 20

Southwest Ohio Region: Areas 12 and 13

Once the local area designation process is complete, planning regions will be re-evaluated to determine if adjustments need to be made based on local workforce development area geographic structure. The process will be completed before June 30, 2016.

(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.

In fall 2014, Ohio began the process of informing local workforce development boards and local elected officials of the requirements pertaining to designation of local areas under WIOA. Using annual performance measure data from program year PY 2012 and PY 2013, Ohio communicated to the local areas whether or not their local area could apply for initial designation (by meeting or exceeding performance measures and maintaining fiscal integrity for PY 2012 and PY 2013) or for designation using the WIOA required criteria. Information was provided to local elected officials and local workforce development boards stating there was a desire for each county to review the criteria established under WIOA law and consider a change regardless of whether or not that local area met the criteria for initial designation.

In winter 2015, Ohio provided written communication and guidance to local elected officials regarding their responsibility to request designation of the local workforce development area. This communication was followed with a webinar to further explain the use of labor market, economic development, and fiscal information to assist in making the decision of how individual counties may partner. The state also held numerous speaking engagements at local workforce development board meetings and county commissioner meetings. Speaking engagements were also held with several partner agencies.

A state policy was published (WIOAPL 15-01), which outlines the process of determining local workforce development area designation, including the criteria for a local workforce development area and the procedure to apply for local area designation.

Ohio used the following criteria to assign local workforce development areas to a planning region:

- Single labor market;
- Common economic development area;
- 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).

Consultation with local elected officials and the workforce development boards began with meetings regarding local workforce development area designation. Written communication was provided to the local elected officials and local boards encouraging these entities to provide feedback on the planning regions.

Ohio had always planned to identify the planning regions at the conclusion of the local workforce development area designation process. However, as this process was placed on hold pending the appeal, Ohio made the decision to move ahead with the identification of planning regions so the full implementation of WIOA and its requirements would not be delayed. Therefore, the assignment of planning regions is preliminary until the local workforce development area designation process is complete. At that time, planning regions will be re-evaluated.

A state policy is being drafted, which will inform Ohio's workforce system of the identified planning regions as well as the requirements for local and regional planning.

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

WIOAPL Number 15-01, Local Workforce Development Area Designation, outlines 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 chief elected official(s) may file an appeal to the state board by submitting in writing all of the following information: a statement that the chief elected official(s) is appealing the denial of initial or subsequent designation; the reason(s) why the local area should be designated; and signature of the chief elected official(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 state board 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 state board shall notify the chief elected official(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 state board denies the appeal or fails to issue a decision within 60 days of the date the appeal is submitted, the chief elected official(s) may further appeal the state board's decision or lack thereof to the U.S. 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, U.S. Department of Labor
200 Constitution Ave. N.W.
Washington, D.C. 20210
Attention: ASET

The appellant must establish in its appeal to USDOL that the appellant 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 state board 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.

A new policy, Funding for OhioMeansJobs Center Infrastructure Costs, will outline 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 through March 7, 2016:

- WIOAPL No. 15-01: Local Workforce Development Area Designation
- WIOAPL No. 15-02: Adult and Dislocated Worker Eligibility, including Priority of Service for Individuals Who are Public Assistance Recipients, Low Income or Basic Skills Deficient
- WIOAPL No. 15-03: Youth Program Eligibility
- WIOAPL No. 15-04: Selective Service Registration
- WIOAPL No. 15-05: Serving Applicants with Close Relationship to the Workforce Innovation and Opportunity Act Program
- WIOAPL No. 15-06: Determination of Dependent Status
- WIOAPL No. 15-07: Source Documentation for WIOA Eligibility
- WIOAPL No. 15-08: Career Services for Adults and Dislocated Workers, including Priority of Service for Individuals Who are Public Assistance Recipients, Low Income or Basic Skills Deficient
- WIOAPL No. 15-09: Training Services for Adults and Dislocated Workers, including Priority of Service for Individuals Who are Public Assistance Recipients, Low Income or Basic Skills Deficient
- WIOAPL No. 15-10: Youth Program Services
- WIOAPL No. 15-11: Use of Individual Training Accounts
- WIOAPL No. 15-12: Work Experience for Adults and Dislocated Workers
- WIOAPL No. 15-13: Work Experience for Youth
- WIOAPL No. 15-14: Needs-Related Payments Using Adult and Dislocated Worker Formula Funds
- WIOAPL No. 15-15: Rapid Response Program Requirements- Employer Layoff and Closure Events
- WIOAPL No. 15-16: Rapid Response Program Requirements – Layoff Aversion
- WIOAPL No. 15-17: Local Workforce Development Board Certification Process
- WIOAPL No. 15-18: Local Workforce Development Area Governance
- WIOAPL No. 15-19: Poverty Income Guidelines and Lower Living Standard Income Level
- WIOAPL No. 15-20: Priority of Service for Veterans and Eligible Spouses

- WIOAPL No. 15-21: Reporting Requirements for OhioMeansJobs Center Universal Customers
- WIOAPL No. 15-22: On-the-Job Training Policy (in draft)
- WIOAPL No. 15-23: Incumbent Worker Training Guidelines (in draft)
- WIOAPL No. 15-24: Customized Training Guidelines (in draft)
- WIOAPL No. 15-25: Transfer of Funds between Adult and Dislocated Worker Local Formula Funds (in draft)
- WIOAPL No. 15-26: ITA Financial Definitions (in draft)
- WIOAPL No. 15-27: OhioMeansJobs Branding (in draft)
- WIOAPL No. 15-28: Mandate Use of OhioMeansJobs.com for Job Placement and Referral Activities in Ohio (in draft)

(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, 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 Ohio Department of Job and Family Services (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 Governor's Executive Workforce Board and Office of Workforce Transformation. ODJFS also plans to use statewide funds to build capacity in the local areas for regional planning, industry sector strategies, and career pathways.

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, as needed, 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.

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, the Ohio Department of Job and Family Services (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 that 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 WIOA area(s) affected and the specific counties – OWD Rapid Response;
2. Contact appropriate WIOA 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;
6. Provide a copy of the rapid response funding request application to the WIOA area(s) – OWD Rapid Response;
7. Complete rapid response funding application and submit to OWD Rapid Response (RAPDRESP@jfs.ohio.gov) – WIOA area designee as designated 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 WIOA area designee that award has been approved by OWD – 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 Trade Adjustment Assistance (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 ODJFS Office of Workforce Development (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) **<u>Adult and Dislocated Worker Program Requirements</u>**

(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.

Ohio has been and continues to be a strong advocate for on-the-job training (OJT) due to its short-term nature, direct connection to employment, and placement and retention rates. In PY 2014, OJT accounted for nearly 29 percent of all training services for adults and 16 percent of all training services for dislocated workers.

In addition to WIOA-funded alternative training models, Ohio has launched a strategic program to support business. In efforts to improve their economic competitiveness, employers must find ways to consistently upgrade the skills of their workforce through educational and training opportunities. To this end, the Ohio Incumbent Workforce Training Voucher Program fills a gap in current workforce development programs by providing needed training dollars to Ohio's incumbent workforce through a unique public-private partnership. The ultimate goal of this program is twofold: allow employers in targeted industries to retain and grow their existing Ohio workforce and create a statewide workforce that can meet the present and future demands in an ever changing economy. The Ohio Development Services Agency, the program administrator, reimburses employers for up to 50 percent of the eligible training costs, up to $4,000 per employee, after 1) the employer pays the full cost of the training, and 2) the employee successfully completes the training. The maximum amount an employer may qualify for in a fiscal year is $100,000.

(2) ***Registered Apprenticeship.*** **Describe how the State will incorporate Registered Apprenticeship into its strategy and services.**

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 Ohio Department of Higher Education 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 learned 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. The current results of this initiative have netted 87 percent of the over 1,000 sponsors meeting the criteria of the rule.

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).**

In March 2016, Ohio will launch a new online portal for eligible training providers: Workforce Inventory of Education and Training (WIET). Providers complete an in-depth application related to

the provider, location(s), program(s), credentials, and performance. If providers complete the application and meet the minimum thresholds – legitimate federal employment identification number (FEIN), in business more than two years, not on disbarment list – then they will automatically be approved to provide training services in accordance with WIOA. Once WIOA regulations are issued, Ohio will incorporate performance thresholds to the application process.

Providers will be required to review and update their provider and program information every year to maintain eligibility. Local workforce areas will have the ability to conduct site visits and provide feedback on the providers regarding their facilities, programs and administration.

Since Ohio's apprenticeship programs are managed by the state workforce agency (SWA), all current apprenticeship programs will automatically be added to WIET. When a program is no longer approved, it will be removed from the list by the SWA.

The search function of WIET will allow users to search by provider, location, program, O*NET, and type of attainment. Programs that lead to degrees or credentials in Ohio's identified in-demand occupations will be highlighted. The search feature also will allow users to compare providers, compare programs and view the ratings and feedback from the local workforce areas.

(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.

Workforce Innovation and Opportunity Act Policy Letter (WIOAPL) No. 15-08, Career Services for Adults and Dislocated Workers, and WIOAPL No. 15-09, 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 Office of Workforce Development 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.

A transfer policy has been drafted and is in the public comment process that will permit 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.

(c) **<u>Youth Program Requirements</u>. 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 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.**

On June 30, 2015, Governor Kasich signed House Bill 64, the state's biennial budget, into law. Section 305.190 of the bill establishes the Comprehensive Case Management and Employment Program (CCMEP). CCMEP will be the statewide operational framework used to deliver integrated, comprehensive case management and employment services across Ohio's 20 workforce development areas and 88 counties. This framework starts first with 16 to 24 year olds, where early intervention can have the greatest impact. CCMEP 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, CCMEP 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 administrating 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 will require 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, and procuring youth program providers. In addition, the local workforce development board, 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.

Ohio is currently working on developing common assessments to be used across all workforce programs in the state. Additionally, the implementation of CCMEP has highlighted the benefits of the WorkKeys assessment for a certain number of individuals in the program. The use of WorkKeys as a measure of basic skills has been minimal, because under the Workforce Investment Act (WIA) common measures, its use was unallowable to measure literacy and numeracy gains. WorkKeys is not an accepted test listed on the National Reporting System for Adult Education (NRS) Test Benchmarks for Educational Functioning levels. As literacy and numeracy gain is not a performance measure under WIOA, it is unclear whether or not the use of an acceptable test listed with the NRS will be required as part of performance measurement. If the use of NRS Test Benchmarks for Educational Functioning Levels continues under WIOA, Ohio will be requesting a waiver at that time.

(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. Ohio's teens and young adults, ages 16-24, face higher rates of unemployment than any other age group and many teens 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 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.

With creation of CCMEP, the state is directing all Title I youth funds to CCMEP in addition to designated funding from the state's federal TANF allocation. 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. CCMEP lead agencies must make available to participants the 14 youth program elements of WIOA:

- 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);
- 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 post-secondary education and training.

In addition, 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 must receive some form of follow-up services for a minimum of 12 months. The type and intensity of follow-up services may differ for each participant. Follow-up services may include leadership development and regular contact with the participant's employer, including assistance in addressing work-related problems, assistance in securing better paying jobs, career pathway development and/or adult mentoring.

Because CCMEP focuses initially on the 16- to 24- year-old population, youth ages 14 and 15 will be provided with the full array of applicable or appropriate services available through eligible providers and OhioMeansJobs center partners. Youth will be referred to appropriate programs that have the capacity to serve them for assessment, if necessary, and to meet the skills and training needs of the youth. Furthermore, OhioMeansJobs centers will provide basic labor exchange services under the Wagner-Peyser Act for any youth.

(3) Provide the language contained in the State policy for "requires additional assistance to complete and educational program, or to secure and hold employment" criterion specified in WIOA sections 129(a)(1)(B)(iii)(VIII) and 129(a)(1)(C)(iv)(VII).

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), temporary assistance to needy families (TANF),

or supplemental security income (SSI) or other criteria defined by the local area's workforce development board.

(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).

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), temporary assistance to needy families (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 is the case.

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 Ohio Revised Code, or any nonpublic school for which the state board of education prescribes minimum standards under section 3301.07 of the Ohio Revised Code. "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. Attending classes with Adult Basic and Literacy Education (ABLE), YouthBuild, or Job Corps programs is not considered attending school.

(6) If not using the basic skills deficient definition contained in WIOA Section 3(5)(B), include the specific State definition.

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) **<u>Waiver Requests (optional)</u>. States wanting to request waivers as part of their title I-B Operational Plan must include a waiver**

Waiver 1: Allow the option for local grant recipients/fiscal agent to conduct two youth elements to competitively select service providers.

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;

WIOA Section 123 requires that providers of youth program elements be selected on a competitive basis. Ohio would like to waive the requirement for competitive procurement of service providers for two of the 14 youth program elements: paid and unpaid work experience and supportive services.

Youth allocations are relatively small and having to procure for youth elements, such as supportive services where much of the support is in the form of transportation, clothing, eye glasses and tools, is inefficient when these items can be secured through small purchases. In addition, when certain services are accessible from other sources, WIOA does not need to provide the youth element until those resources are no longer available. Often, the time available to procure is limited, thus causing a disruption and fragmentation in delivery of services.

Procuring for work experience is difficult. This youth element is labor intensive, requiring time to go into the community to develop worksites and relationships with employers. Having a third party go back into the community is less cost effective, and creating a separate provider delivery system has resulted in a fragmented delivery system.

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 the Comprehensive Case Management and Employment Program (CCMEP), the youth program combining the Title I youth program with the Temporary Assistance for Needy Families (TANF) program for an integrated training and employment program.

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 elements that will be part of framework activities;
- Minimizing duplication of efforts;
- Decrease in administrative costs to deliver services; and
- Integration of Title I 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.

Governor Kasich signed House Bill 64, which established a framework that will transform the network of human services and workforce programs to find a *New Way to Work* for low-income individuals ages 16 through 24 years. With the development of CCMEP, Ohio is pushing traditional program boundaries by integrating components of Ohio's TANF program with 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 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 will allow the flexibility for local workforce development areas to integrate services as necessary to implement CCMEP.

(e) 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

CCMEP is initially serving TANF work-required recipients and Title I in-school and out-of-school youth ages 16 to 24 years. By virtue of the program eligibility, CCMEP is directly addressing service delivery for disadvantaged populations and individuals with multiple barriers to employment. This waiver will allows local areas to provide services in a manner that recognizes the importance of the relationship between the case manager and the participant, understands the complexity of engaging employers and developing worksites for this type of population, and takes advantage of all necessary resources to serve these individuals.

(f) 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.

The Ohio Department of Job and Family Services (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. Meetings between ODJFS staff and local board directors are held on a regular basis, which serve 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 e-mail alert regarding the new Combined State Plan and waiver requests. 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 Office of Workforce Transformation website. The public comment period was open for 30 days.

Waiver 2: Allow the required 20 percent spending on work experience to include TANF funds.

For youth and young adults enrolled in CCMEP, funding for employment and training services will be a combination of Title I youth and TANF dollars.

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;

WIOA Section 129 (C)(4) requires that not less than 20 percent of the funds allocated to the local area shall be used to provide in-school youth and out-of-school youth with paid and unpaid work experiences. Ohio would like to waive the requirement to allow for the inclusion of TANF funds as part of the 20 percent work experience requirement.

Under CCMEP, with its emphasis on co-enrollment to benefit service delivery, the number of potential participants will increase, especially for the Title I eligible participants. Title I youth allocations are relatively small. Therefore, with the increased number of Title I eligible youth, the addition of TANF dollars to be used under the 20 percent work experience requirement, will allow more individuals to be served in a manner that will be most cost-effective.

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, the youth program combining the Title I youth program with the TANF program for an integrated training and employment program.

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 co-enrolled participants;
- Decrease in administrative costs to deliver services; and
- Integration of Title I 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.

Governor Kasich signed House Bill 64, which established a framework that will transform the network of human services and workforce programs to find a *New Way to Work* for low-income individuals ages 16 through 24 years. With the development of the 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 will allow the flexibility for local workforce development areas to co-enroll TANF eligible and Title I youth program eligible participants in an effort to utilize funding in a manner that is most cost-effective.

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; and

CCMEP is initially serving TANF work-required recipients and Title I in-school and out-of-school youth ages 16 to 24 years. By virtue of the program eligibility, 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 that best meets the needs of the participant. The waiver will allow additional funding flexibility so TANF and Title I youth program funds can be used effectively and efficiently.

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.

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 serve 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 e-mail alert regarding the Combined State Plan and waiver requests. The e-mail alert contained instructions on how to submit

commits. In addition, both the general public and stakeholders had access to the waiver request on the Office of Workforce Transformation website. The public comment period was open for 30 days.

Waiver 3: To minimize the data capture requirements for Incumbent Worker Training participants.

Ohio is requesting a waiver to minimize the data capture requirements impacting incumbent worker training programs so employers are not unnecessarily burdened with federal data requirements. The waiver permits the state to discontinue the collection of the following Workforce Investment Act Standardized Record Data (WIASRD) elements: single parent (117), unemployment compensation eligible status at participation (118); low income (119); TANF (120); other public assistance (121); homeless individual or runaway (125); and offender (126).

(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 requests a waiver of federal reporting requirements 20 CFR 670 and 683.300 (a) of the Notice of Proposed Rulemaking (NPRM) to reduce the collection of participant data for incumbent workers.

(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;

In the use of this waiver, Ohio has seen and expects to continue to see:

- Increased entered employment rates, retention rates, and earnings; and
- Increased use of customized training and on-the-job training models.

(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

Ohio's priorities are to serve employers and employees in the most efficient manner possible. During the implementation of Ohio's local incumbent worker training program, employers and local areas expressed concern regarding the collection of data elements for incumbent worker program participants. Some of the concerns that have been raised are:

- Requesting family income from their employees is the single biggest objection and is a major issue with many workers;
- Employers spend too much time talking to staff explaining why they need to provide this detailed data;

- Employees refusing to sign the forms or provide supporting documentation, believing this information may be shared or used in identity theft and employers do not want to be held accountable;
- When requiring copies of support documentation, other than the signed I-9, too much time is taken from the job. Employees forget to bring their documentation, or the employee is required in the field and misses the appointment, which requires future appointments;
- Employers objecting to the requirement for each employee to sign an application. They prefer the business to provide minimal data and the company representative to sign the attestation statement. Many businesses have multiple locations and collecting the individual forms from each staff member is logistically cumbersome; and
- The perceived "red tape" tied to government funding turns quite a number of employers off. Information is needed to justify expenditure of federal funds, but a number of employers find the documentation a burden and more troublesome than it is worth.

(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; and

Businesses participating in incumbent worker training programs will be positively impacted by the waiver, relieving the burden of collecting demographic data will streamline the project for employers. Service will be provided to increased number of individuals in need of training, and planning regions will work together to improve linkages with employers and economic development in their planning regions. The rate of investment of Title I funds also will increase.

(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.

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 desktop reviews and on-site compliance monitoring. The state will compile a list of employers engaged in locally funded incumbent worker training programs and collect data to evaluate impact of this waiver. ODJFS will monitor the implementation of this waiver through feedback from the local areas. 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 e-mail alert regarding the Combined State Plan and waiver requests. The e-mail alert contained instructions on how to submit commits. In addition, both the general public and stakeholders had access to the waiver request on the Office of Workforce Transformation website. The public comment period was open for 30 days.

Waiver 4: Use of WorkKeys for Assessing Basic Skills

The use of WorkKeys as a measure of basic skills has been minimal, because under the Workforce Investment Act (WIA) common measures, its use was unallowable to measure literacy and numeracy gains. WorkKeys is not an accepted test listed on the National Reporting System for Adult Education (NRS) Test Benchmarks for Educational Functioning levels. As literacy and numeracy gain is not a performance measure under WIOA, it is unclear whether or not the use of an acceptable test listed with the NRS will be required as part of performance measurement.

Ohio is currently working on developing common assessments to be used across all workforce programs in the state. Additionally, the implementation of CCMEP has highlighted the benefits of the WorkKeys assessment for a certain number of individuals in the program. If the use of NRS Test Benchmarks for Educational Functioning Levels continues under WIOA, Ohio will be requesting a waiver at that time.

Waiver 5: Provision of Framework Activities for the Youth Program

(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 Combined State Plan;

On June 30, 2015, Governor Kasich signed House Bill 64, the state's biennial budget, into law. Section 305.190 of the bill establishes CCMEP. CCMEP will be the statewide operational framework used to deliver integrated, comprehensive case management and employment services across Ohio's 20 workforce development areas and 88 counties and is one of the goals related to the Combined State Plan. CCMEP pushes traditional program boundaries by integrating components of the TANF program and Title I employment and training programs to create a better-coordinated, person-centered case management system.

CCMEP requires each board of commissioners to designate a single lead agency to be responsible for administrating 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 will require strong partnerships and collaboration between the CDJFS, the county's workforce development agency, and the local area's workforce development board.

Ohio is requesting a waiver of section 123 of WIOA and 681.400 (b) of the Notice of Proposed Rule Making (NPRM) to permit flexibility in the provision of framework activities (intake and eligibility, objective assessment, development of individual service strategy, case management, and follow-up services) by allowing the designated lead entity, in addition to the procured youth provider, the fiscal agent, or grant recipient, to conduct these framework activities.

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

Ohio expects to achieve the following goals as a result of implementation of this waiver:

- Increase coordination of services for the participants;
- Continuity and greater efficiency of service delivery;
- Decrease in administrative costs to deliver services; and
- Integration of Title I and TANF services as part of the CCMEP program.

(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

CCMEP establishes a framework that will transform the network of human services and workforce programs to find a *New Way to Work* for low-income individuals ages 16 through 24 years. With the development of the CCMEP, Ohio is pushing traditional program boundaries by integrating components of Ohio's TANF program with 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 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 will allow the flexibility to allow the designated lead entity, in addition to the procured youth program provider, fiscal agent, or grant recipient, to provide the framework activities for the youth program. This waiver will allow a better coordinated approach to service delivery for this program.

(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 is initially serving TANF work-required recipients and Title I in-school and out-of-school youth ages 16 to 24 years. By virtue of the program eligibility, CCMEP is directly addressing service delivery for disadvantaged populations and individuals with multiple barriers to employment. This waiver will provide the flexibility to allow the designated lead entity, in addition to the procured youth program provider, fiscal agent, or grant recipient, to provide the framework activities for the youth program which will enhance CCMEP's approach to service delivery.

(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.

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. 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 e-mail alert regarding the new Combined State Plan and waiver requests. The e-mail alert contained instructions on how to submit commits. In addition, both the general public and stakeholders had access to the waiver request on the Office of Workforce Transformation website. The public comment period was open for 30 days.

TITLE I-B ASSURANCES

The State Plan must include assurances that:	
1.	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;
	WIOAPL No. 15-02, Adult and Dislocated Worker Eligibility WIOAPL No. 15-08, Career Services for Adults and Dislocated Workers WIOAPL No. 15-09, Training Services for Adults and Dislocated Workers
2.	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;
	WIOAPL No. 15-20, Priority of Services for Veterans and Eligible Spouses
3.	The State 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;
	WIOAPL No. 15-17, Local Workforce Development Board Certification Process
4.	The State 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);
	WIOAPL No. 15-17, Local Workforce Development Board Certification Process
5.	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;
	N/A
6.	The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;
	The Governor's Executive Workforce Board (GEWB) provides input on the methods and factors for the WIOA formula as part of the state plan review and approval process. Any changes to the distribution method are shared with the County Commissioner's Association of Ohio (CCAO) that represents Ohio's Chief Elected Officials. The CCAO informs its membership through its outreach and communication processes. Changes to the formula are also presented to the CCAO board. City mayors who serve as chief local elected officials in three areas (or their staff) are consulted separately and individually on changes to formula methods and factors.

7.	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);
	Ohio will not use funds received under WIOA Title I to assist, promote, or deter union organizing.
8.	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;
	Ohio uses a number of allocation methods and factors to ensure that funds are distributed equitably throughout the state without significant shifts in funds for a local area. The Adult and Youth formulas use statistical data on poverty and unemployment that are fairly consistent from year-to-year. The American Community Survey data, for example, which is used to distribute a third of Adult and Youth funding, uses the same data for five consecutive years. A 90% Hold Harmless provision is also applied to all formula distributions to minimize significant shifts to a local area's allocations.
9.	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;
	The Governor's Executive Workforce Board includes the Executive Director of the Opportunities for Ohioans with Disabilities as well as the Director of the Ohio Department of Job and Family Services to ensure cooperation related to vocational rehabilitation, Wagner-Peyser services, and WIOA Title I program services.
10.	The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.
	Ohio agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.

11.	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);
	Ohio has revised its sub-grant agreements with each local area to align with the language in the Uniform Guidance and to mandate that local areas and their sub-recipients comply with Uniform Guidance provisions. State staff attended Department of Labor (DOL) training on the requirements, and DOL visited Ohio to provide Uniform Guidance training to local area staff. The ODJFS staff responsible for annual monitoring of local area program and fiscal compliance and the staff from the Auditor of State are aware of the Uniform Guidance requirements and have updated their monitoring documents accordingly to ensure local area compliance.

WAGNER-PEYSER ACT PROGRAM (Employment Services)

(a) <u>Employment Service Professional Staff Development</u>.

(1) 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.

In the fall of 2014, an Ohio Department of Job and Family Services (ODJFS) team of Wagner-Peyser (W-P) employment services (ES) management staff began the planning of a statewide training initiative targeting all ES staff and management. This initiative was critical to the continued professional growth of ES staff members, especially with WIOA on the horizon and enhanced expectations for collaboration and integration with the local WIOA partners. The training covered all aspects of service delivery for ES staff in addition to information about local service delivery, team building, the role of the workforce development boards, and economic development. December 2014 marked the launch of this initiative.

The training was delivered throughout the state at five different locations, one day each month for a total of six different trainings. Nearly 300 ES staff and management participated in the "Workforce Professional Training". Training topics included:

- Great Customer Service – Pleasing all of the People, All of the Time;
- Career Coaching – Assisting Your Customers to Their Next Job and a Better Life;
- Developing and Capturing a Career Coaching Relationship;
- Building the Team to Carry Your Customers Across the Goal Line;
- Making Workforce Development Useful to Economic Development and Businesses; and
- Bridging the Gap from LMI to Job Placements.

This comprehensive training curriculum was designed to be available and delivered on an on-going basis as new staff members are hired. Local areas also expressed an interest in their staff participating in future sessions.

The training concluded in May 2015. Based upon the feedback from staff and observations from management, it was agreed that with a few changes, this training will be offered on a regular basis. One of most significant revelations was that many ES staff members do not understand the workforce delivery system as a whole, which in many ways, can limit their successful contribution to the OhioMeansJobs center as well as limit their effectiveness when working with jobseekers and employers. With the implementation of WIOA, this is a perfect time to re-energize the staff and enhance their knowledge on how to provide the best possible service to jobseekers and employers.

Recognizing that consistent, standardized, and just-in-time training is critical for ES staff, the ODJFS Office of Workforce Development (OWD) will be hiring seven training officers, one per W-P service delivery region, to deliver training to staff within their region, identify areas where training is needed, and develop training to address the specific needs of staff. These seven training officers will be on board in early 2016, and will serve a vital role in the professional development of ES staff throughout the state.

(2) Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance program and the training provided for Employment Services and WIOA staff on identification of Unemployment Insurance (UI) eligibility issues.

Ohio passed legislation in April 2014 (HB2) that made changes to eligibility requirements for unemployment insurance (UI) claimants. This has led to ongoing discussion with core program partners, employment services (ES) staff, and UI staff to ensure everyone understands basic requirements of the legislation. This legislation mandates actions by the eighth and 20th week of a claim, and if claimants fail to complete them, their benefits will be denied until they are completed. The eighth-week requirement is claimants update and upload a resume in OhioMeansJobs.com that is active, to enhance job search requirements. This requirement resulted in OhioMeansJobs centers adding workshops and/or services around resume-writing and basic computer skills, as many claimants are not able to complete the requirement without assistance. ES staff and local area staff offer assistance to claimants as needed. The 20th-week requirement is to complete a Career Profile on OhioMeansJobs.com. This requirement is most often completed without assistance from a staff member. However, ongoing issues arise that require ES staff and local area staff to discuss resolution activities. All of these discussions result in increased understanding of UI requirements overall.

In addition to HB2, there are several programs targeting claimants including Unemployment Compensation Reemployment Services (UCRS), Reemployment Services and Eligibility Assessment (RESEA), Trade Adjustment Assistance, and Ohio Learn to Earn. Successful implementation of these programs requires ongoing discussion with core partner program representatives and typically take place during partner meetings or scheduled meetings focused on claimant programs.

Ohio Learn to Earn is a governor's initiative designed to give UI claimants and exhaustees opportunities to volunteer their time to train with an Ohio employer for a short amount of time, building their resumes and learning new skills. If participants demonstrate during the training that they are a good fit for the position, the employer hires them. If not, the trainees walk away with new skills and additions for their resumes. This program expanded UI discussions to local business service teams, so they can promote the program and identify potential trainees. This, too, is an on-going initiative so regular discussions continue increasing knowledge and understanding of UI program issues.

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.

ES staff members are fully trained on the WIOA programs, enabling them to make appropriate referrals to core program partners. As the role of W-P in the OhioMeansJobs centers expands, all ES staff are involved in discussions on how to better collaborate and integrate services with local Title I adult and dislocated worker programs. Co-enrollment strategies are discussed as well.

(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.

Many years ago, Ohio moved away from in-person filing of unemployment claims to online or phone applications. This change in process allowed our employment services (ES) staff to focus on assisting individuals with re-employment, rather than unemployment. This delineation of duties has been effective. ES staff members are equipped to provide basic information to individuals who have questions about how to file for unemployment, as well as assistance related to HB2, previously described.

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. For those claimants who are experiencing issues that keeps them from receiving their benefits, ES staff members are able to assist them under certain circumstances.

Specifically, if a claimant has claimed his / her first week of unemployment, the ES staff will assist individuals who are having difficulties with any one of the following issues:

1. The UI Claimant has re-opened their claim and they have no PIN #.
2. The UI Claimant has a "locked" claim.
3. The UI Claimant has stated that they completed their resume and/or career plan requirement under HB2 but OJI does not indicate the completion status.

For claimants who are experiencing one or more of these issues, ES have been given a toll-free number exclusively for their use, ensuring that assistance will be quickly accessed with minimal hold time. Once the ES staff calls this number, they identify themselves and explain the purpose for the call and the issue the UI Claimant is having. Depending on the issue, the UI Customer Service Representative (CSR) may want to talk directly to the client which at that time the ES staff will hand over the phone so they can interact with each other. Or the CSR may give the ES staff instructions to share with the UI Claimant.

All other issues with the UI Claimant must be resolved through the on-line process or the UI Claimants call in process. An ES Staff member can refer the claimant to the resource room and give them the step-by-step guide to filing their unemployment claim online.

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

Employment services (ES) staff plays a key role in providing reemployment assistance to unemployment insurance (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 of 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 Unemployment Compensation Reemployment Services (UCRS), Reemployment Services and Eligibility Assessment (RESEA), and Trade Adjustment Assistance (TAA). The ultimate goal of each of these programs is reemployment. In Ohio, all those who are 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 88 OhioMeansJobs centers are highlighted and individuals are encouraged to visit the center closest to them for additional assistance in obtaining employment.

In Program Year 2015, RESEA was piloted in nine counties within Ohio. It was redesigned to meet the new federal requirements as well as streamline processes to be more customer-friendly and less burdensome from an administrative perspective. The RESEA program provides claimants with in-depth assistance from ES staff designed to get them back to work as quickly as possible. Plans are underway to expand RESEA statewide in a phased approach through the end of 2016.

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.

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.

ES staff also assists with rapid response events in most areas of the state, 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.

Additional services are in the discussion phase with ES regional coordinators and local OhioMeansJobs center operators and workforce development board directors to further integrate Wagner-Peyser (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. 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;

Wagner-Peyser (W-P) staff members implement the following programs targeting unemployment insurance (UI) claimants: Unemployment Compensation Reemployment Services (UCRS), Reemployment Services and Eligibility Assessment (RESEA), Trade Adjustment Assistance (TAA), Ohio Learn to Earn, and walk-in claimants who come to the OhioMeansJobs centers. Rapid response events also bring claimants to the OhioMeansJobs centers, as do local center recruitment efforts and grants targeting dislocated workers, such as National Dislocated Worker Grants. W-P funds also pay for state services for migrant and seasonal farmworkers (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 U.S. Department of Labor.

Claimants have access to the full array of W-P and labor exchange services. These services include 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 state has developed the Adult and Dislocated Worker Eligibility policy (WIOAPL 15-02) to include specific targeted groups as satisfying 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;

Unemployment insurance (UI) claimants are required to register in the state's premier job matching system, OhioMeansJobs.com. For those individuals who are not already registered in OhioMeansJobs.com, they are set up with an account upon filing for UI. Individuals receive their log-in information in the mail or electronically. ES staff at the OhioMeansJobs centers is able to assist claimants who have questions about their accounts and also assist them if they are experiencing challenges logging in the system. With the requirements of HB2, state law requires claimants to complete specific activities to continue receiving benefits, and claimants must be able to utilize OhioMeansJobs.com to comply. OhioMeansJobs.com Help Sessions are offered in all 88 counties, designed to provide claimants with assistance in meeting HB2 requirements and to better understand how to navigate the tool and to search for work. Exceptions to requiring OhioMeansJobs.com access are for 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.

(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

Employment services (ES) staff members review work search/job contacts during Reemployment Services and Eligibility Assessment (RESEA) one-on-one appointments. If it is found that claimants 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. For claimants who are not participants in RESEA, ES staff also enter alerts into OJI if when interacting with claimants, they believe that work search requirements are not being met. Claimants who fail to attend required activities under RESEA are also noted in OJI for further investigation by staff in the Adjudication Centers.

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

Employment services (ES) staff members – located in all 88 counties – are knowledgeable about local Title I employment and training policies, referral requirements, and in-demand occupations. They are also knowledgeable about special grants and training funds that may be available outside of the Title I adult and dislocated worker programs. Through the implementation of the Trade Adjustment Assistance (TAA) program, ES staff has experience working with training institutions assisting both participants and local areas in making connections to those institutions.

All ES staff members are also knowledgeable about the process to apply for federal financial aid and can provide assistance as necessary. OhioMeansJobs center operators facilitate regular partner meetings during which time, referral processes are reviewed, the status of available funding is

discussed, and dialog between partners take place around the availability of training and any new resources that have come to the area.

(e) <u>Agricultural Outreach Plan (AOP)</u>. 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 migrant and seasonal farmworker (MSFW) program:

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 crewleaders, recruit workers for employers. MSFWs turn to crewleaders to help them find employment wherever they find themselves. The farm crewleaders 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, 2015 saw 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.

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 state'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, 98 camps were licensed to operate as temporary housing for MSFWs. Starting in 2013, ODH appointed a committee that represents employers, farmworkers and government staff to review the state 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.

Agricultural employers who operate licensed labor camps continued requesting state agencies to revive the matching housing grant program that would help them improve their camps or build new

camps. The Ohio Department of Job and Family Services (ODJFS) responded to that request and created the Agricultural Labor Camp Improvement Program. The program provided matching housing grants available for two years until June 2015. Proposed projects were to comply with ODH rules and employers were to match dollar for dollar up to $25,000.00 for each approved project. A total of 23 projects were approved over the two years, which supported the retention of nearly 1,500 jobs and may have created over 100 new jobs.

Education and 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.

(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.

The Ohio Department of Job and Family Services (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 states 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 chart below.

Figure 18: Ohio's Top Crops and Seasons

Crop	Heavy activity months	Geographic area
Tomatoes	May – October	Northwest Ohio
Peppers	May – October	Northwest Ohio
Cucumbers	March – November	Northwest Ohio
Nurseries	March – November	Statewide
Orchard crops	March – November	Statewide

Geographic Area	Counties
Northwest	Sandusky, Huron, Ottawa, Seneca, Erie, Fulton, Henry

Ohio's agricultural employer relies 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.

Figure 19, representing 2014 data, illustrates the hiring needs related to some Ohio crops where MSFWs may be employed. The most labor-intensive functions are planting and harvesting.

Figure 19: Hiring Needs for MSFWs

Crops	Acreage	MSFWs needed for planting	MSFWs needed for harvesting
Cabbage	1,500	150	1,400
Processing tomatoes	5,200	520	5,200
Fresh market tomatoes	3,600	360	3,600
Peppers	2,800	280	2,600
Cucumbers	7,500	0	6,500
Apples	3,600	0	3,600
Pumpkins	6,700	0	6,300
Squash	1,800	0	1,600
Strawberries	620	0	480
Peaches	700	0	700
Grapes	1,600	0	1,600
Tobacco	2,000	0	2,000

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 State 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 State 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.

The Ohio Department of Job and Family Services (ODJFS) compiles data throughout the year, via outreach activity logs, related to the population of MSFW. This data is compared to the data collected by partners, including the WIOA Section 167 National Farmworker Jobs Program (NFJP) grantee, Pathstone. During the 2015 peak seasons, for both field crops and nursery crops, it is estimated that 10,500 MSFWs worked in Ohio. The bulk of this population are of Hispanic background with Spanish as their primary language with educational attainment as a primary barrier. 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 coupled with limited English proficiency. The skill deficiency is exacerbated with self-service type of functions, consequently making the outreach activities imperative to deliver services.

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 State 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.

The Ohio Department of Job and Family Services (ODJFS) plans to dedicate four full-time, bilingual outreach staff to contact agricultural employers and to inform migrant farmworkers of available services. They will invite workers to OhioMeansJobs centers and help them find jobs. Where necessary, the training needed to meet the hiring criteria will be provided. Outreach staff will also develop jobs with employers that they contact. Additional intermittent staff will 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.

The Ohio Department of Job and Family Services (ODJFS) plans to hire four full-time, bilingual outreach staff and intermittent staff, as needed, during peak season to contact agricultural employers and to inform migrant farmworkers of available services. The staff will be required to attend organizational training provided by the Office of Employee and Business Services and programmatic training provided by the Office of Workforce Development. The topics of the programmatic training included but are not limited to include:

Figure 20: Outreach Worker Programmatic Training

Labor Market Information	OhioMeanJobs Centers services
ES Complaint System and Apparent Violations	Human Trafficking
OhioMeansJobs.com (Ohio's Labor Exchange system)	Ohio Workforce Case Management System (OWCMS)
Advocates for Basic Legal Equality (ABLE)	Ohio Migrant Education Center (OMEC)
Pathstone	Teaching and Mentoring Communities (TMC)
Other advocacy groups	US DOL Wage and Hour
Occupational Safety and Health Administration (OSHA)	Wagner Peyser Act
Unemployment insurance and Online Unemployment Benefits Submission and Application Instructions	Foreign Labor Certification

The outreach staff are encouraged to participate in coalitions who provide services to the MSFW populations such as the Farmworker Agencies Liaison Communication and Outreach Network (FALCON) 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.

The Ohio Department of Job and Family Services (ODJFS) provides programmatic training for all of its employees. Additionally, the outreach staff work in concert with other state merit staff in the OhioMeansJob centers to assist in reporting potential UI eligibility issues to the assigned processing centers.

(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.

The Ohio Department of Job and Family Services (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 Office of Workforce Development has seven regional trainers to ensure the state merit staff are trained on all programs areas including but not limited to Wagner Peyser, Workforce Innovation and Opportunity Act, and Unemployment Compensation.

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

The Ohio Department of Job and Family Services (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. Other important venues include church gatherings, entertainment events, clinics, laundromats, grocery stores, specialty shops, and taquerias. Staff will also regularly review the Ohio Department of Health (ODH) list of licensed agricultural labor camps to identify those that have not been visited.

Outreach staff will be located strategically to reach the maximum number of farmworkers. Two full-time staff will be stationed in the northwest area (Sandusky and Huron Counties OhioMeansJobs centers), a third in the northeast (Stark County OhioMeansJobs center), and a fourth in west-central Ohio (Clark County OhioMeansJobs center). In addition, two intermittent staff are located at the Genoa trailer in Ottawa County. The intermittent staff work from May through October when crops are planted and harvested in all these areas. All outreach staff receive training at the beginning of the year to review and update information from the previous year.

The Ohio Department of Job and Family Services (ODJFS) signed a Memorandum of Understanding (MOU) with the WIA 167 grantee to jointly provide migrant farmworker services. Teaching and Mentoring Communities/Texas Migrant Council (TMC) is in the process of signing an MOU with ODJFS to coordinate the provision of day-care services for migrant workers' pre-school children. The state monitor advocate coordinated a series of visits around Ohio that included the 167 grantee, outreach staff and the ODJFS workforce specialists who work with employers. The outreach staff helps coordinate such efforts. For example, staff identified and informed the migrant and seasonal farmworker partners about the problems Ohio faced, including work reductions, down-time and income impacts stemming from excess rainfall in 2015. Partner agencies then provided much-needed food and supplies for farmworkers. Staff was able to deliver those goods directly to the recipients.

(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;

The Ohio department of Job and Family Services (ODJFS), outreach staff is bilingual and can capably inform farmworkers through written material and oral presentations about the services the Ohio Department of Job and Family Services (ODJFS) offers in the OhioMeansJobs centers. During these contacts, outreach staff will register farmworkers for agency services; will refer them to jobs and other needed resources; and will make appointments for them and arrange transportation.

Outreach staff will inform customers about services available at OhioMeansJobs centers through activities, oral presentations, printed materials in English and Spanish, and customer visits to service sites. Other topics of discussion will 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 state laws and employment-related protections;
- The OhioMeansJobs center complaint system;
- Workforce Innovation and Opportunity Act Title I employment and training services;
- Other entities and programs that serve MSFWs, including: the WIOA 167 grantee, the Ohio Department of Health, Advocates for Basic Legal Services, migrant health clinics, food assistance, K-12 education through the Ohio Migrant Education Center (OMEC), Teaching and Mentoring Communities (a provider of care for children from infancy through age five), the Ohio Department of Agriculture (for pesticide issues), and medical assistance from hospitals or urgent care;
- Unemployment insurance and Online Unemployment Benefits Submission and Application Instructions (online at http://unemployment.ohio.gov or by phone at 1-877-644-6562 or TTY 1-888-642-8203); and
- Federal wage/hour laws.

Other activities will include joint outreach visits with partners who serve migrant and seasonal farmworkers (MSFWs). The outreach staff and the state monitor advocate will identify and work with local entities that provide MSFW services, especially in areas where our statewide partners have limited presence.

ii. How the State serves agricultural employers and how it intends to improve such services.

The Ohio Department of Job and Family Services (ODJFS) outreach staff have been the primary point of contact with agricultural employers. The plans to hire four full time, bilingual staff will ensure a consistent point of contact for the employer. Furthermore, the Wagner Peyser staff have been trained in the MSFW program and are prepared to outreach and assist the employer with their workforce needs.

(B) Marketing the employment service complaint system to farmworkers and other farmworker advocacy groups.

Outreach staff will inform farmworkers and agencies about the complaint system individually and in group settings with verbal and written material in an appropriate language. Staff meets 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.

The Ohio Department of Job and Family Services (ODJFS) MSFW program and outreach staff encourage the use of the Agricultural Recruitment System (ARS) through every outreach to the employers and groups such the beginning of season, end of season, partner and employer meetings. Ohio further provided technical assistance to those employers through the entire process of ARS and creating an interstate clearance order. Additionally, Ohio has developed a cooperative agreement with Texas and Florida for interstate clearance orders, to ensure that Ohio's employers are receiving the labor force that is required.

(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).

The Ohio Department of Job and Family Services (ODJFS) signed an MOU with the WIA 167 grantee to jointly provide migrant farmworker services. Teaching and Mentoring Communities/Texas Migrant Council (TMC) is in the process of signing an MOU with ODJFS to coordinate the provision of day-care services for migrant workers' pre-school children. The state monitor advocate coordinated a series of visits around Ohio that included the 167 grantee, outreach staff and the ODJFS workforce specialists who work with employers. The outreach staff helps coordinate such efforts. For example, staff identified and informed the migrant and seasonal farmworker partners about the problems Ohio faced, including work reductions, down-time and income impacts stemming from excess rainfall in 2015. Partner agencies then provided much-needed food and supplies for farmworkers. Staff was able to deliver those goods directly to the recipients.

(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.

The following agencies and organizations listed below have been have been given an opportunity to comment on the state AOP:

1. Adelante – Dayton;
2. Teaching and Mentoring Communities (TMC);
3. Ohio Migrant Education Center (OMEC);
4. Migrant Health Clinics;
5. Advocates for Basic Legal Equality;
6. Hartville Migrant Ministries;
7. Latino Coalition of Clark & Champaign;
8. Ohio Department of Health (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. 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 state must use in development of the Agricultural Outreach Plan outreach and services to Migrant and Seasonal Farmworkers. 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 state 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 OMJ 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 cannot visit the OMJ 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 OMJ 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 state 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 state 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.

(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.

The previous four years of the Wagner-Peyser 9002A reports were reviewed for the years ending June 2015, June 2014, June 2013 and June 2012. The state was found in compliance with providing

MSFWs quantitatively proportionate services as compared to the MSFW. The Ohio Department of Job and Family Services (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.

Figures 21 and 22 show the previous year's history and the goals for the upcoming year.

Figure 21: Previous Year's History (Based on Program Year 2014 Data)

Number of agricultural job orders received	95
Number of agricultural job orders filled	95
Percent to be filled	100 %
Number of interstate clearance orders initiated	1
Number of interstate clearance orders received (including H-2A)	57

Figure 22: Plan for Upcoming Year (Based on Estimated Data)

Number of agricultural job orders expected to be received	125
Number of agricultural job orders projected to be filled	125
Percent to be filled	100 %
Estimated number of interstate clearance orders initiated	2
Estimated number of interstate clearance orders received	57

(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 Agricultural Outreach Plan and had the opportunity to review the plan prior to submission. The advocate will also ensure that all interested agencies and individuals have an opportunity to view this plan and make comments.

WAGNER-PEYSER ASSURANCES

The State Plan must include assurances that:	
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));
	Wagner-Peyser Employment Service is co-located within OhioMeansJobs centers throughout the state.
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;
	TEGL 13-13 ranked Ohio as one of the "significant" states, therefore, Ohio has performed an analysis of the migrant population and available work for this special population. As a result, Ohio plans to hire and locate Migrant Outreach Specialists (MOS) strategically to reach the maximum number of farmworkers. Two full-time staff will be stationed in the northwest area (Sandusky and Huron Counties OhioMeansJobs centers), a third in the northeast (Stark County OhioMeansJobs center), and a fourth in west-central Ohio (Clark County OhioMeansJobs center). Intermittent and seasonal staff will be re-called when needed, especially during peak season from May through October when crops are planted and harvested in all these areas.
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
	The Governor's Executive Workforce Board includes the Executive Director of the Opportunities for Ohioans with Disabilities as well as the Director of the Ohio Department of Job and Family Services to ensure cooperation related to vocational rehabilitation, Wagner-Peyser services, and WIOA Title I employment and training services.
4.	State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations.
	State merit-based public employees provide Wagner-Peyser Act funded labor exchange activities in accordance with Department of Labor regulations.

ADULT EDUCATION AND LITERACY PROGRAMS

The 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) <u>Aligning of Content Standards</u>. 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)).

Ohio Adult Basic and Literacy Education (ABLE) has a long history, over 20 years, of standards-based education. In 2014, the Ohio Department of Higher Education ABLE program adopted the rigorous College and Career Readiness (CCR) Standards for Adult Education (U.S. Department of Education, 2013). The CCR standards were developed and aligned to the Common Core State Standards, which were adopted by the Ohio Department of Education. The CCR standards are evidence-based standards intended to provide all adult students with the opportunity to be prepared for postsecondary education and training without needing remediation. These standards provide a framework used to strengthen and guide local ABLE programs in preparing students for college and careers. All ABLE grant recipients will be required to implement these standards as a requirement of their funding.

(b) <u>Local Activities</u>. 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 or 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 local activities.

Ohio ABLE will select and fund eligible providers through a Request for Proposal (RFP) process. The review process will establish clear, objective criteria for program elements and operations. Proposals will be reviewed through an objective process that focuses on program content, organizational capacity, geographic distribution, and alignment to the core activities of the 2016 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. Additionally, ABLE programs will be expected to connect with local workforce agencies and other education providers to examine opportunities for concurrent enrollment that leads participants into skilled workforce programs.

ABLE 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, ABLE has established a network of professional development. Through this evidence-based professional development, ABLE staff is 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 will be offered to meet the various needs and skill levels of adult students. Distance education will be a learning option in all ABLE

programs because it opens access to instruction for students with barriers to attending and provides increased instructional hours for students wanting to accelerate their learning.

ABLE providers will coordinate with other workforce development partners in the community for the development of career pathways. Providers will also coordinate with local support services such as child care, transportation, mental health services, and career planning to enable all students to attend and complete programs.

All ABLE programs will be required to provide the following services in year one (PY 2016-2017) of the Combined State Plan: adult education and literacy activities, which include English language acquisition, integrated English literacy and civics education, and workforce preparation activities. Details of these activities will be provided in each program's proposal.

Adult Education and Literacy Activities (Section 203 of WIOA)

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 census data, are not required to offer English language acquisition programs.

Integrated English literacy and civics education will provide Immigrants and English 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 also equally important, the civics-related skills and knowledge necessary to become involved parents, workers, and community members. Therefore, every ABLE program offering English language acquisition services will 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 successful transition into and completion of postsecondary education or training, or employment. Workforce preparation skills will be integrated in the ABLE curriculum, therefore, occurring concurrently with adult basic and literacy skills instruction. Per grant assurances, teachers will include technology use in their lesson plans and all ABLE students will have access to and use computers and technology to enhance their learning and digital literacy skills. ABLE programs will also require students to register for OhioMeansJobs.com to provide resources to investigate workforce opportunities that leverage student skills and are available in the region.

Additionally, ABLE programs will seek collaborative opportunities to provide basic skills training as an on-ramp for success in certificate and credential training. These partnerships can help provide students with the skills they need to be successful in training and on the job as well as place them onto a functional career pathway.

Workplace adult education and literacy and integrated education and training activities will be strongly encouraged in year one, but not required until year two (PY 2017-2018) for several reasons:

- Workplace and integrated education and training activities will require robust coordination with businesses and other state partners, particularly OhioMeansJobs centers and career technical education. The coordination is essential to design, deliver, and evaluate career pathways that are responsive to regional and local labor market demands.
- The next ABLE competitive grant, likely in PY 2017-2018, will include plans for how ABLE will assist local employers through career pathways. The ABLE applications will be reviewed by the local workforce development boards to ensure they align with the regional or local WIOA plan.
- Implementing career pathways, workplace literacy, and integrated education and training will necessitate capacity building for ABLE programs, especially in regards to professional development and contextualized career resources.

ABLE programs offering workplace adult education and literacy activities will work collaboratively 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 literacy activities involve strong partnerships with employers or employee organizations in the design and delivery of the instructional program based on workplace needs.

Integrated education and training activities will 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 will be provided in the context of industry-specific needs that involve employers and is integrated with occupational skills training. Programs will provide work-relevant instruction through career pathways and integrated education and training activities.

Family literacy activities will be encouraged but not required. To offer family literacy activities as defined in WIOA requires coordination with other services for the children's component. Family literacy defined in WIOA must integrate all of the following activities:

- Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency;
- Interactive literacy activities between parents or family members and their children;
- Training for parents or family members regarding how to be the primary teachers for their children and full partners in the education of their children; and
- Age-appropriate education to prepare children for success in school and life experiences.

ABLE programs will assist students 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) <u>Corrections Education and other Education of Institutionalized Individuals</u>. 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.

ABLE programs will partner with correctional facilities, when applicable, to offer adult education and literacy activities for criminal offenders who are likely to leave the institution within five years of participation in the ABLE program. As with all ABLE programs, correctional education will include workplace preparation activities to prepare offenders with the skills required for successful transition to postsecondary education and training and employment, critical elements to reduce recidivism. ABLE programs in correctional facilities will support offenders with transition to post release services by being a conduit for referrals to local educational agencies. With a signed release of information, students' records will be submitted for a seamless transition for continued educational services.

According to WIOA, not more than 20 percent of the state's ABLE funds will be used for corrections education.

(d) <u>Integrated English Literacy and Civics Education Program.</u> 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.

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.

ABLE programs will provide high-quality math instruction, evidence-based language instruction in reading, writing, speaking, and understanding English, and civics education to all English language learners, including professionals with degrees and credentials in their native countries.

These competencies allow them to obtain secondary school credentials and succeed in further education and training. Immigrants will acquire an understanding of what it means to be a citizen and to participate in civics responsibilities.

Integrated English literacy and civics education may include workforce training. Through collaboration with local workforce development partners and alignment with the regional or local plan, ABLE programs will assist English language learners with career goals by offering integrated English literacy and civics education concurrently with integrated education and training as part of a career pathway. Integrated education and training will focus on in-demand occupations that lead to economic self-sufficiency.

English language acquisition skills, civics education, workforce preparation activities, and workforce training for a specific occupation or occupational cluster would:

- Occur simultaneously;
- Use occupationally relevant instructional materials; and
- Employ a single set of learning objectives.

Successful career pathways, leading to educational and career advancement for ABLE students, will require coordinated design, delivery, and evaluation amongst all local workforce development partners.

(e) State Leadership. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

The Combined State Plan outlines 10 reforms that align Ohio's core programs and OhioMeansJobs center partners. Five of the reforms are: require registration in OhioMeansJobs.com, develop integrated case management, institute a common assessment strategy, encourage co-enrollment between programs and services, and develop workforce success measures (Common Measures). These reforms provide guidance in developing career pathways for individuals in Ohio's ABLE program. As Ohio works toward implementing the reforms, the core partners will work to develop systems that avoid duplication of services and assist workers to be better trained to be employed for the in-demand jobs in the local area. The Governor's Office of Workforce Transformation is taking the lead in implementing these reforms; however, each of the core partners will be involved in the development of the systems. As a result, funds for each of the core partners will be leveraged to ensure that career pathways will be accessible for individuals in ABLE and the other core programs.

Ohio ABLE has a Professional Development Network (PDN) of highly qualified trainers through The Ohio State University and Kent State University. The trainers provide instruction to assist local program providers to engage and instruct adult learners. The focus of professional development events will be the priorities of the state, which include addressing instructional methods for the essential components of reading, the special needs of adults, and subject-specific instructional practices. These trainings are available to all ABLE staff. The PDN will continue to work in conjunction with the state ABLE office to determine the needs of the local providers and to develop trainings and disseminate information and models of promising practices to address these needs.

Technical assistance will be offered in several ways. Research on various methods and practices will be conducted such as strategies for instructing reading and mathematics. The research then will be disseminated to the field for implementation. In addition, there will be support for developing relationships with partners and the ABLE programs. Presentations will be offered on how to link with the partners to better engage employment and training providers. The assistance will help students by increasing access to employment and educational services. Staff training such as using Excel spreadsheets, will be offered as technical assistance in how to use the data management system for program planning and improvement. During the year, one-to-one technical assistance will be provided as needed.

The monitoring and evaluation of the quality of education in ABLE is assisted by the ABLELink project team at the Ohio Literacy Resource Center at Kent State University. The ABLELink team provides reports to the state office on the programs as compared to the performance measures in the National Reporting System (NRS). These reports are then used to work with the local providers to improve ABLE services. In addition, Ohio has developed the Program Improvement Consultation Plan (PICP). The PICP is a prescriptive continuous improvement tool. This tool is the result of a collaborative process designed to assist local program administrators as they examine data and select and implement strategies for program improvement. Ohio's ABLE office and the PDN monitor the progress of the local programs' PICP by check-in calls three times a year.

To meet the four requirements of WIOA, Ohio ABLE maintains a project team of trainers and subject matter experts. The work group who focused on the state combined plan will continue to meet to address the 10 reforms, which will move Ohio closer to the goals of having a unified workforce system. The trainers and subject matter experts will continue to provide instruction on the new College and Career Readiness standards, training that offer evidence-based strategies for instructing adult learners, and technical assistance for the data management system.

As each of the groups work in their areas of knowledge, the ABLE system in Ohio will become stronger and more unified with the other core programs and OhioMeansJobs center partners. Because these groups are well positioned to continue their work, Ohio will be able to implement the requirements for WIOA.

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 state literacy resource centers. The state resource centers are located at The Ohio State University and Kent State University. The Ohio State University focuses on training, research, technical assistance, and standards development. Kent State University focuses on maintaining the database system for the ABLE providers known as ABLELink, providing technical assistance for ABLELink, offering distance education for the state as the hub, and providing customer service for the ABLE system.

The Ohio State University has a team of experts that conduct trainings, research and technical assistance. Over 129 trainings were offered in PY 2014-2015, and in the first part of PY 2015-2016 over 30 trainings have taken place. The Ohio State University also focuses on curriculum, standards and professional development. The College and Career Readiness (CCR) standards were integrated with the Ohio ABLE standards; this work will continue to ensure the local programs have access to the standards and an understanding of how to use them in the classroom.

One tool developed for this area is the Online Teacher Resource Center, which houses over 3,600 online resources reviewed by subject matter experts as appropriate for the ABLE classroom and students. Professional development activities were conducted to assist the programs with understanding of resources and applying the standards in the classroom. The Ohio State University also provided technical assistance to several programs to develop a curriculum based on the CCR and Ohio standards. These activities will continue to be supported.

Kent State University develops trainings for distance education such as Distance Education Basics, which is required of any staff new to distance education. The Ohio Literacy Resource Center maintains statewide licenses for several online and computer assessments thus providing the state programs with access to technology and training to effectively use technology. Training for ABLELink involves not only how to use the database system but how to develop reports that allows the local programs to monitor the data as often as necessary.

The state will continue to support training that addresses specific subject areas such as mathematics and reading. An example of a mathematics training that has been supported by the Ohio ABLE office is the LINCS Adult Numeracy Initiative (ANI) training, which is an evidence-based program that increases mathematics content knowledge, mathematics content standards use, and instructional

skills. In addition, the state ABLE office will support activities that improve the quality of instruction for the learners in Ohio's ABLE programs such as English for Speakers of Other Languages (ESOL) Live Chats, which are teacher online chats about what works in the ESOL classroom.

When it is possible the core programs and the OhioMeansJobs center partners will collaborate to offer these professional development activities to avoid duplication of services. It is important to include the partners so that all core partners understand the connection between the various programs and can provide assistance to students.

(f) <u>Assessing Quality</u>. 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.

ABLE will use monitoring tools to assess the quality of Ohio's adult education and literacy provider including:

- Program reviews;
- Technical site visits;
- Desk reviews; and
- Quarterly desktop monitoring.

The program review is a comprehensive, on-site review of all components of the local ABLE program including, but not limited to, program administration, student instruction, and fiscal compliance. During the program review, local ABLE providers must demonstrate adherence to all ABLE policies and procedures, the Student Experience Model, Indicators of Program Quality and data entry protocols (Data Certification Checklist). 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 a more accurate "snapshot" of a program than just the annual ABLE Local Program Desk Review data; and
- For local programs, an opportunity for professional growth and continuous improvement.

Local ABLE programs will be identified for on-site monitoring based, in part, on the following factors:

- Two consistent years of "Not Acceptable" on the desk review (discussed below);
- Key personnel changes (such as new organizational leaders, ABLE administrator and/or fiscal officer);
- Newly approved program;
- Change in organization of the program such as a merger, development of a consortia or change in governance;

- Excessive carryover (beyond 15 percent) over a two-year period; and
- Within the three-year cycle for all programs.

Similar to the program review, the technical site visit is on-site monitoring that will be used to assist local ABLE programs with a specific, pre-determined problem area. Both the program review and the technical site visit will result in a formal follow-up report addressed to the ABLE administrator and the program chief executive officer, president or superintendent citing any issues of non-compliance (findings) and program improvement recommendations. Local ABLE programs will 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. There will also be a 90-day follow-up visit, wherein the program will show, in writing and/or verified by state staff, implementation of the response to the formal report.

ABLE will also utilize an annual desk review to assess program success through analysis of data. As the annual report card, the desk review will allow a comparison between the local program's final fiscal year data to the negotiated targets from the federal government relative to skills gain in the area of progress through assessment and core performance outcomes. Programs will be assigned the designation of exemplary, superior, acceptable and not acceptable to identify how well they meet the negotiated targets.

To assist with data validation, the ABLE office will conduct quarterly desktop monitoring with each of the local ABLE programs. Desktop monitoring will allow 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). Desktop monitoring will complement the preparation of an annual Program Improvement Consultation Plan (PICP). The PICP is a prescriptive continuous improvement tool resulting from a collaborative process designed to assist local program administrators as they examine data and select and implement strategies for program improvement. The primary objectives of the PICP are:

- To identify program goals, strategies, resources and tools to support successful program improvement; and
- To assist programs in analyzing data and performing a gap analysis to identify program improvement efforts.

To assist with program improvements identified by the four tools listed above and to provide support to pending initiatives such as WIOA implementation, ABLE will provide a robust Professional Development Network (PDN) to local ABLE programs. The PDN will serve to assist local ABLE programs with developing the skills and knowledge of staff to increase the successful transition of students to postsecondary education/training and employment. The objectives of the PDN include:

- Facilitating a culture of sustained learning;
- Providing evidence-based, high-quality, effective professional development; and
- Responding to emerging state ABLE professional development priorities.

Functionally, the PDN will offer all of the required training that ABLE staff must complete within defined time periods as well as any learning relevant on the broad spectrum of meeting grant requirements to developing sustained classroom practice to standards implementation. Trainings

will be offered through a variety of formats including face-to-face small and large groups, and online self-directed and facilitated.

ADULT BASIC EDUCATION AND LITERACY PROGRAMS CERTIFICATIONS AND ASSURANCES

States must provide written and signed certifications that:	
1.	The plan is submitted by the State agency that is eligible to submit the plan;
	The Department of Higher Education (DHE) submits a plan for the Adult Basic and Literacy Education (ABLE) programs each year to the U.S Department of Education.
2.	The State agency has authority under State law to perform the functions of the State under the program;
	The state budget provides funds to the Department of Higher Education to perform the function of the state under the program.
3.	The State legally may carry out each provision of the plan;
	According to the federal Grant Award Notification, the Department of Higher Education has the authority to carry out the provisions of the plan.
4.	All provisions of the plan are consistent with State law;
	The state plan is reviewed by the DHE legal department and the Governor's office to ensure the plan is consistent with State Law.
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;
	The Grant Award Notification names the Chancellor of the DHE as the recipient of the funds with the authority to disburse the federal funds through subawards throughout the state.
6.	The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;
	The chancellor of the DHE has the authority to submit the plan after the review of the governor of Ohio.
7.	The agency that is submitting the plan has adopted or otherwise formally approved the plan; and
	Once the state plan is approved through the Governor's office, the Chancellor sends the plan to the US Department of Education. This document is then formally adopted by DHE.
8.	The plan is the basis for State operation and administration of the program;
	The grant assurances and the general assurances reflect the state plan and the operation and administration of the program. The grant documents reflect the plan.

The State Plan must include assurances that:	
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);
	The Ohio Department of Education Grant Assurances is signed by all sub recipients as part of the grant assurances each year.
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;
	The Department of Higher Education conducts a competitive grant process that ensures that each county of the state of Ohio has access to services through the Adult Basic and Literacy Education program.
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; and
	The ODHE ABLE Grant Assurances and the Student Eligibility Policy identifies the students eligible for services.
4.	The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities;
	ODHE will adhere to section 243(a) of WIOA.
5.	The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) 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 and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and
	ODHE will adhere to section 243(a) of WIOA.
6.	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.
	ODHE will adhere to the policies of title II of WIOA which states that a program for criminal offenders is to give the priority of those individuals who are likely to leave the correctional institution with five years of the services. The funds for these programs shall not exceed 20% of the funds.

VOCATIONAL REHABILITATION

The Vocational Rehabilitation (VR) Services Portion of the 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) <u>Input of State Rehabilitation Council</u>. 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;
(2) the Designated State unit's response to the Council's input and recommendations; and
(3) the designated State unit's explanations for rejecting any of the Council's input or recommendations.

Opportunities for Ohioans with Disabilities (OOD) is an independent commission.

(b) <u>Request for Waiver of Statewideness.</u> 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 vocational rehabilitation services offered by OOD are available in all areas of the state.

(c) <u>Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System.</u> 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;
(2) State programs carried out under section 4 of the Assistive Technology Act of 1998;
(3) Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture;
(4) Noneducational agencies serving out-of-school youth; and
(5) State use contracting programs.

Opportunities for Ohioans with Disabilities (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 successful rehabilitation of individuals with disabilities served by the Vocational Rehabilitation program.

Federal, State, and Local Agencies and Programs:
OOD has Interagency Agreements with several state agencies that serve individuals with disabilities in Ohio. This includes the Ohio Department of Developmental Disabilities, the Ohio Department of Mental Health and Addiction Services, the Ohio Department of Higher Education and the Ohio Department of Aging. Additional details about these Interagency Agreements are provided in a later section of this plan.

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. OOD continues to explore opportunities for partnership with AT Ohio. Most recently, AT Ohio partnered with OOD to provide training to business partners in regards to available assistive technology that can be utilized as reasonable accommodations to their employees with disabilities.

Programs Carried Out by the Under Secretary for Rural Development of the Department of Agriculture:
OOD does not currently have any cooperative agreements with programs carried out by the Undersecretary for Rural Development of the United States Department of Agriculture. However, OOD does partner with the Ohio AgrAbility program. Liaisons to the AgrAbility program have been established and training has been provided to VR staff about the availability of the program.

Non-educational Agencies Serving Out-Of-School-Youth:
OOD does not currently have any formal cooperative agreements with programs that specifically serve out-of-school youth. It should be noted; however, that OOD staff work with a variety of agencies that mutually serve out-of-school youth at the local level.

State Use Contracting Programs:
OOD has not entered into a formal cooperative agreement with the State Use Contracting program in Ohio. OOD does partner with the Ohio Department of Administrative Services by participating on the Ohio Procurement from Community Rehabilitation Programs (OPCRP) Strategic Planning Steering Committee.

(d) <u>Coordination with Education Officials.</u> 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 finalized its Vocational Rehabilitation (VR) Transition Services procedure (Procedure # 80-VR-11-12) in September 2014 after months of development with multiple stakeholders, including the Ohio Departments of Education, Developmental Disabilities, and Mental Health and Addiction Services, and other entities. The purpose of the transition procedure is to provide direction for the application, eligibility determination and provision of transition services, including pre-employment transition services for VR-eligible students with disabilities. The procedure complies with 34 CFR 361.5, 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 Individualized Plan for Employment (IPE) must be completed prior to the eligible student exiting school.

The 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 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.

The transition procedure describes a service delivery process focused on progressive career development for eligible students with disabilities. It is designed to be person-centered to meet the needs of students who are ready for progressive career development and those youth who may need developmental activities, including students as young as 14, to prepare them for progressive career development. The flexibility of this service delivery model allows VR program staff to become involved with the student at an earlier age, thus becoming a more active participant in the transition planning process overall. To meet the progressive career development needs of students who are at various places in their development, OOD updated its VR Fee Schedule in April 2014 to expand services for transition youth, adding Summer Career Exploration and Summer Job Development. OOD has worked with the Ohio Department of Education, Office for Exceptional Children to develop a publication titled "A Guide to Transition Services: Helping Students with Disabilities Move from School to Work". This publication is widely distributed to school personnel, as well as to students with disabilities and their families. This publication was updated in FFY 2014 (October 2013), and will continue to be used in training measures to promote collaboration between local education authorities and OOD field staff.

(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;

(B) transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

(C) roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

(D) procedures for outreach to and identification of students with disabilities who need transition services.

OOD maintains two interagency agreements with the Ohio Department of Education, Office for Exceptional Children (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. This agreement was recently updated and will remain in effect until June 30, 2017. The purpose of the Interagency Agreement between OOD and ODE/OEC 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, developed to facilitate the transition of students with disabilities from school to post-school activities – including receipt of vocational rehabilitation (VR) services. The second agreement outlines the Ohio Transition Support Partnership, described below.

In September 2015, OOD and ODE/OEC launched the Ohio Transition Support Partnership (OTSP). This statewide collaboration between the two agencies expands transition services for students with disabilities, ages 14 to 21, who are receiving services under an Individualized Education Program (IEP) and meet OOD eligibility criteria. Through the OTSP model, VR staff has 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; and
- Improves strategies to ensure that students with disabilities secure employment prior to graduation and connect with long-term supports services when needed and available to ensure long term success.

The Ohio Department of Education estimates there are more than 50,000 school-age youth (starting at age 14), with an IEP and who also have identified disabilities, potentially qualifying them 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. It is a progressive service delivery model 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 received training in transition-specific items, including coordinated multi-agency planning, progressive service delivery for youth 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, Regional Support Teams consisting of ODE and OOD staff-coordinated meetings with local education agencies and career technical planning districts in October 2015. These meetings provided an opportunity for local partners to learn about the program model and develop a process for student referrals at the local level. Partners work together to plan for upcoming outreach events with students and their families.

Consultation and Technical Assistance under the Interagency Agreement:
ODE/OEC, through its network of 16 State Support Team transition contacts and four Career Technical Planning District 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 transition students on targeted and/or general caseloads. These liaison counselors also participate on interagency transition teams in both special education and career-technical education programs.

The Ohio Department of Education 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 employment in an integrated, competitive environment. 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 provides 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 prospective 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.

Transition Planning under the Interagency Agreement:
The Interagency Agreement outlines how transition planning is to occur at the local level for 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 Individualized Plan for Employment (IPE), the 504 Plan, the Individualized Education Program (IEP), and any other plans that lead to post-secondary 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 post-secondary goals based on age-appropriate transition assessments related to employment in a competitive environment in which workers are integrated regardless of disability.

Roles and Responsibilities under the Interagency Agreement:
The Interagency Agreement outlines roles and responsibilities for education 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 include providing a liaison counselor for each school district 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 existing school. VR services should complement services provided by schools, but not replace those services.

Procedures for Outreach:
As noted above, OOD's transition procedure outlines a practice to foster partnership 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 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.

In addition, OOD recently hired 26 VR counselors and 13 caseload assistants to provide services under the OTSP program. This program will serve 3,300 students with disabilities annually. Aggressive outreach efforts with Career Technical Planning Districts and local education agencies are currently underway to engage these students with disabilities in VR services. State Support Team staff from the education system is assisting OOD in these efforts.

(e) <u>Cooperative Agreements with Private Nonprofit Organizations</u>. Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

OOD has approximately 350 providers that provide at least one of the 29 vocational rehabilitation (VR) services included on the VR Fee Schedule. Prior to providing any of these 29 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.

Beginning in FFY 2015 and continuing into FFY 2016, OOD has collaborated with the Ohio Department of Developmental Disabilities to adapt an online tool known as the Provider Management Program (PMP) for use by VR service providers. This self-service tool has created a more robust interface for OOD to work with the provider community, as well as a more user friendly interface for individuals with disabilities to identify available providers and make more informed decisions about provider 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 should arise during the fiscal year.

In FFY 2016, this tool will include added 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 will house a newly developed 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 also is exploring ways to include customer satisfaction data into the scorecards.

OOD implemented a standardized VR Fee Schedule in FFY 2013 that is designed to ensure a consistent pattern and quality of services purchased statewide. The VR Fee Schedule provides an important foundation for improved quality of purchased services through the development of standardized service definitions and rates, service reporting and billing templates and provider scorecards. It should be noted that OOD is currently working with a consulting firm to update the VR Fee Schedule with the intention of moving from market based rates to cost informed rates. This involves collecting cost reports from providers to accurately capture expenses associated with carrying out services under the VR Fee Schedule and inform the development of updated rates. As a part of this project, OOD is also considering alternate rate structures, such as performance based fee structures, that would incentivize achievement of common performance measures under WIOA. OOD is seeking to simplify fee structures to reduce administrative activities associated with billing and reporting as well.

It should be noted that OOD also maintains Medical, Dental, and Psychological Fee Schedules to establish rates for purchasing VR services such as exams and assessments, restoration and treatment and durable medical equipment such as hearing aids and eyeglasses. In FFY 2016, OOD intends to update these Fee Schedules and align with the Ohio Department of Medicaid service definitions and rates. This will:

- Align the VR program with purchasing practices of other state and local partner agencies;
- Increase consistency among these fee schedules;
- Expand the number of VR purchased services that have established standards and rates;
- Make available a pool of potential providers that meet requirements established by the Ohio Department of Medicaid; and
- Simplify the approach to purchasing many of these services.

In FFY 2013, OOD in partnership with the Ohio Department of Developmental Disabilities (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 provides 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.

During FFY 16, OOD will be developing a VR Provider 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.

(f) <u>Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.</u> 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.

Opportunities for Ohioans with Disabilities (OOD) maintains policy guiding the provision of supported employment services and is in the process of updating its supported employment policy and procedure in accordance with WIOA. The updated policy and procedure will provide a strong foundation for improving supported employment service delivery and relative employment outcomes. Upon the publishing of the final regulations, OOD will finalize the draft policy and procedure, with statewide training being provided to 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 Ohio Department of Developmental Disabilities (DODD), and the Ohio Department of Mental Health and Addiction Services (OhioMHAS) 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.

For individuals with developmental disabilities who are eligible for Medicaid home and community based services (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 dollars for long-term supports.

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 30,000 working-age adults who receive adult services, the vast majority of which are in facility-based settings. This statewide initiative supports job seekers to transition from facility-based work and non-work settings into competitive, integrated employment. Twenty-five 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 Individualized Plan for Employment (IPE) and purchase supported employment services, including performance-based job development, from approved providers. In addition, five caseload assistants were hired specifically for the partnership to provide work incentives services to individuals served by the project. The staff holds Community Partner Work Incentives Counselor (CWIC) certifications and is tasked with expanding the availability

of work incentives counseling for individuals with developmental disabilities who are served as part of the partnership.

OOD and DODD have also established criteria for approval of waivers to OOD's accreditation requirements for DODD-certified employment service providers. This dual-certification process allows DODD-certified Medicaid HCBS waiver providers to deliver both VR services and long-term follow-along supports to ensure continuity of services. To date, more than 1,200 provider staff has successfully completed the initial training and will continue to receive in-person training. Certain providers through this partnership have recently been selected to participate in targeted technical assistance to develop staff's skills and competencies in employer engagement.

An important component of the 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. Training for service providers includes web-based competency-based supported employment training and requires a passing score prior to serving individuals within the program. Following successful completion of the web-based training, regional in-person training regarding the competency-based supported employment model is required.

OOD and OhioMHAS 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 Individual Placement and Support (IPS). OOD is committed to improving employment outcomes for individuals with SPMI and considers IPS to be an important component to achieving this commitment.

OhioMHAS funds the Coordinating Center for Excellence (CCOE) for Evidence-Based Supported Employment for individuals with serious mental illness through block grant funding. The CCOE has provided past training and technical assistance to OOD staff. OOD actively participates on the statewide employment committee and is working with the group to develop future training for OOD staff and mental health partners. OOD, OhioMHAS and the CCOE continue as active participants of the Johnson & Johnson – Dartmouth Community Mental Health Program. This program works with selected states to implement IPS for individuals with SPMI who are interested in gaining employment.

During FFY 2015, the statewide employment committee developed recommendations for an IPS procedure protocol. The procedure identifies potential candidates for IPS, outlines the VR referral process, coordinated planning with the job seeker's employment team, rapid engagement in the job search process, ongoing support, and transition to long-term supports through the local mental health agency.

OOD has contracted with Public Consulting Group (PCG) to recommend cost informed rates as a part of an overall update to the VR Fee Schedule. To build upon the above referenced initiatives with DODD and OhioMHAS, this fee schedule update will include the development of a service definition and rate for supported employment services. Previously, OOD has purchased services from supported employment service providers using traditional service definitions and rates for job development, job coaching, etc. Although not finalized, it is anticipated that rates will be developed based on qualification requirements for staff that are certified in the IPS model for consumers with SPMI and the supported employment training established for providers serving consumers with developmental disabilities. These new services and rates are also anticipated to have performance based rate structures and are planned to be implemented by late fall of 2016.

(g) <u>Coordination with Employers.</u> 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 has established a Business Engagement Team to support the VR programs' efforts to engage with employers. The Business Engagement Team reviews Ohio's labor market information and in-demand jobs through tools provided by the Ohio Department of Job and Family Services (ODJFS), specifically Ohio's virtual business and employment service center known as OhioMeansJobs.com. Business Engagement staff then develops marketing plans to engage with in-demand employers who are hiring in fields aligned with OOD's pool of job-ready VR candidates. Likewise, this team helps VR counselors stay abreast of the current labor market trends and helps individuals served by the VR program to develop job goals that are aligned with in-demand jobs in their respective communities.

The work of the Business Engagement team is focused on a number of key initiatives focused primarily on employer engagement, employer education, OOD DisAbility Job Fairs and OOD's direct sourcing of qualified VR candidates for these employers. These initiatives will help promote a culture of diversity and inclusion among Ohio employers creating more opportunities and a quicker path to employment for OOD's eligible individuals.

Supporting Recruitment and Onboarding and Retention of VR Consumers:
OOD partners with employers in the state of Ohio for the purposes of identifying available jobs that best match with the skills and qualifications of eligible individuals served by the VR programs. As job opportunities are identified, Business Engagement staff performs a job match in OOD's VR case management system to identify appropriate job ready candidates. VR counselors managing those cases are notified that one of their job ready consumers has been identified for a potential opportunity. VR and/or provider staff then assists the eligible individual through the application, hiring and onboarding process and ensures any services needed to support a successful rehabilitation are provided.

Through these same employer engagement activities OOD has forged relationships with employers to also promote the ability of OOD to work with employers toward the retention of qualified workers with disabilities. OOD has been engaged with targeted outreach to federal contractors concerning Sec 503 requirements and is engaged with helping these employers understand OOD's ambition to both support their hiring needs and assist them with retaining workers who have onset disabilities or perhaps have recently disclosed a disability and is in need of VR services to retain their employment.

Ohio Business Leadership Network (OHBLN):
The OHBLN is a business to business organization whose members support a diverse and inclusive workforce by recruiting, hiring, and retaining individuals with disabilities. The OHBLN is an affiliate of the United Sates Business Leadership Network, which is aligned with the U.S. Chamber of Commerce. OOD works in partnership with OHBLN by recruiting members on its behalf and by sourcing qualified OOD eligible individuals when requested for available positions with OHBLN members. OHBLN has been engaged with OOD to develop peer-to-peer trainings for other employers and to develop and design the Ohio Employer Tool Kit, which provides access to resources, tools and templates

supporting increased workplace inclusion. As many of these OHBLN employers are also interested in recruitment of transition youth, OOD has also been engaged in various hiring events and transition recruiting fairs, hosted by their member employers. OOD coordinates with their local offices and transition counselors so students and youth with disabilities can fully participate in those opportunities.

Workplace Initiative of Ohio (WIO):
OOD and OHBLN have been grantees with a private family foundation for the past two years for the purpose of placing OOD's eligible individuals in jobs with OHBLN members. OOD had a two-year goal of 200 placements and exceeded that goal by over 118 placements. OOD will continue its partnership with the grantor by committing resources to grow the employers participating in WIO and increase the number of eligible individuals placed in jobs. Due to the success of the first year of the grant, the foundation has worked with OOD to expand this initiative into all four of OOD's Regional Areas. OOD is also investing in technical enhancements to expedite communication and support follow-up and reporting of the outcomes of the engagements supported through this initiative.

On-the-Job Training (OJT):
OOD intends to reintroduce the use of OJT to facilitate increased skill gains and wages for individuals served by the VR program. This will allow OOD to work with employers to hire individuals with disabilities into more skilled and higher paying positions within their business. OOD plans to align the VR OJT policy and procedure with Ohio's Title I funded OJT, as much as possible, by using the same forms, training plan templates, agreements, and invoice template. Aligning VR OJT with those funded by WIOA Title I employment and training and Trade Adjustment Assistance Reauthorization Act of 2015 (TAA) will make it easier for the employers who are accustom to Title I- and TAA-funded OJT to also work with OOD consumers on VR-funded OJT. This also supports better alignment across workforce programs.

Employer Toolkit:
As directed by Ohio's Workforce Integration Task Force, OOD, ODJFS, and OHBLN are collaborating on an Employer Toolkit that will provide guidance to employers on best practices for the recruitment, hiring and retention of individuals with disabilities, including providing reasonable accommodations. This toolkit will be available for all Ohio employers through each agency's website and will also be distributed through business organizations such as the Ohio Chamber of Commerce and the Ohio Manufacturing Association. The publication of the toolkit is planned for a January 2016 release.

National Disability Employment Awareness Month and OOD Job Fairs:
In FFY 2014 and 2015, in support of National Disability Employment Awareness Month and for the purposes of efficiently linking OOD's job ready candidates and employers seeking to hire individuals with disabilities, OOD hosted several DisAbility Job Fairs. In FFY 2015, these job fairs were held in Cincinnati, Cleveland, Columbus, and Toledo and were collectively attended by over 170 employers and 800 OOD job-ready candidates. OOD also provides educational programming to employers on best practices on the inclusion of individuals with disabilities in the workplace at the fairs. OOD plans to sponsor four job fairs in 2016 at the same locations. Due to the resounding success of these job fairs, OOD is also considering smaller spring time job fairs at alternate locations throughout the state. The timing of these job fairs will be linked to students and youth with disabilities who are seeking employment as well as adult job-ready candidates.

OOD has implemented measures within the VR case management system to track outcomes of job seekers who attended the DisAbility Job Fairs and to determine if the job fairs affect the time to employment for job seekers. Likewise, OOD will measure if it has increased engagement and hiring success with employers who attended either the employer education or were exhibitors at the job fairs. In addition, OOD has sought feedback from employers and job seekers who attended to evaluate if the job fair experience met their needs. These surveys are also used to help OOD continuously improve outcomes from these events.

In addition to the OOD sponsored DisAbilty Job Fairs, OOD also participates in other job fairs supported by partner organizations such as local OhioMeansJobs centers, Veterans' Job Fairs and Transition Job Fairs. OOD leverages these events as an opportunity to deliver employer education, to directly engage and expand OOD's employer network and to prepare and ensure OOD job-ready candidates are able to fully participate in these opportunities.

Opportunity Awards:
OOD launched an employer recognition campaign in FFY2014 called the Opportunity Awards. OOD intends to continue this annual effort through the course of the next state plan as well. Through this initiative, OOD recognizes Ohio employers that have successfully hired OOD's eligible individuals. There are three categories to the Opportunity Awards:

1. The Creating Opportunity award is granted to employers who have made first time hires of three or more OOD eligible individuals in a year;
2. The Committed to Opportunity award is given to employers who have had three or more successful hires of OOD eligible individuals for each of the last four years; and
3. The Champion of Opportunity awards is bestowed to selected employers who serve as statewide examples of inclusion of individuals of disabilities in the workplace.

In 2015, OOD recognized over 70 employers through Opportunity Awards. These recognitions are announced via OOD's website, media outlets, OOD's Weekly Focus publication, and are often prominently displayed at the employer's place of business through the certificates and decals stating "We hire based on ABILITY".

Windmills:
Windmills is a disability awareness training program of 12 modules designed to help breakdown employer barriers and apprehensions associated with hiring individuals with disabilities. Through the Workforce Integration Task Force report, Ohio identified employer perceptions and lack of disability awareness as key barriers to the employment of individuals with disabilities. This finding bolstered OOD's commitment to offer more training, such as Windmills, to increase employer awareness and to offer tools to employers to support the creation of an inclusive workforce. In addition to the Business Engagement staff already trained to facilitate Windmills, OOD has trained a cohort of an additional 20 Windmills facilitators. In FFY 2015, OOD presented over 30 Windmills presentations to over 100 employers throughout Ohio free of charge.

Alignment with In-Demand Occupations:
OOD utilizes resources provided by ODJFS and OhioMeansJobs.com that provide information on the available jobs by employers in all 88 Ohio counties. OOD's Business Engagement Team will utilize this information to establish partnerships with the identified employers for the purposes of sourcing qualified OOD eligible individuals for the available jobs. OOD's Business Engagement Team will also

use these partnership opportunities to offer the Windmills training to the employers to assist them in their movement to a culture of inclusion of people with disabilities. OOD will also identify Ohio's in-demand occupations, as published on OhioMeansJobs.com and evidenced by employers, job opportunities to assist OOD's VR counselors in writing Individualized Plans for Employment (IPE) that align with the in-demand occupations in their particular area and by industry cluster.

The Business Relations Team has been engaged with a number of in-demand occupation employers such as those who employ skilled apprentice-able occupations. The Business Relations Manager has engaged with the Ohio Statewide Apprenticeship Council to discuss strategies for OOD transition students to access pre-apprenticeship and apprenticeship training programs as well as the ability of OOD to help them retain their seasoned employees who could be experiencing onset disabilities as a strategy to retain the talent they already have on board. This engagement has led to more opportunities to offer Windmills training and for OOD to evaluate the training programs and knowledge, skills and abilities required by these various programs to increase participation and success of OOD qualified candidates.

Industry Workforce Alliances:
In 2014, the Governor's Office of Workforce Transformation in conjunction with ODJFS announced the Industry Workforce Alliance Pilot Initiative. This initiative is a grant opportunity for Industry Workforce Alliances designed to encourage workforce development partnerships among employers and other community leaders. OOD's Business Engagement Team will partner with each of the alliances to raise awareness of OOD with the employers participating in the alliances to identify direct placement job opportunities for OOD's eligible individuals, internships and summer jobs for Transition students, as well as offering Windmills.

OOD is highly focused on services to students and youth with disabilities. The business engagement strategies outlined in this section will equally be utilized to improve employment outcomes for students and youth with disabilities.

(h) <u>Interagency Cooperation.</u> 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 Ohio Department of Developmental Disabilities (DODD) to expand vocational rehabilitation (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 signed by Governor Kasich 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.

An Interagency Agreement between the state level Employment First Taskforce agencies has been implemented. This includes the Ohio Departments of Developmental Disabilities, Education, Job and Family Services, Mental Health and Addiction Services, and Medicaid, 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.

In 2015 and continuing into 2016, Ohio has been selected as a core state in the Employment First State Leadership Mentoring Program. Through this grant, which is funded through the U.S. 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.

A resource guide is in development that will serve as policy guidance to staff from local education agencies, VR, county boards of developmental disabilities, mental health providers and workforce development staff.

In addition to the Employment First Partnership agreement with DODD, OOD also has developed a joint interagency agreement with DODD and the Ohio Department of Medicaid (ODM) in accordance with requirements of WIOA. DODD and ODM maintain a separate interagency agreement (A-1415-07-0528) that outlines programmatic and fiscal responsibilities between the two agencies, in which ODM delegates the day-to-day operations of the DODD Home and Community Based Services (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 home and community based services 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 facility-based work and non-work 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 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 OhioMHAS maintain an Interagency Agreement to assist in promoting positive employment outcomes for individuals with severe and persistent mental illness (SPMI) and/or co-occurring substance use disorders.

The purpose of the Interagency Agreement between OOD and OhioMHAS is to outline a collaborative framework for coordinating services to improve engagement and facilitate outreach to individuals with severe and persistent mental illness, 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. This will ensure consistent information and guidance about VR programming and availability of services is provided for individuals served through the two programs.

(i) <u>Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development</u>. 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 vocational rehabilitation (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 (office assistants and/or accountant examiners). Caseload assistants primarily focus on facilitating applications and intakes for VR services and gathering information needed for eligibility determination. Office assistants 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 2015, OOD employed 238 vocational

rehabilitation counselors (VRCs). Altogether 28,669 people were served through the VR program in FFY 2015. Served in this context means the total number of individuals served under an Individualized Plan for Employment during the Federal Fiscal Year.

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. OOD has been aggressively pursuing strategies to improve the cost effectiveness of the VR program. 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 plan will likely be for staff hired to provide "in-house" job development and/or work incentives counseling services. OOD has been piloting these new service delivery models during FFY 2015 and, based upon the success of the pilots, is poised to increase investments in this area. Figure 23 shows the personnel projections by position.

Figure 23: Personnel Projections by Position

Job title	Total	Current vacancies	Projected vacancies over the next five years
Acct. Exam. 2, Office Asst. 3 & Public Info Officer	72	2	33
Admin. Professional 2 & 4	8	3	54
BE Specialist	12	0	6
Deputy Director 4 & 5, & Human Services Program Admin 3	7	0	0
Program Admin 2, 3, HCM Sr. Analyst & Info Tech 3	22	4	2
Rehab. Program Specialists	12	0	2
VR Caseload Assistants	56	5	2
VR Counselors (2, 3, 4)	254	14	81
VR Supervisors, Managers	45	0	9

(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 24 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).

Figure 24: Institution Graduation Rates

Institutions	Students enrolled	Employees sponsored by agency and/or RSA	Graduates sponsored by agency and/or RSA	Graduates from the previous year
Kent State University	20	0	0	12
Ohio University	13	0	0	2
Wilberforce University	27	0	0	5
Wright State University – Severe Disabilities	21	0	0	6
Wright State University – Chemical Dependency	24	0	0	5

(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 vocational rehabilitation counselors. OOD is conducting outreach for unpaid internships for students in CORE-accredited programs. OOD's HR selection unit will review this area with the goal of expanding opportunities for interns.

The key to an effective recruitment strategy is recognizing that recruitment efforts must target both active and passive job seekers. 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 with no qualifying master's programs in the area) a specialized plan may be developed.

The recruitment plan is devised prior to an announcement. Announcements are posted for a two- to three-week period and the recruitment plan is launched simultaneously. All recruitment plans are multi-faceted and include social networking (e.g., LinkedIn), 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, monster.com or careerbuilder.com, so the announcement is still reaching a broad base of applicants. OOD makes extensive use of cost-effective recruitment resources. Announcements for vacancies are posted on university alumni electronic bulletin boards (e.g., The

Ohio State University's Alumni Career Connection), university career services websites, and websites that target veterans (e.g., veteranjoblistings.com).

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 Universities (HBCUs) with CORE-accredited rehabilitation counseling programs such as Wilberforce University.

OOD continued hiring VRCs in 2015 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 ensure individuals with disabilities achieve quality employment outcomes.

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 assure duplication of training does not occur.

While agency-wide trainings are developed within HR, training that is designed to meet specific requirements of vocational rehabilitation (VR) staff is developed and implemented within the VR division. This allows OOD to effectively provide current and 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 training agenda that meets both the targeted needs and the general needs for all staff. Basic core training provided throughout the year includes quarterly new counselor training. This training is a multi-day comprehensive training preparing counselors for providing services in the field. In addition, as part of OOD's core training, online training is offered to all counselors to provide staff with information on current topics. Monthly topics have included ethics, updated policies and procedures, confidentiality, appeals process, Ohio Benefits Bank, and labor market information.

It should be noted that, during FFY 2015, the VR program has implemented a new structure for onboarding new VR counselors. Four VR supervisors have been identified to supervise all probationary VR counselors during at least the first six months of service. This will allow for consistent training and development of new VR counselors statewide and ensure they are properly supported during this critical period of mastering their job duties. These VR training supervisors also will be supporting general training initiatives for the program.

(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, 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 vocational rehabilitation (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 adopted the national standard as the educational standard for vocational rehabilitation counselors, as the state of Ohio does not define a standard for VR professionals. OOD's qualifications for counselors are a master's of Rehabilitation Counseling or a closely related field (e.g., counseling, social work, psychology, sociology, special education, communication disorders, and human services) or current certification as a CRC. 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.

When new VR counselors are hired with a master's degree in a field closely related to rehabilitation counseling, their official graduate transcript may not reflect coursework in counseling theories and techniques. To meet the national standard, OOD's new counselors are required to successfully complete coursework in counseling theories and techniques within their one-year probationary period. By requiring this coursework, OOD ensures those counselors are trained to effectively provide appropriate vocational counseling services. Once the counselor has completed the qualifying coursework, they are reimbursed for the cost of the course.

A human capital management (HCM) analyst monitors and maintains contact through e-mail with the counselors who do not meet the standard to ensure the timely completion of this requirement. Counselors who fail to successfully complete the appropriate coursework during their probationary period are subject to removal. As of December 2015, 17 current counselors do not meet the standard and are in the process of completing the necessary coursework.

(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 a learning organization with ongoing commitment to fostering the skill development of staff at all levels. Specifically, vocational rehabilitation staff is offered both internal and external educational opportunities for position-specific skill mastery. OOD encourages staff to pursue knowledge related to the changing needs of the agency, the people served and the evolution of the vocational rehabilitation (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. Every new staff member is required to attend new staff training. After new staff training, 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 standardized intake process, eligibility, assessments, Individualized Plan for Employment (IPE) development, and case closure. New counselors report directly to training supervisors for their first six months on the job. This allows training to extend well beyond what is covered in the classroom. It also allows other training techniques to be included such as observation, on-the-job training, in depth case analysis and caseload specific topics. During the past year, new counselor training has become more comprehensive so new counselors are better prepared to meet the VR needs of consumers. Specific trainings have also been developed for supervisory staff, accountant examiners, Employment First staff, job development staff, and business sourcing analysts. These trainings provide the foundation to all future trainings.

To continue OOD's staff development, monthly web-based trainings are provided. These monthly trainings are designed to provide up-to-date information on agency policy and procedures, share information about community resources, and maintain state and licensure requirements for ethics trainings, as well as train on other topics as needed. Specific topics included presumptive eligibility, confidentiality, VR assessments, the medical and dental fee schedules, application, intake and eligibility, policies and procedures, and agency updates. These regular trainings provide OOD with the ability to disseminate information regarding the most current agency and industry information. To

improve quality and access, OOD utilizes a GoToTraining format where staff can attend the training online at their desk. This reduces travel while improving the overall technical quality of the trainings. In addition, by using the GoToTraining format, trainings are recorded so staff who missed the training or who would like to review the material can view it at a later time.

Development opportunities continue throughout the year. Staff is encouraged to maintain and increase technical skills by attending required and/or continuing education opportunities. Examples of other training provided by OOD include: Technology for People with Disabilities, Medical and Psychological Aspects of Disabilities, Jobsites Supports and Training, Transition for Success: An Outcome-Driven Approach, Social Security Work Incentives, Ethical Dilemmas, and Career and Person-Centered Planning. External presenters are brought in to speak on topics such as the ones listed above. Bringing in experts on various topics allows staff to remain update on the latest research and techniques.

As noted above, OOD began to enhance its training by creating a team of VR training supervisors who are responsible for updating OOD's new counselor training programs, which are the cornerstone of VR training. To continue to advance OOD's training programs, OOD will hire staff specializing in technology based training (e-learning) to develop new innovative training for VR staff. When developing or changing trainings, OOD will utilize core competencies identified by deputy and area managers, needs expressed by customers, and state and federal priorities. Changes being made will combine hands-on activities with e-trainings. OOD is in the infancy of this transformation and plans to continue to move forward throughout the duration of this Combined State Plan.

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 is excited to publically recognize and acknowledge staff accomplishments based on recommendations from other staff with award-recipients selected from a management review team.

(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 2015, OOD had five rehabilitation counselors for the deaf, two caseload assistants, one vocational rehabilitation (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. OOD markets all of its counselor opportunities to VR counseling staff so they may share these announcements with their qualified job seekers with disabilities.

In 2015, OOD was able to hire one rehabilitation counselor for the deaf (RCD). The applicant learned of the opportunity from a web posting, again demonstrating that 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 useful strategy to attract qualified applicants. OOD posts positions both at the master's degree level for counselors and at the bachelor's degree level for assistant counselors

(caseload assistants). OOD has posted these positions as continuous postings, unlike postings for regular counselors that are posted for a specific time period. OOD has been able to fill some of the RCD positions as regular counselors, but as vacancies still exist, the agency will continue to recruit at both levels.

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. Once they obtain their degree, caseload assistants may bid on counselor vacancies as an internal applicant, giving them an advantage over external applicants.

(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 the Ohio Department of Education (ODE) collaborate on a regular basis to provide guidance to educational agencies and vocational rehabilitation (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.

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) <u>Statewide Assessment</u>.

(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 2015 Comprehensive Statewide Needs Assessment (CSNA) was published, and concurrently submitted to the Rehabilitation Services Administration (RSA) in October 2015. This CSNA was produced by OOD's Division of Performance and Innovation, with supplemental analysis regarding youth and students with disabilities conducted by Kent State University's Research and Evaluation Bureau and The Center for Innovation in Transition.

As OOD has refocused efforts on achieving outcomes through business engagement as well as planning to meet WIOA expectations, 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 are not working currently?
- How do prevalence estimates differ for individuals by race/ethnicity and age groups?
- How many individuals with disabilities received services from OOD?
- With the new Workforce innovation and Opportunity Act (WIOA), how can OOD better coordinate with other state agencies in serving individuals with disabilities?
- What are the gaps in serving disability populations and how should gaps be prioritized?

Questions specific to youth with disabilities included:

- What are the characteristics of youth with disabilities receiving various categories of rehabilitation services?
- What are the characteristics of youth with disabilities experiencing employment outcomes?
- What are the characteristics of youth with disabilities experiencing postsecondary education outcomes?

- What services predicted employment outcomes after controlling for other factors?
- What services predicted participation in postsecondary education after controlling for other factors?
- What services predicted supported employment outcomes after controlling for other factors?

Building upon the foundation set from the 2012 CSNA methodology, OOD developed 2016 projections of the number of individuals with disabilities by category and county of residence in Ohio. Similarly, service data from OOD's vocational rehabilitation (VR) case management system and employment statistics were utilized to develop estimates of the number of individuals likely to need VR services by disability category 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 could benefit from OOD VR services. As a follow-up to the 2012 CSNA recommendations, OOD has aggressively gathered and analyzed data through the Workforce Integration Taskforce, focused on services for the deaf and blind, as well as service delivery capacity available through Ohio's network of Community Rehabilitation Programs (CRPs). Data collection strategies included surveys of individuals with disabilities and employers. OOD contracted with Kent State University, as a compliment to the Ohio Longitudinal Transition Study, to specifically address the six questions regarding youth and students with disabilities. Finally, Mathematica conducted a Survey of Disability and Employment (SDE), of over 1,000 OOD VR applicants, that will assist OOD to better understand the needs of individuals with disabilities.

Another key component of the CSNA involved interface with other state agencies to analyze disability data among various departments: Developmental Disabilities, Education, Job and Family Services, Mental Health and Addiction Services, and Veterans' Services. OOD wanted to understand how these agencies identify and track disability-related data in their various case management systems. Opportunity for future interface with these agencies was also introduced throughout this phase of the CSNA process and has continued to some degree, as a part of Ohio's Employment First Initiative. OOD continues to work with its state partners as it implements service delivery activities for various populations.

The 2015 CSNA data indicate there are needs for VR services among African-Americans and individuals of Hispanic origin with disabilities. Similarly, data suggest additional need for VR services among transitional age youth, and targeted service strategies for older adults. OOD has continued to increase service to three out of four of these populations as noted below.

The total number of working age African Americans with disabilities in Ohio is estimated to be 160,044. The Bureau of Labor Statistics further cites that 30.2 percent of individuals with disabilities are actively engaged in the labor force. The unemployment rate for African Americans tends to be almost 2.3 times greater than that of the overall unemployment rate. Applying this to the unemployment rate of individuals with disabilities, 31 percent or almost 15,000 of the estimated 30 percent subset of African Americans engaged in the labor force are seeking employment.

OOD served 6,937 African Americans in 2014, which is a 135 percent increase from the 2,947 served in 2011. OOD is serving approximately 46 percent of working-age African Americans with disabilities that are estimated to be seeking work and who could benefit from VR services. OOD served 5,196 African Americans in FY 2012 and 6,283 in FY 2013. More than eight out of 10 African Americans

(81.4 percent) reside in the following Ohio counties: Cuyahoga, Franklin, Hamilton, Lucas, Mahoning, Montgomery, and Summit.

The prevalence of disability for the working age Hispanic/Latino population is 11 percent. The total number of working age Hispanic/Latinos with disabilities in Ohio is estimated to be 25,382, with 1,610 actively seeking employment. In 2014, OOD served 558 Hispanics/Latinos, which represents a 322 percent increase from the 132 served in 2011. Thus, OOD is serving approximately 34.7 percent of Hispanics/Latinos with disabilities that are estimated to be seeking work and who could benefit from services. There would appear to be strategic value in continuing to enhance services to the Hispanic population in Ohio. OOD served 388 Hispanic/Latino individuals in FY 2012 and 530 in FY 2013.

In 2013, Ohio's population of youth ages 15 to 24 was 1,583,227. Estimates indicate that 6.3 percent of these individuals experience a disability, which represents 99,743 youth with disabilities ages 14 to 24 in Ohio. In 2014, OOD served 11,959 individuals between the ages of 14 and 24 (transition age). OOD served 8,735 transition age youth in FY 2012 and 10,378 in FY 2013.

In 2013, there were 1,681,232 individuals in Ohio age 65 and over; 585,030 of these individuals are estimated to have a disability. According to OOD, less than 1 percent (303) of the individuals served in 2014 were 65 or older, which can be explained by the fact that less than 2 percent of individuals with disabilities age 65 and older currently not in the labor force are actively seeking employment or marginally attached to the workforce. Although the VR outcomes tied to competitive employment may not be a focus of older Ohioans with disabilities, the expanded partnership with the Ohio Department of Aging, as well as OOD's strategy focused on the Independent Living and Older Blind program, may be helpful in meeting the needs of this population.

The CSNA estimated the African American population in Ohio on a county-by-county basis with analysis of OOD outreach to African American consumers by county. Ohioans of Hispanic ethnicity were evaluated in a similar fashion to identify any unmet needs. As indicated above, OOD improved its service rate for individuals with disabilities from minority backgrounds; as of September 2015, OOD is in compliance with Standard 2.1 (minority service rate) of the Standards and Indicators. OOD will continue to work with its state partners as outreach activities for the various populations are implemented. OOD remains in compliance with Standard 2.1 and has shown increased results with an average service rate of 0.814 minorities served in FFY 2012; 0.828 minorities served in FFY 2013; 0.876 minorities served in FFY 2014; and 0.888 minorities served in FFY 2015.

The discrepancy between the employment rate for individuals with and without disabilities in the U.S. is mirrored at the state level in Ohio. According to the American Community Survey (ACS), in 2013, 33.5 percent of individuals with disabilities, ages 18 to 64, in Ohio were employed compared to 75.9 percent of individuals without disabilities. These data reveal an employment gap of 42.4 percent between the two groups. Furthermore, only 19.0 percent of the total population of individuals with disabilities ages 16 and older were employed full time and year round, whereas 51.6 percent of the population 16 and over without disabilities were employed full time and year round in Ohio. This represents a gap of 32.5 percent.

OOD's service provision is higher for individuals with psychosocial and cognitive impairments. This is most likely explained by the fact that OOD in the past four years has concentrated efforts through focused contracts with local Mental Health and Drug Addiction boards, local Developmental

Disabilities boards, and most recently through the Ohio Department Developmental Disabilities funding for Employment First. Each of these populations also has an organized representative presence through established county public agencies across the state.

Since 2011, data indicate that a significant increase in services and employment outcomes for individuals with psychosocial and cognitive impairments has been realized. 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 number of individuals served. As a result, OOD is working to address outreach and services for individuals with visual, hearing, and communicative impairments. Since 2011, OOD has more than doubled the number served with cognitive and psychosocial impairments (from 9,000 to over 18,500) and increased the number served with visual impairments by more that 50 percent (from 1,236 to 1,999). Services to individuals with hearing impairments remained flat, and although those served with communicative impairments increased from 161 to 294, proportionality for that category has remained the same. Figure 25 shows the relative proportionality for Ohio.

Figure 25: Relative Proportionality for Ohio 2016 Projection – Working Age Population

Impairment Category	Est. Seeking Employment 2016	Proportion of Total Est. Seeking Employment 2016	OOD VR served 2014	Proportion of OOD VR served 2014	Percentage Point Difference
Visual	10,499	9.8%	1,999	7.4%	-2.4
Hearing	12,130	11.3%	1,084	4.0%	-7.3
Communicative	5,971	5.6%	294	1.1%	-4.5
Physical	24,252	22.7%	4,946	18.4%	-4.3
Psychosocial	22,888	21.4%	10,374	38.6%	17.2
Cognitive	31,238	29.2%	8,177	30.4%	1.2

With a dual customer focus on business engagement and meeting the needs of employers, OOD has successfully been able to increase the annual number of employment outcomes for individuals it served by 65 percent, from 2011 to 2015. Increasing employment outcomes for Ohioans has been a statewide strategy through efforts of the Governor's Office of Workforce Transformation (OWT). This past year OOD has been intensely partnering with the Ohio Department of Job and Family Services (ODJFS), not only on the Workforce Integration Task Force and WIOA planning, but on how OOD can better leverage the OhioMeansJobs.com website as a strategy to promote employment outcomes for individuals with disabilities.

OOD has continued to partner with OhioMeansJobs centers at the local level. A number of field offices have been closed and staff has been embedded in the community, where counselors can be more accessible to individuals with disabilities. Through this process, OOD has increased its presence overall at the centers. This will help OOD stay connected with the needs of individuals with disabilities served through the workforce investment system.

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 Ohio Business Leadership Network (OHBLN) from 19 to 70 employers in just two years, and being recognized as the USBLN affiliate of the year in 2014.
- Recognition as a national model for a workplace initiative, funded by a foundation grant, which directly sources OOD jobseekers to a participating network of employers.

The final report from the CSNA can be found at http://ood.ohio.gov/. 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. This includes allocating staff resources, partnerships with Ohio Departments of Education, Developmental Disabilities, and Aging, as well as conducting outreach efforts to underserved populations and constituents.

A wealth of additional knowledge can be obtained by referencing the CSNA report and its appendices 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; Weekly Focus newsletter articles published by Office of Communications; OHBLN planning purposes; establishing the size and market power of the population of individuals with disabilities in Ohio by legislative and fiscal staff; OWT policy setting; and for Executive Team review and prioritization of VR program needs.

OOD also conducted a CSNA specific to the needs of Community Rehabilitation Programs (CRPs) in FY 2014. This initiative was focused on a capacity analysis of the currently approved VR Community Rehabilitation Programs (CRPs). Projections by county of the anticipated service needs for consumers served by the VR program is the premise of this CSNA. Methodology was established and implemented to compare projected service needs with available capacity of CRPs to deliver these needed services.

The 2015 Comprehensive Statewide Needs Assessment (CSNA) for Transition-Age Youth and Young Adults' identified the following:

- Receiving vocational rehabilitation counseling and guidance was strongly predictive of any level of employment at closing;
- Assessment was predictive of work as well, as long as employment included less than full-time;
- Training and job development services were also predictive of a favorable employment outcome of work engagement or at least part-time employment; and
- Individuals who identified as African Americans were significantly less likely to achieve employment outcomes unless they were provided training services, which enhanced their outcomes substantially.

Data for the Ohio Department of Education (ODE) suggests that more than 50,000 youth statewide, with an individualized education program (IEP), who also have identified disabilities, could meet OOD eligibility criteria for VR services. Fifteen counties, 12 of which are located in the North Central and Northwest Ohio, have service rates higher than 40 percent. Three counties have services rates below 10 percent. The remaining 70 counties have service rates between 10 and 40 percent. As OOD partners with ODE and local education agencies, this information is being used to prioritize outreach efforts based on geographic areas.

(k) Annual Estimates. Describe:
(1) The number of individuals in the State who are eligible for services.
(2) The number of eligible individuals who will receive services under:
(A) The VR Program;
(B) The Supported Employment Program; and
(C) each priority category, if under an order of selection.
(3) The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and
(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.

Over the last five Federal Fiscal Years, OOD has seen a steady increase in the number of Ohioans with disabilities who have been determined eligible for vocational rehabilitation (VR) services as shown in Figure 26.

Figure 26: Ohioans Eligible for Vocational Rehabilitation Services

FFY	# of Eligible Individuals
2011	15,098
2012	16,274
2013	17,085
2014	17,027
2015	17,887

Ohio's VR program continues to see a steady increase in the total number of individuals receiving services under an Individualize Plan for Employment (IPE) as shown in Figure 27.

Figure 27: Ohioans Receiving Services under an Individualized Plan for Employment

FFY	# of Individuals Served
2012	22,227
2013	25,293
2014	27,227
2015	28,669
2016	29,192 (projected)

OOD eliminated the Order of Selection waiting list for individuals with Significant Disabilities in June 2014 and for individuals with Disabilities in February 2015. The elimination of all waiting lists has

removed barriers to Ohioans with disabilities in need of vocational rehabilitation services and has contributed to the increase in the number of individuals served. [It should be noted that "served" in this context denotes the total number of individuals provided services under an Individualized Plan for Employment during the fiscal year.]

The projected number of people served by the VR program in FFY 2016 depends on a number of factors, including Ohio's biennium budget process, volume of state agency partnerships (such as Interagency Agreements with the Ohio Department of Developmental Disabilities and the Ohio Department of Education), and OOD's continued use of Interagency Cash Transfer Agreements with local public entities.

OOD will continue its due diligence to leverage all available federal funds, achieve organizational and fiscal efficiencies, and collaborate with other state and local partners to maximize capacity to serve all eligible Ohioans with disabilities.

OOD eliminated the statewide Order of Selection waiting list and has been able to serve individuals from all three priority categories without delay since February 2015. OOD eliminated the waiting list for individuals with Significant Disabilities (2nd priority category) in June 2014 and for individuals with Disabilities (3rd priority category) in February 2015.

Figure 28 highlights OOD's total case service spending compared to the total number of individuals served has been decreasing due to cost efficiencies implemented by the agency.

Figure 28: Average Costs of Services

FFY	Total Spending	Total Served	Average Cost of Services
2013	$85.4 million	25,293	$3,377.93
2014	$76.2 million	27,227	$2,799.97
2015	$79.1 million	28,669	$2,759.50

OOD continues to aggressively pursue efficiencies in the cost of services and strategies to increase the total number of individuals receiving services and achieving timely employment outcomes.

To do this, OOD identified several strategies to promote cost efficiencies and increased effectiveness of services. These strategies include, but are not limited to:

- On October 1, 2012, OOD implemented a VR Fee Schedule for the first time. This Fee Schedule established consistent service definitions and rates for 29 VR services and has provided a foundation for increased consistency in services provided statewide. OOD is currently in the process of updating this VR Fee Schedule through an engagement with a consulting firm that is recommending cost informed rates (instead of the market based rates in the first iteration) as well as fee structures that might promote improved outcomes for the program. This revised fee schedule is expected to be implemented on Oct. 1, 2016.
- In FFY 2015, OOD conducted a pilot to evaluate the cost effectiveness and improvement of outcomes that could be achieved using in-house staff to provide job development services. OOD is also evaluating this model of service delivery for work incentives counseling (i.e.

benefits analysis). OOD is currently reviewing pilot results to determine if this service delivery model should be expanded.

In FFY 2016, OOD estimates serving 29,192 individuals with disabilities using approximately $80.2 million in funding. OOD anticipates continuing to see an impact from the cost efficiency strategies and anticipates a continued reduction in the average cost of services. Figure 29 shows the average costs of services adding estimated costs for 2016.

Figure 29: Average Cost of Services

Category	Estimated Funds	Est. Number to be Served	Average Cost of Services
2013	$85.4 million	25,293	$3,377.93
2014	$76.2 million	27,227	$2,799.97
2015	$79.1 million	28,669	$2,759.50
2016	$80.2 million (est.)	29,192 (est.)	$2,750 (est.)

(l) <u>State Goals and Priorities</u>. 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.

(2) Identify the goals and priorities in carrying out the VR and Supported Employment programs.

(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;

(B) the State's performance under the performance accountability measures of section 116 of WIOA; and

(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.

Opportunities for Ohioans with Disabilities (OOD) establishes an agency strategic plan on a biannual basis. Strategic initiatives on the strategic plan are directly tied to program performance measures and the extent to which they promote the ability for the agency to improve employment outcomes, accountability, cost effectiveness and efficiency. OOD's strategic plan is approved by OOD's Commissioners.

OOD has developed a strategic plan for Fiscal Years 2016-2017. OOD's current strategic plan incorporates a mission statement, core values for the organization, goals, and objectives as listed below. Strategic initiatives associated with this strategic plan are detailed throughout this Combined State Plan.

OOD's mission is: To provide individuals with disabilities opportunities to achieve quality employment, independence, and disability determination outcomes.

Organizational values include:

- Accountability;
- Compassion;
- Integrity;
- Partnerships;
- Quality outcomes; and
- Respect.

Goals and objectives include:

Goal 1: To increase integrated employment and independent living outcomes for Ohio citizens with disabilities.

Objective 1a: Increase the number and percentage of individuals with integrated employment outcomes.

Objective 1b: Reduce the time and costs for individuals to achieve quality outcomes.

Objective 1c: Successfully plan for and implement provisions of the Workforce Innovation and Opportunity Act.

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.

OOD updated its Comprehensive Statewide Needs Assessment (CSNA) in FFY 2015 and this assessment has informed the development of OOD's Strategic Plan as well as this Combined State Plan. 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.

(m) <u>Order of Selection</u>. Describe:

(1) The order to be followed in selecting eligible individuals to be provided VR services.

(2) The justification for the order.

(3) The service and outcome goals.

(4) The time within which these goals may be achieved for individuals in each priority category within the order.

(5) How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and

(6) 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.

OOD has established, by way of Administrative Rule, the following definitions for priority categories under the Order of Selection.

- 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;
- 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 vocational rehabilitation services over an extended period of time; and
- 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 also established policies and procedures for administering an Order of Selection. 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 who 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 with 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, OOD has sufficient resources to meet the demand for vocational rehabilitation (VR) services in Ohio and therefore eligible individuals in all three priority categories have been served immediately, without a delay, 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 receive VR services without a wait.

OOD is not projecting to operate a statewide waiting list and 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. Projected program performance is outlined in Section l.

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. Once the final regulations are published, 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) <u>Goals and Plans for Distribution of title VI Funds</u>.

(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.

In FFY 2015, OOD expended all Title VI, Part B funds on direct supported employment case services. OOD intends to continue to expend supported employment grant funding in this manner. Individuals with an Individualized Plan for Employment (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 expends supported employment grant funding in accordance with a supported employment policy. An updated supported employment policy and procedure is currently in the final stages of review. Once WIOA final regulations are published, OOD will make any needed adjustments to the current drafts and finalize the policy and procedure. OOD intends to provide supported employment training for all vocational rehabilitation (VR) filed staff upon implementation of the revised policies and procedures.

The policy and procedure will align 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;
- 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 implements changes related to the supported employment grant, including a requirement to expend 50 percent of the grant on services to youth with disabilities. Beginning with the FFY 2015 supported employment grant, as directed by the Rehabilitation Services Administration, 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 Ohio Department of Developmental Disabilities and the Ohio Department of Mental Health and Addiction Services in this regard as well.

OOD has partnered, in particular, with DODD and 26 county boards of developmental disabilities to provide high quality transition services to students and youth with developmental disabilities in the Bridges to Transition program. This program model has recently been enhanced to promote improved employment outcomes and cost effectiveness of the program. This service delivery model involves VR counselors working with county transition specialists to provide intensive transition services to students, ages 14 to 21, who are eligible for county board of DD and VR services. The model utilizes a team approach to increase collaboration and local connection with families, schools, providers and business, and facilitate the transition to long-term supports.

(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.

(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.

(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.

(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).

(5) If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.

(6) Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

(7) Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.

(8) How the agency's strategies will be used to:

(A) achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

(B) support innovation and expansion activities; and

(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.

OOD has developed a strategic plan for Fiscal Years 2016 and 2017. The strategic plan incorporates the agency's mission, values, goals, objectives, initiatives and performance metrics and addresses how OOD intends to expand and improve services to individuals with disabilities served by the vocational rehabilitation (VR) program.

OOD has traditionally relied fully on fee for service purchasing of VR services from Community Rehabilitation Programs. In FFY 2015, OOD piloted the provision of both job development and work incentives counseling (i.e., benefits planning) services through "in-house" personnel. OOD is currently in the process of evaluating the results of these pilots to determine the extent to which they resulted in increased outcomes and reduced time to placement. It is anticipated that OOD will expand the use of this service delivery model over the course of this Combined State Plan.

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 Ohio Department of Developmental Disabilities and the Ohio Transition Support Program with the Ohio Department of Education are both examples of this. Details about these strategic initiatives are located in (d) and (f).

OOD recognizes the importance of the full utilization of assistive technology services and devices to assist eligible individuals with disabilities to achieve their full potential. In FFY 2013, OOD incorporated rehabilitation technology services into the VR Fee Schedule. In doing so, OOD began requiring 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. In FFY 2016, OOD plans to implement a provider scorecard as well as provider management and monitoring procedures that will apply to rehabilitation technology providers. In addition, OOD is in the process of updating the VR Fee Schedule to move from market based rates to cost informed rates. The updated rates are expected to be implemented on Oct. 1, 2016.

OOD will continue to provide adaptive equipment and related training as needed to ensure that individuals served by the VR program have the skills to use assistive technology to support them in achieving vocational rehabilitation goals. OOD has rehabilitation technology policies in place that direct the provision of assistive technology services. These policies will be reviewed and updated after the WIOA final regulations are published, to ensure the alignment of policies with new definitions and requirements for the VR program. As a part of this process, OOD is also exploring simplified and modernized methods for providing vehicle modification services.

OOD continues to explore partnership opportunities with AT Ohio, which is funded under the Assistive Technology Act of 1998. Most recently, AT Ohio has partnered with OOD in providing training to business partners on available assistive technologies that can accommodate individuals with disabilities to allow for the successful completion of essential functions of their employment. It is noteworthy that OOD has identified the utilization of technology, in general, as a critical competency for success in the 21st century workforce. OOD is implementing several strategies to promote the development of these competencies for individuals served by the VR program. Strategies in this area include piloting the use of videoconferencing technologies to conduct VR services, requiring job ready candidates to register with OhioMeansJobs.com, and the development of an online VR application portal.

The results of the Comprehensive Statewide Needs Assessment (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. The CSNA suggests that outreach efforts should prioritize outreach to individuals with visual, hearing, and communicative impairments. Additional priorities for outreach will include students and youth with disabilities and older Ohioans with disabilities. All of these outreach efforts include a focus on individuals from a minority background.

In FFY 2014, OOD implemented an updated Transition Services Procedure that outlined a progressive model of service delivery for students with disabilities. Upon the publishing of the final regulations, this procedure will be reviewed and updated to ensure compliance with new requirements for services to students with disabilities under WIOA.

In addition, OOD has implemented changes to the VR Fee Schedule to increase options within this progressive career development framework for students with disabilities served by the VR program. OOD is pursuing an update to this VR Fee Schedule that is expected to be implemented on Oct. 1, 2016. This updated VR Fee Schedule is intended to move the Fee Schedule from market based to cost

informed rates and is also intended to recommend fee structures that will promote improved performance on performance accountability measures outlined in WIOA.

Finally, OOD, in partnership with the Ohio Department of Education, launched the Ohio Transition Support Partnership (OTSP) in September 2015. This program is designed to substantially improve the capacity of the VR program to serve students with disabilities and improve the outcomes achieved by these students.

In FFY 2014, OOD conducted a targeted needs assessment of the capacity of Community Rehabilitation Programs to deliver services to individuals with disabilities served through the VR program. This assessment revealed that, overall, adequate capacity exists to serve individuals served by the VR program.

OOD, in partnership with the Ohio Department of Developmental Disabilities (DODD), has engaged in capacity building activities to increase the number of providers providing 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. It is noteworthy that OOD has begun discussions with the Department of Mental Health and Addiction Services to explore a comparable concept within the behavioral health system.

Additional strategic initiatives planned in this area have already been highlighted, including:

- Implementation of an updated VR Fee Schedule;
- Development of a web based provider management system and online provider search tool;
- Development of a provider scorecard; and
- Development of an online provider portal that will interface with OOD's case management system.

Over the past several Federal Fiscal Years, OOD has renewed its concentration on the dual customer model to include services to business partners. OOD has hired a business relations manager and four business sourcing analysts to focus on this effort. Additionally, OOD has hosted regionally based DisAbility Job Fairs, expanded a pilot program that directly sources candidates to business partners, and implemented an annual employer awards system.

Over the course of the past several years, OOD has increased the number of VR counselors who are embedded in partner agency facilities to be more available to individuals with disabilities. This includes increasing the number of VR counselors collocated at OhioMeansJobs centers across the state. Similarly, OOD has put procedures in place to encourage VR counselors to refer individuals receiving VR services to OhioMeansJobs centers, to receive employment services such as job seeking skills training. This increased collaboration is consistent with the vision outlined in WIOA and facilitates improved services to individuals with disabilities across the workforce development system.

In addition, OOD has been working at the state level with the Office of Workforce Transformation, the Ohio Departments of Job and Family Services and Higher Education, and other entities, to align

programs and services and to improve outcomes for individuals with disabilities served in the workforce development system. Ohio's workforce development system has identified 10 key reforms that are designed to improve services to business and to job seekers. OOD, as a core partner in the workforce system, will be working towards these reforms to facilitate improved outcomes for individuals with disabilities served by the VR program as well as the workforce development system in general.

Nine recommendations have stemmed from the analysis in the Comprehensive Statewide Needs Assessment (CSNA). These recommendations will be addressed through specific strategic initiatives outlined on OOD's Strategic Plan. These recommendations are as follows:

1. Actively engage OOD VR counselors in the early stages of a student's Individualized Education Program (IEP) development and utilize the VR services that have yielded positive outcomes.
2. Formalize efforts to increase services to individuals with visual and hearing disabilities; specifically evaluate and prioritize identified recommendations cited in the Workforce Integration Task Force (WIT).
3. Expand and leverage new employer and state agency partnerships to achieve Workforce Innovation and Opportunity Act common performance measure outcomes.
4. Meet the workforce needs of employers by evaluating in-demand occupations as a standard approach of VR counselors' work in developing job goals and service plans for OOD job seekers.
5. Work with the Social Security Administration to identify strategies for referring disability claimants to the vocational rehabilitation program.
6. Concentrate efforts to bring awareness and assist OOD VR served individuals to register with OhioMeansJobs.com as a means to achieving their employment goals.
7. Utilize technology to increase access to OOD services and improve operational efficiencies.
8. Design a formal business plan model that allows for agile deployment of human and financial resources across Ohio counties when new opportunities to expand VR services arise.
9. Re-evaluate the partnership with the Ohio Department of Aging, leveraging both Vocational Rehabilitation and the Independent Living and Older Blind programs.

OOD utilizes 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 is utilized to support the operation of Ohio Statewide Independent Living Council (OSILC), consistent with federal regulations. By using Innovation and Expansion funding to support the OSILC, Ohio is able to award all Part B, Title VII funds to Centers for Independent Living (CILs) for the provision of direct independent living services.

Over the course of the past several Federal Fiscal Years, OOD has been working aggressively to reduce the time from application to eligibility for VR services. This started with VR field participation in a Kaizen event that significantly streamlined the application and intake process. OOD recently has met the agency objective of an average 30 days from application to eligibility. As of November 2015, the VR program is averaging 28 days for this process. OOD will be turning attention to a similar process for the development of the Individualized Plan for Employment.

OOD is in the process of developing requirements for an online VR Application Portal that will allow individuals with disabilities to apply for services online. The vision for this portal is that information will be provided to explain VR services that can assist individuals in making informed decisions about applying for services. Furthermore, a self-assessment will be available to assist individuals in determining whether or not they may meet VR eligibility requirements. Once individuals have decided to apply for services, they will be able to create an account in the system, provide information needed to apply for services and schedule an intake appointment with a VR counselor. This portal will provide the foundation for ongoing monitoring of where the individual is in the VR process as well as some self-service activities such as uploading documents needed by the VR counselor and changing their contact information. A specific timetable for implementation has not yet been identified, but is expected during the early part of the timeframes of this Combined State Plan.

(p) <u>Evaluation and Reports of Progress: VR and Supported Employment Goals</u>. 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.

(B) Describe the factors that impeded the achievement of the goals and priorities.

OOD outlined several program goals in the FFY 2015 Vocational Rehabilitation (VR) State Plan. A summary of these goals and related progress are as follows:

Elimination of the Order of Selection (OOS) Waiting List: OOD was successful in elimination of the OOS statewide waiting list. The waiting list for individuals with Significant Disabilities was eliminated in June 2014 and the waiting list for individuals with Disabilities was eliminated in February 2015.

Employment First Partnership Agreement: OOD has continued its Employment First (EF) Partnership Agreement with the Ohio Department of Developmental Disabilities. OOD has expanded the number of VR counselors providing services under the agreement from 15 to 25 counselors during this time period. In FFY 2015, the EF program exceeded all performance goals. This includes exceeding its rehabilitation goal by 150 percent and its plan development goal by 200 percent.

In-House Service Delivery: In FFY 2015, OOD conducted in-house service delivery pilots in the areas of job development and work incentives counseling (i.e., benefits planning). OOD is in the process of evaluating the results of these pilots and expects to expand this service delivery model in FFY 2016.

Time from Application to Eligibility: OOD continued to make progress in decreasing the time from application to eligibility, reaching its goal to average 30 days during FFY 2015. As of November 2015, the average time from application to eligibility for the VR program is 28 days.

Business Relations: OOD has continued implementation of its business relations initiatives. OOD's business relations manager and business sourcing analysts have continued to increase the number of established business partnerships with OOD. Membership in Ohio's Business Leadership Network has continued to increase as well. OOD has piloted a program that involves the direct sourcing of candidates to employers that has been funded by a private foundation. In the most recent program year for this pilot, OOD exceeded its placement goal of 200 by 118 placements. This program has been expanded due to the success that OOD has been having in the pilot. OOD has continued to have

DisAbility Job Fairs. In October 2015, OOD had four job fairs that involved 170 employers and 800 job seekers with disabilities.

VR Fee Schedule: OOD has continued to evolve the VR Fee Schedule that was implemented in October 2013. In FFY 2014, OOD made updates to the VR Fee Schedule to simplify a few services and to increase options for Summer Youth programming for students with disabilities. OOD is currently working with Public Consulting Group to recommend updated cost informed rates. These rates are expected to be implemented in late fall of 2016. Additional enhancements in fee for service purchasing includes the development of a web based provider management program and provider search tool that will be implemented early in FFY 2016, as well as a provider scorecard that will facilitate improved informed choice in the selection of VR providers.

Self-Employment: OOD implemented an updated self-employment procedure that included the implementation of a statewide review committee designed to assist individuals pursuing an employment goal of self-employment to increase the likelihood that their business plan will result in competitive wages. OOD is in the process of adding technical assistance services for business plan development to the OOD VR Fee Schedule. This will include a standardized definition and requirements for services and will require providers to complete a Provider Agreement. OOD is currently exploring additional enhancements to the self-employment procedure as part of the biannual policy and procedure review process. This will include alignment with new definitions under WIOA related to self-employment.

Training: OOD's Training Department in Human Resources has been restructured to take more of an organizational approach to the development and implementation of training, including VR training. In addition, OOD has restructured how new VR counselors are on boarded by designating four VR supervisors as training supervisors, who supervise all new counselors for at a minimum their first six months of probation. This ensures the consistent training and development of new VR counselors. These Training Supervisors also have been enhancing OOD's new counselor training and have supported other VR training initiatives.

Fiscal Accountability: OOD has updated its VR Fiscal Procedures. This has included a lean six-sigma project that has standardized fiscal processes statewide. These new procedures were piloted in OOD's Northwest Area and are being expanded statewide in November 2015. This standardized procedure sets the stage for the development of a VR Provider Portal that will create a web based accounts payable program that will interface with OOD's case management system. This portal will create significant efficiencies for the VR program, including OOD and provider staff.

Performance Evaluations: OOD successfully transitioned to a performance evaluation structure in which all exempt staff has performance evaluations in January, and all bargaining unit staff has performance evaluations in April. This has included an update to the format for performance evaluations as well as standardized competencies and behavior anchors across classifications. Additionally, OOD now uses a web based system for the completion of performance evaluations.

(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.

(B) Describe the factors that impeded the achievement of the goals and priorities.

Supported employment program goals are below.

Employment First (EF): As noted above, OOD has successfully implemented its EF Partnership Agreement, which includes capacity building activities for supported employment providers. This program has expanded the number of available providers in the VR and the DD systems through the dual certification program. In addition, the program has initiated significant training initiatives for providers who provide service under the EF Partnership Agreement.

Individualized Placement and Support (IPS): OOD continues to work with the Ohio Department of Mental Health and Addiction Services to develop procedures to implement IPS in Ohio. As a part of OOD's planned updated to the VR Fee Schedule, OOD intends to develop a separate definition and rate for supported employment services. This is expected to be implemented on Oct. 1, 2016.

Policy and Procedure: OOD has finalized a draft supported employment policy and procedure based upon the above referenced activities. Once the final WIOA regulations are published, OOD will finalize these policies and procedures and provide training to field staff in the area of supported employment.

(3) The VR program's performance on the performance accountability indicators under section 116 of WIOA.

(4) How the funds reserved for innovation and expansion (I&E) activities were utilized.

It should be noted that OOD has maintained compliance with Standards and Indicators under the Workforce Investment Act (WIA) during the transition to new Performance Accountability Indicators under WIOA.

OOD is currently in the process of establishing FFY 2015 baseline performance for new Performance Accountability Indicators under WIOA.

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 Ohio Statewide Independent Living Council (OSILC), consistent with federal regulations. By using Innovation and Expansion funding to support the OSILC, Ohio was able to award all Part B, Title VII funds to Centers for Independent Living (CILs) for the provision of direct independent living services.

(q) <u>Quality, Scope, and Extent of Supported Employment Services</u>. 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.

(2) The timing of transition to extended services.

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 severe and persistent mental illness, 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 vocational rehabilitation (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 (DD) 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 severe and persistent mental illness and eligible for services from a community mental health board, are targeted populations for supported employment. OOD has developed Interagency Agreements with the Ohio Department of Developmental Disabilities (DODD), the Ohio Department of Medicaid, and the Ohio Department of Mental Health and Addiction Services (OhioMHAS), 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 Medicaid Home and Community-Based Services (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.

Community Rehabilitation Programs (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. OOD is in the process of revising its VR Fee Schedule to include specific rates for supported employment services. Although not finalized, it is anticipated that rates will be developed based on qualification requirements for staff who are certified in the individual placement and support (IPS) model for consumers with severe and persistent mental illness (SPMI) and the supported employment training that has been established for providers serving consumers with developmental disabilities under the EF Partnership Agreement.

In accordance with federal requirements, supported employment services provided include the following:

- Assessment services needed to ensure appropriate job match and supports;
- Job development;
- Job placement;
- 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.

At present, the transition to extended supports begins at the point of job stabilization and at least 90 days prior to successful case closure. This ensures a smooth transition VR funded supports to ongoing and/or natural supports as outlined in the IPE.

VOCATIONAL REHABILITATION CERTIFICATIONS AND ASSURANCES

CERTIFICATIONS

States must provide written and signed certifications that:	
1.	The Ohio Department of Job and Family Services and the Governor's Office of Workforce Transformation, on behalf of Opportunities for Ohioans with Disabilities, is authorized to submit the VR services portion of the Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA, and its supplement under title VI of the Rehabilitation Act;
2.	As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the Opportunities for Ohioans with Disabilities agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan, the Rehabilitation Act, and all applicable regulations, 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;
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, the Rehabilitation Act, and all applicable regulations, 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;
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;
5.	The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement.
6.	All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law.

7.	The (enter title of State officer below) 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;
	Executive Director of Opportunities for Ohioans with Disabilities, Kevin L. Miller
8.	The (enter title of State officer below) has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;
	Executive Director of Opportunities for Ohioans with Disabilities, Kevin L. Miller
9.	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.

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:

The State Plan must provide assurances that:	
1.	**Public Comment on Policies and Procedures:** 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.
	Ohioans for Opportunities with Disabilities (OOD), the state agency responsible for the vocational rehabilitation program, will comply with all statutory and regulatory requirements as required by section 101(a)(16)(A).
2.	**Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement***:* 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.

	OOD 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.

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 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) (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) (g) statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency is 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. (h) the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11), (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 required by 101(a)(10) of the Rehabilitation Act.
	OOD 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 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) (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) (g) statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency is 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. (h) the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11), (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 required by 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) (d) determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act and. (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. (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 review, 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, 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 pre-employment transition services (sections 101(a)(15) and 101(a)(25)).

	OOD 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) (d) comply with all required available comparable services and benefits, determined to be available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act and. (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. (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 review, 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, 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
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.
	(a) OOD has included in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.

	(b) OOD 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) OOD assures that it 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.	(a) **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. (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.
	(a) Financial Administration*:* OOD 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. (b) OOD 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.
	(a) Provision of Supported Employment Services*:* OOD assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act. (b) OOD assures that: iii. 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 iv. 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.

Appendix 1: Performance Goals for the Core Programs
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.

The Workforce Innovation & Opportunity Act (WIOA) §116(b)(2)(A) requires all states to submit PY 2016 and PY 2017 target performance level proposals in conjunction with their State Plan (WIOA §102). To date, USDOL requisite guidance, final regulations and precise definitions remain in draft form. As such, Ohio's target performance levels are based on what guidance has been made available, specifically the following three releases: 1) the USDOL's *Workforce Innovation and Opportunity Act Notice of Proposed Rulemaking*; 2) *Request for Information Collection for the WIOA Performance Management, Information, and Reporting System OMB Control No. 1205–0NEW*; and 3) *Request for Information Collection for the WIOA Performance Management, Information, and Reporting System OMB Control No.* ***1205–3NEW***. If our interpretation of these documents turns out to be incorrect, whether due to error or to changes made by the Departments of Education and Labor when they finalize their regulations and guidance, the State of Ohio reserves the right to revisit and amend any and all of these state proposed levels of performance and any language in this appendix.

Establishing PY 2016 and PY 2017 target performance levels are challenging as the WIA-to-WIOA implementation introduces substantive programmatic and system-wide front-end and back-end evaluation, modification and testing. Concerns and assumptions include but are not limited to:

1. Participant universe expansion and definitions:

   For existing WIA participants (i.e., Adult and Dislocated Workers) transitioning to WIOA, extant WIA participant definition applies absent final USDOL guidance. Nevertheless, questions exist with respect to whether self-service Title III job-seekers will be included in the denominator for target performance level purposes. WIA performance outcomes included both self-service and staff assisted seekers in the common performance measure outcomes. Noting that self-service job seekers have fewer obstacles to employment than those who require staff assisted services, self-service seekers' performance outcomes are generally higher.

   Regarding Title I Youth, by integrating Ohio's newly incorporated Temporary Assistance to Needy Families (TANF) population into WIOA's Youth cohort and program, results are expected to differ significantly from historical WIA Youth population performance outcomes. This change affects Ohio's ability to make accurate projections.

   In summary:

   The State of Ohio decided that the Combined Case Management and Employment Program (CCMEP) will be the state's singular youth program (i.e., in form and function, the TANF youth employment program and a WIOA youth program will cease). The newly introduced CCMEP program will be administered and run at the local level by a designated lead agency. This program will be co-funded by both TANF and WIOA. Co-enrollment status in CCMEP will make available comprehensive WIOA youth services to the newly integrated TANF population. Local areas may exercise flexibility with respect to WIOA youth enrollment (i.e., non-TANF eligible),

but due to funding constraints coupled with the OWF/TANF participation requirement, the non-TANF population is expected to be minimal.

OWF/TANF 'work-eligible' youths (aged 16-24) will be enrolled as a mandatory condition to maintain receipt of their TANF benefit. As such, there is reasonable concern regarding future systemic performance measure levels compared to historic WIA primary performance measure outcomes. This population is among Ohio's hardest to serve and is often facing critical barriers to employment that other low-income populations do not.

USDOL is required to provide statistical models to gage potential changes in participant population demographic variability. However, these models are not available to-date which limits Ohio's ability to account for expected model output. While there is historic WIA/TANF co-enrollment data available, this data were from participants voluntarily participating in the workforce program as opposed to required participation. Therefore, it is unlikely that the USDOL model can adjust for this variability. Initial performance results will require careful monitoring and cross-comparative analysis. If early data dictates it, the State of Ohio may require adjustment to the proposed performance levels.

2. Exit: Ohio used the WIA definition of exit even though the NPRM proposed a different definition. The NPRM proposed that a Period of Participation not be extended by self-service (such as when a staff-assisted customer continues to utilize the system through self-service). This entirely too complicated to implement via an ad hoc process and appropriate system changes have not yet been possible. In absence of clear guidance by USDOL and knowledge of how USDOL's statistical model will handle this question, we opted to use the WIA definition of exit.

3. WIA-to-WIOA not only required programmatic changes and challenges, but new eligibility and performance reporting requirements mandated a redesign of Ohio's existing case management and employment system. As a result, significant training will be required of new and existing staff. Once trained, new and existing WIA/WIOA staff as well as Comprehensive Case Management Employment System (CCMEP) staff will require time to apply their training and overcome the new system's learning curve.

4. Economic Changes: USDOL is required to provide statistical models to gage potential changes in local economic variability. Again, these models are not available to-date which limits Ohio's ability to account for expected model output. Ohio's proposals reflect a general consensus that near-term Ohio's economy will remain stable as it is today.

5. Primary Performance Measures: definitions, cohorts, and numerators and denominators as interpreted from existing guidance and the Participant Integrated Record Layout (PIRL) released with ***US DOL/ETA's Request for Information Collection for the WIOA Performance Management, Information, and Reporting System OMB Control No. 1205–3NEW***:

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.

   Cohort: PY 2016: Participants who exit between July 2015 and June 2016
   PY 2017: Participants who exit between July 2016 and June 2017

   Placement in Employment or Education 2nd Quarter after Exit Numerator:

   Count of UNIQUE RECORDS where (Funding Stream) and ((Date of First Youth Service is not null) or (Date of First Individualized Career Service is not null)) and (Employment Status at Program Entry is < 3) and ((EMPLOYED 2ND QUARTER AFTER EXIT QUARTER = > 0 and < 9) and (TYPE OF EMPLOYMENT MATCH 2ND QUARTER AFTER EXIT QUARTER = 5) or (WAGES 2ND QUARTER AFTER THE EXIT QUARTER > 0 and WAGES 2ND QUARTER AFTER THE EXIT QUARTER < 999999.99) or (YOUTH 2ND QUARTER PLACEMENT (TITLE I) > 0)) and (DATE OF EXIT is within the report period) and (EXCLUSIONARY REASONS is null or EXCLUSIONARY REASONS = 00 or EXCLUSIONARY REASONS = 98))

   Placement in Employment or Education 2nd Quarter after Exit Denominator:

   Count of UNIQUE RECORDS where (Funding Stream) and ((Date of First Youth Service is not null) or (Date of First Individualized Career Service is not null)) and (Employment Status at Program Entry is < 3) and (DATE OF EXIT is within the report period) and (EXCLUSIONARY REASONS is null or EXCLUSIONARY REASONS = 00 or EXCLUSIONARY REASONS = 98)

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.

   Cohort: PY 2016: Participants who exit between January 2015 and December 2015
   PY 2017: Participants who exit between January 2016 and December 2016

   Placement in Employment or Education 4th Quarter after Exit Numerator:

   Count of UNIQUE RECORDS where (Funding Stream) and ((Date of First Youth Service is not null) or (Date of First Individualized Career Service is not null)) and (Employment Status at Program Entry is < 3) and ((EMPLOYED 2ND QUARTER AFTER EXIT QUARTER = > 0 and < 9) and (TYPE OF EMPLOYMENT MATCH 4TH QUARTER AFTER EXIT QUARTER = 5) or (WAGES 2ND QUARTER AFTER THE EXIT QUARTER > 0 and WAGES 4TH QUARTER AFTER THE EXIT QUARTER < 999999.99) or (YOUTH 2ND QUARTER PLACEMENT (TITLE I) > 0)) and (DATE OF EXIT is within the report period) and (EXCLUSIONARY REASONS is null or EXCLUSIONARY REASONS = 00 or EXCLUSIONARY REASONS = 98))

Placement in Employment or Education 4th Quarter after Exit Denominator:

Count of UNIQUE RECORDS where (Funding Stream) and ((Date of First Youth Service is not null) or (Date of First Individualized Career Service is not null)) and (Employment Status at Program Entry is < 3) and (DATE OF EXIT is within the report period) and (EXCLUSIONARY REASONS is null or EXCLUSIONARY REASONS = 00 or EXCLUSIONARY REASONS = 98)

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

   Cohort: PY 2016: Participants who exit between July 2015 and June 2016
   PY 2017: Participants who exit between July 2016 and June 2017

   The value of 2ND quarter after exit wage that is the mid-point between the value of the lowest wage reported and the value of the highest wage reported for the UNIQUE RECORDS where (Funding Stream) and ((Date of First Youth Service is not null) or (Date of First Individualized Career Service is not null)) and (Employment Status at Program Entry is < 3) and (WAGES 2ND QUARTER AFTER THE EXIT QUARTER > 0 and WAGES 2ND QUARTER AFTER THE EXIT QUARTER < 999999.99) and the DATE OF EXIT is within the reporting Period and (EXCLUSIONARY REASONS is null or EXCLUSIONARY REASONS = 00 or EXCLUSIONARY REASONS = 98)

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 1 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 1 year after exit from the program.

   Cohort: PY 2016: Participants who exit between January 2015 and December 2015
   PY 2017: Participants who exit between January 2016 and December 2016

   NOTE: Per section 680.420 of the NPRM, a program of training services is one or more courses or classes, or a structured regimen that leads to: A recognized post-secondary credential, secondary school diploma or its equivalent; Employment; or Measurable skill gains toward such a credential or employment. Guidance included in the PIRL indicates the denominator includes those "Enrolled in Education or Training Program Leading to a Recognized Postsecondary Credential or Employment or Enrolled in Secondary Education Program". Both indicate that it is acceptable to enroll in training leading to employment, irrespective of credential attainment, but guidance does not indicate a method to indicate success for this case nor a method to exclude from performance a training program that does not lead to a credential. For our proposed standard for this measure, we have used the calculation from the PIRL (i.e., no exclusion is available and employment alone is not a successful outcome).

Credential or Diploma Attainment Numerator:

Count of UNIQUE RECORDS where (Funding Stream) and (Date of First Youth Service is not null) or (Date of First Individualized Career Service is not null) and DATE OF EXIT is within the report period and ((Enrolled in Education or Training Program Leading to a Recognized Postsecondary Credential or Employment or Enrolled in Secondary Education Program = 1) and (Type of Recognized Credential => 2) and (Date Attained Degree or Certificate or Credential – DATE OF EXIT is <= 365) or (Enrolled in Education or Training Program Leading to a Recognized Postsecondary Credential or Employment or Enrolled in Secondary Education Program = 1 and (Highest School Grade Completed < 12 or Highest School Grade Completed = 15) and ((TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) or (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 and WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) or (TYPE OF EMPLOYMENT MATCH 2ND QUARTER AFTER EXIT QUARTER = 5) or (WAGES 2ND QUARTER AFTER THE EXIT QUARTER > 0 and WAGES 2ND QUARTER AFTER THE EXIT QUARTER < 999999.99)) or (TYPE OF EMPLOYMENT MATCH 3RD QUARTER AFTER EXIT QUARTER = 5) or (WAGES 3RD QUARTER AFTER THE EXIT QUARTER > 0 and WAGES 3RD QUARTER AFTER THE EXIT QUARTER < 999999.99)) or (TYPE OF EMPLOYMENT MATCH 4TH QUARTER AFTER EXIT QUARTER = 5) or (WAGES 4TH QUARTER AFTER THE EXIT QUARTER > 0 and WAGES 4TH QUARTER AFTER THE EXIT QUARTER < 999999.99)) or (Date Enrolled in Education or Training Program Leading to a Recognized Postsecondary Credential – DATE OF EXIT is <= 365)) and (Type of Recognized Credential = 1) and (Date Attained Degree or Certificate or Credential – DATE OF EXIT is <= 365) and (EXCLUSIONARY REASONS is null or EXCLUSIONARY REASONS = 00 or EXCLUSIONARY REASONS = 98)

Credential or Diploma Attainment Denominator:

Count of UNIQUE RECORDS Where (Funding Stream) and ((Date of First Youth Service is not null) or (Date of First Individualized Career Service is not null)) and DATE OF EXIT is within the report period and ((Enrolled in Education or Training Program Leading to a Recognized Postsecondary Credential or Employment or Enrolled in Secondary Education Program = 1) or (Enrolled in Education or Training Program Leading to a Recognized Postsecondary Credential or Employment or Enrolled in Secondary Education Program = 1 and (Highest School Grade Completed < 12 or Highest School Grade Completed = 15)) and (EXCLUSIONARY REASONS is null or EXCLUSIONARY REASONS = 00 or EXCLUSIONARY REASONS = 98)

5) **Skill Gains / Educational Progression:** 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 indicators of effectiveness in serving employers.

Cohort: PY 2016: Participants whose enrollment anniversary date is between July 2016 and June 2017
PY 2017: Participants whose enrollment anniversary date is between July 2017 and June 2018

Skills Gain / Educational Progression Numerator:

Count of UNIQUE RECORDS where (Funding Stream) and ((Date of First Youth Service is not null) or (Date of First Individualized Career Service is not null)) and (Date of Program Entry is not null) and ((Date of Program Entry) <= end of the report period and (DATE OF EXIT => beginning of the report period or DATE OF EXIT is null) and (Enrolled in Education or Training Program Leading to a Recognized Postsecondary Credential or Employment or Enrolled in Secondary Education Program = 1 and ((Date of Most Recent Measurable Skill Gains: Educational Achievement is within the reporting period) or (Date of Most Recent Measurable Skill Gains: Secondary/Post-Secondary Transcript/Report Card is within the reporting period) or (Date of Most Recent Measurable Skill Gains: Training Milestone is within the reporting period) or (Date of Most Recent Measurable Skill Gains: Skills Progression is within the reporting period)) and (EXCLUSIONARY REASONS is null or EXCLUSIONARY REASONS = 00 or EXCLUSIONARY REASONS = 01 or EXCLUSIONARY REASONS = 98))

Skills Gain / Educational Progression Denominator:

Count of UNIQUE RECORDS where (Funding Stream) and ((Date of First Youth Service is not null) or (Date of First Individualized Career Service is not null)) and (Date of Program Entry is not null) and ((Date of Program Entry) <= end of the report period and (DATE OF EXIT => beginning of the report period or DATE OF EXIT is null) and Enrolled in Education or Training Program Leading to a Recognized Postsecondary Credential or Employment or Enrolled in Secondary Education Program = and (EXCLUSIONARY REASONS is null or EXCLUSIONARY REASONS = 00 or EXCLUSIONARY REASONS = 01 or EXCLUSIONARY REASONS = 98))

The following table includes Ohio's proposed levels of performance. These standards are necessarily conservative in an effort to allow for state flexibility. Ohio has utilized WIOA implementation as an invitation and an opportunity to make bold changes to its workforce development program. The State of Ohio asks the USDOL to take this into consideration as they review the following proposed/expected program measure levels. Included following the table are Ohio's justification and explanation as to how we arrived at these proposed figures. "Baseline" has been entered in the cells for which the US Departments of Labor and Education have determined no proposed standards are required for the first two program years; "baseline" indicators will not be used in the end of the year performance calculations and will not be used to determine failure to achieve adjusted levels of performance for sanction purposes.

Population	P Y 16 / F Y 17 Proposed Level	P Y 16 / F Y 17 Negotiated/ Adjusted Level	P Y 17 / F Y 18 Proposed Level	P Y 17 / F Y 18 Negotiated/ Adjusted Level
Employment (Second Quarter After Exit)				
Adults	79.0%		79.0%	
Dislocated Workers	81.0%		81.0%	
Youth (Education, Training or Employment)	44.0%		44.0%	
Wagner-Peyser	50.0%		50.0%	
Adult Education	Baseline	Baseline	Baseline	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline
Employment (Fourth Quarter After Exit)				
Adults	73.0%		73.0%	
Dislocated Workers	77.0%		77.0%	
Youth (Education, Training or Employment)	44.0%		44.0%	
Wagner-Peyser	47.0%		47.0%	
Adult Education	Baseline	Baseline	Baseline	Baseline

Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline
Median Earnings (Second Quarter After Exit)				
Adults	$4,500.00		$4,500.00	
Dislocated Workers	$6,400.00		$6,400.00	
Youth	$2,200.00		$2,200.00	
Wagner-Peyser	$4,500.00		$4,500.00	
Adult Education	Baseline	Baseline	Baseline	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline
Credential Attainment Rate				
Adults	50.0%		50.0%	
Dislocated Workers	58.0%		58.0%	
Youth	35.0%		35.0%	
Wagner-Peyser	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Adult Education	Baseline	Baseline	Baseline	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline
Measurable Skills Gain				
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Adult Education	63.0%		63.0%	
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline
Effectiveness of Serving Employers				
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Employment (second and fourth Quarter after exit):

Adult and Dislocated Worker: Historical WIA data exists for these cohorts for us to use in calculations and projections. Applying the employed second quarter after exit to the historical WIA population yields only a modest difference between WIA's entered employment first quarter after exit and WIOA's employment second quarter after exit for these two cohorts. Therefore, we propose using the PY 2015 WIA common measure level as a starting point for establishing a performance history for the second quarter after exit measure. For the fourth quarter after exit, Ohio has noted an average of a 6 percentage point drop from second to fourth quarter after exit for the Adult population and a 4 percentage drop for the Dislocated Worker population. Therefore, Ohio submits the resultant as a starting point for establishing a performance history for the fourth quarter after exit measure. State efforts will focus on minimizing these drop offs.

Youth: As discussed earlier in this state plan submission, PY 2016 will see the inclusion of an entirely new population of participants in the WIOA youth program. Although the WIA program served TANF individuals in the past, their numbers have not been significant enough to establish a reliable history of outcomes and comparing their influence over several program years yields unreliable results. Applying the definitions of these WIOA measures, Ohio has collected employment outcomes from wage record for this population (TANF OWF work required aged 16 to 24) as a proxy for this population for the past five years and has submitted the lowest of these annual outcomes as a standard for this measure. Even this proxy may not be sufficiently representative as the measure applied to those who have exited the work required TANF program, not those who remain. This and all new youth measures will be closely scrutinized as actual CCMEP outcome data becomes available.

Wagner-Peyser: Historical WIA data exists for this cohort for the second quarter after exit measure, but not for the fourth quarter after exit measure. However, there is the problem of whether or not self-service participants are included in the denominator for this measure; for WIA they did but for WIOA, guidance indicates they do not. Even if we isolate performance outcomes from the WIA population to only those who received a staff-assisted service, the definition of these services has changed from WIA to WIOA and our current system sometimes makes it impossible to discern services received from a staff versus received electronically though Ohio's web portal, OhioMeansJobs.com. Therefore, noting that self-service job seekers have fewer obstacles to employment than those who require staff assisted services and self-service seekers' performance outcomes are historically higher, we have used the WIA PY 2015 entered employment standard of 55 percent and multiplied the result by 90 percent to account for the removal of the self-service participants. There is no historical data for fourth quarter after exit employment, so we used the WIA employment data for the third quarter after exit and the WIA retention rate common measure as a proxy to come up with the employed fourth quarter after exit standard.

Median Earnings:

Adult and Dislocated Worker: Historical WIA data exists for these cohorts for us to use in calculations and projections. However, for WIA, the state applied a standard data cutoff as allowed in TEGL 17-05 Attachment D to exclude from the quarterly amounts considered erroneous based on documented procedures and processes for editing and cleaning wage record data. The state's existing methodology will be changing to a statistical method for removing anomalous outliers for WIOA implementation. System improvements have made for more reliable data and the change from average to median earnings (from the WIA measurement standard to the WIOA measurement standard) eliminates much of the influence of outlier wage data that would skew results. We applied this new methodology to the historical WIA records and multiplied the result by 90 percent to account for aforementioned implementation variability.

Youth: Again, although the WIA program has served TANF individuals in the past, there numbers have not been large enough to establish a reliable history of outcomes and comparing their influence over several program years yields unreliable results. As was done for the employment measure, applying this WIOA measure, Ohio has collected employment outcomes from wage record for this population's proxy for the past five years and has submitted the lowest of these annual outcomes as a standard for this measure.

Wagner-Peyser: Historical data exists for these cohorts for us to use in calculations and projections. However, as with the Adult and Dislocated Worker cohorts, he state's existing methodology will be changing to a statistical method for removing outliers for WIOA Title III implementation. Again noting the above stated concern of whether or not self-service participants are included in the denominator for this measure and that self-service job seekers have fewer obstacles to employment than those who require staff assisted services and self-service seekers' performance outcomes are historically higher, we have applied this new methodology to the historical Wagner-Peyser records and multiplied the result by 90 percent to account for the removal of the self-service participants.

Credential Attainment Rate:

Adult and Dislocated Worker: Although historical WIA data exists for these cohorts for us to use in calculations and projections, the data collection have not always been as robust as it was not a common performance measure for WIA. From year to year, the outcomes have varied. Additionally, the performance period changed from WIA to WIOA and therefore required programmatic and system changes. To allow for acclimation to this new focus and the variability of historical data, we have submitted the average outcome rate for the WIA performance measure for the past few years multiplied by 90 percent as a starting point for this measure.

Youth: Again, PY 2016 will see the inclusion of an entirely new population of participants in the WIOA youth program. Although the WIA program has served TANF individuals in the past, there numbers have not been large enough to establish a reliable history of outcomes and comparing their influence over several program years yields unreliable results. What data we do have, suggests that this population has had significant challenges in this measure compared to the non-TANF participants. This measure will certainly be a focus of scrutiny and energy over the first years of implementation. We have used the outcome for those individuals that were enrolled in WIA and TANF in the past and multiplied it by 80 percent to allow for staff and leadership the flexibility to fully understand this measure applied to this population and to establish best practices going forward.

Measureable Skills Gain:

Adult Education: We used historical data of students who completed at least one educational functioning level determined by a pre and post-test divided by the total number of participants enrolled for the past few program years to establish this proposed standard.

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (Title 20, United States Code (20 U.S.C.) 2301 et seq.)

I. Planning, Coordination, And Collaboration Prior To State Plan Submission

(a) Part A.

(1) The State must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State Plan. (section. 122(a)(3))

(2) The State must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State Plan. (Section 122(a)(3))

(3) The State must develop the State Plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities undertaken by the State boards under section 101 of the WIOA; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. The State also must consult the Governor of the State with respect to development of the State Plan. (section 122)

(4) The State must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State Plan. (section 122(b)(2))

(5) The State 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, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If any of those State agencies finds that a portion of the final State Plan is objectionable, that State agency must file its objections with the eligible State agency. The eligible State agency must respond to any objections it receives in the State Plan that it submits to the Secretary of Education. (section 122(e)(3))

In the past few years, Ohio has enacted its most meaningful overhaul of career technical education in more than a generation, changing not only the perception of career tech but reforming it to align the prep skills being taught with the skills that are in demand in today's economy. Students now also have

access to career technical education starting as early as seventh grade. Moreover, Ohio is backing up this renewed commitment with record funding for career tech and new accountability measures.

Today, more than 120,000 students are involved in career technical education programs. These students are finding their passion. They are studying a field that motivates them, such as agriculture sciences, information technology and manufacturing technologies. These students learn math, science, and English. However, they do something more as well – they apply it to the real world while studying a field that excites and motivates them. When students are engaged, they learn, they grow and they are successful.

The previous Ohio Five-Year Plan for Career-Technical Education, in adherence to the Carl D. Perkins (Perkins) Act of 2006, was created under the leadership of the Ohio Department of Education's (ODE) Office of Career-Technical and Adult Education (CTAE) in collaboration with the Ohio Department of Higher Education (ODHE) (formerly the Ohio Board of Regents), the governing body for higher education.

While part of Ohio's combined plan for the Workforce Innovation and Opportunity Act, many of the activities identified during the comprehensive planning process for the Perkins Act. The comprehensive planning system for the Perkins Act involved a year (September 2006 to March 2008) of research and study; a year (April 2007 to March 2008) of external and internal stakeholder input and dialog, including five public hearings; and review and input from the Governor's office, state education senior leadership and Ohio's State Board of Education (May 2007 to March 2008) before submission to the USDOE (April 1, 2008).

Most of the five-year plan work took place within and among 100 members on teams organized around five key sections of the Perkins Act legislation:

1. Program Administration;
2. Provision of Services for Special Populations;
3. Accountability and Evaluation;
4. Tech Prep Programs/Services; and
5. Financial Requirements.

One ODE Office of CTAE staff member was assigned to lead each of the five teams. Three ODHE representatives were actively engaged along with the ODE leaders. An ODE communications manager was designated to ensure that work was communicated among team leaders and members and to interested parties and stakeholders as a means of inviting input from academic and career-technical education teachers, faculty and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers; parents and students; institutions of higher education; state tech prep coordinators and consortia representatives; community members; representatives of special populations; representatives of business/industry and representatives of labor organizations. The Office of CTAE director provided oversight and direction for the Ohio plan in concert with the ODE executive director of secondary education and workforce development.

The team leaders, communications manager, CTAE director and representatives of the ODHE formed a Perkins Act steering committee that met at least two hours each week (April 2007 through April 2008) to share team progress, probe and respond to questions, and draft/revise the plan. Among

invited guests to the weekly steering committee meetings were leaders from the Ohio Governor's Office and the Ohio Department of Job and Family Services.

The Ohio Perkins Act planning system was designed to be as publicly transparent as possible with more than 100 face-to-face presentations and meetings and phone conferences. A continually updated ODE website was developed to enable team members and the general public to be as informed as possible about the direction and issues for Ohio's plan. The Ohio Perkins Act steering committee agreed to continue to meet twice monthly in the implementation phase (January 2008 to current) of the plan.

Additionally, state leadership – the Governor and his liaisons, State Superintendent of Public Instruction and Chancellor of the Ohio Department of Higher Education – were informed and engaged at final decision points before submission to the State Board of Education for adoption.

In 2014, Ohio submitted a unified plan around three federally funded programs – WIA (funding for unemployed, underemployed and youth), Adult Basic and Literacy Education (ABLE) (funding for adult GED and remediation training) and Perkins (career tech funding for K-12 and adults). The unified plan extended the existing Perkins Act plan; however, that process created the foundation for the development of a new four-year Perkins Act plan as part of Ohio's Combined State Plan.

The process for developing the plan included stakeholder engagement and collaboration. To draft the unified plan, the Governor's Office of Workforce Transformation, in collaboration with the Ohio Departments of Higher Education, Education and Job and Family Services, held several stakeholder meetings with local representatives from the three major workforce programs. Three meetings were organized with selected local WIA board directors, and two meetings each with ABLE directors, and representatives of Perkins Act grantees. Each of these meetings were designed to talk about the state's challenges in terms of its workforce development efforts and to begin to lay the groundwork for a vision of what a better system would look like.

In each of these meetings, participants raised a variety of challenges that they felt stood in the way of meeting the needs of Ohio's citizens and businesses. The discussions were chronicled by the OWT staff. The results of the single-stakeholder meetings formed the basis for the joint-stakeholder meetings. Similar meetings were held during the summer of 2015 allowing the team to project Perkins Act related activities aligned with WIOA.

Joint stakeholder meetings brought together individuals across the three individual program stakeholder groups to discuss shared challenges and approaches to the unified strategy, including various ideas that surfaced during the earlier meetings. The goal of the joint meetings was to specify a shared set of strategies and approaches that could form the basis for a Unified State Plan for workforce development in Ohio connecting the work of WIA boards, ABLE providers and Perkins Act programs. The principles of the Unified State Plan still hold true and are the basis for Ohio's Combined State Plan.

The group discussed the goals and principles that form the foundation of Ohio's Combined State Plan Strategy. These ideas had been presented in the single-stakeholder meetings as well. The goals were articulated as follows:

- Get more people in quality jobs paying a living wage and that can lead to career advancement; and
- Provide effective and efficient training aligned to high-demand jobs and employer needs resulting in workplace valued credentials.

The principles that guided the work of the stakeholder groups were as follows:

For customers:

- Easy and improved access to services – no wrong door;
- Simple to understand and engage; and
- Consistently high-quality services, supports and programs.

For businesses:

- Responsive to employer needs;
- Focused on in-demand jobs; and
- Develop talent with appropriate knowledge and skills, including job readiness and soft skills.

For the system:

- Aligned, coordinated and collaborative;
- High-quality services and a productive customer experience;
- Maximize resources to produce more skilled and credentialed talent consistent with employer demand;
- Measure performance and accountable for results;
- Transparent in operations and spending; and
- Leverage federal flexibility.

There are 10 common reforms, which are highlighted in (II)(b)(2).

1. Require Registration in OhioMeansJobs.com
OhioMeansJobs.com is Ohio's online business and employment service center. This free site serves Ohio businesses, individuals, and students. Businesses can search millions of resumes with ease and post jobs on the site at no cost. The site provides up-to-date information on all of Ohio's in-demand jobs and Ohio's employment programs, which can provide funding and services to help cover the cost of training for individuals and employees.

Enrollment in OhioMeansJobs.com will increase awareness of the resources and functionality of the tool, ensure consistency among programs, enhance job readiness and placement efforts and support career planning.

Ohio Revised Code 3304.71, 3333.92 and 6301.18 requires all consumers of Title I employment and training programs, ABLE, Perkins Act programs, and vocational rehabilitation (VR) programs to enroll in OhioMeansJobs.com. Participant in the state-administered SCSEP program also are required to enroll in OhioMeansJobs.com.

2. Require a Common Application for ABLE, Title I Employment and Training and Perkins Act
Currently ABLE has one application statewide, but applications for Title I employment and training and Perkins Act programs vary greatly across the state. Ohio will work with providers to establish a common in-take application to be used by the three programs. This reform will simplify the process for the customer by reducing duplication and improving the referral process.

3. Develop Integrated Case Management
The current case management systems for ABLE, Title I employment and training, and Perkins Act are a patchwork of systems that operate independent of one another. One of the key reforms brought forward by stakeholders was the importance of having integrated case management so each program can access the same information and improve customer service.

Integrated case management would benefit both the job seeker and the workforce system by:

- Providing consistency throughout the workforce system;
- Simplifying the referral process between programs, allowing consumers to move into the program best suited for them;
- Supporting co-enrollment among various programs and across funding streams; and
- Improving information exchange between the different programs so workforce data can be streamlined and utilized.

4. Develop a Statewide Common Assessment Strategy
As with program applications and case management, Ohio's three programs also utilize a variety of assessments as part of program implementation. Developing a statewide common assessment strategy will reduce assessment duplication, reduce the number of assessments given, ensure more job seekers are assessed, simplify data sharing, and allow for cost savings by reducing the number of assessments given and possibly taking advantage of the state's buying power, lowering the overall costs of assessments.

The Governor's Office of Workforce Transformation (OWT) has identified the various assessments used across multiple workforce programs, and has prioritized them into three key areas – career interest, aptitude, and knowledge and skill assessments. The state is working with local workforce partners and providers to develop a common approach for the three key areas of assessments that can meet all programs' needs.

5. Allow Co-enrollment between Programs and Services
Co-enrollment does occur between Ohio's workforce programs; however, it is not consistent or seamless. Co-enrolling appropriate individuals in ABLE, Title I employment and training, and/or Perkins Act allows credential-seekers to move more quickly through the system. This approach shows individuals the relevancy of their work, and enables the "system" to become more customer responsive and easier to access by bringing the services to the customer and taking a no-wrong-door approach. Additionally, co-enrollment increases accountability within the system by connecting

individuals with multiple workforce partners, ensuring continual progress through the system, and reducing the likelihood that an individual falls through the cracks.

6. Require a Regional/Local Combined Plan
At the state level, the combined plan is aligning Ohio's largest federally-funded workforce programs. Since these services are delivered locally, OWT is working with the state's workforce areas to develop local and regional plans amongst various community partners to facilitate better collaboration in meeting the needs of businesses and job seekers.

A local combined plan creates shared understanding of the workforce needs as well as a shared vision and goals for how the local system is run. A local combined plan:

- Reduces duplication of services;
- Improves collaboration and communications;
- Allows for alignment of resources to in-demand jobs;
- Improves resources utilization and return on investment;
- Reduces confusion and services barriers for consumers; and
- Promotes staff training and cross-training on the other programs.

The local combined plan would be developed based on guidelines and criteria developed by the state in collaboration with local workforce partners, providers and interested parties.

7. Increase Access to Remedial Education and High School Credential Training
ABLE is Ohio's front-line program to help adults without a high school diploma or equivalency. ABLE provides services for individuals who need assistance acquiring the skills to be successful in job training and employment. The single biggest challenge the ABLE program faces in Ohio is a lack of awareness about what ABLE is and the wide-range of free services the program provides.

Increasing utilization of ABLE programs will increase access to post-secondary education for individuals, and reduce knowledge and skill gaps for individuals entering post-secondary education and employment.

ODHE is leading efforts to re-brand and market the ABLE program. Efforts will focus on increasing awareness of the services offered, reducing the stigma, and increasing post-secondary training. Ohio also is providing opportunities for adults to earn their high school diploma through credit recovery, as well as the Adult Diploma Pilot Program, connecting a student's work toward a high school diploma to job training linked to Ohio's in-demand jobs.

The legislature of the state of Ohio has dedicated funding to the ODE to pilot alternative pathways to high school credentials. While not part of the Carl D. Perkins Career Technical Education State Plan, these efforts provide opportunity and are aligned to the career pathways strategies mentioned within this plan.

8. Embed Job Readiness and Soft- Skills Training in All Workforce Training Programs
A common complaint heard from businesses is that workers do not have the job readiness and soft skills needed to perform the job. Soft-skills training is sprinkled throughout the workforce system but at the present time is not administered in a consistent way.

Providing a consistent, high quality delivery of job preparation and job readiness skills training will assist individuals in preparing for, obtaining, and retaining employment. By addressing the essential skill sets that employers are looking for in future employees, it is expected that job seekers become employed in shorter time frames and once employed, they are able to retain these jobs for long periods of time.

Ohio's workforce system is meeting this challenge head on by developing model curricula that addresses job readiness and soft skills and ensuring it is offered more broadly. The model curricula will be responsive to business, ensuring consistency and quality. Working with workforce development boards, job-readiness and soft-skills training will be incorporated in the regional and local planning process.

9. Ensure Career Counseling Opportunities
OWT is working with ODE, ODHE and stakeholders to improve approaches to counseling, ensuring that customers understand how best to transition to higher levels of training and credentials. By developing common counseling approaches and improving counseling services, job seekers will have a greater awareness of Ohio's in-demand jobs and training opportunities, ensuring that business needs are met.

ODE has developed Career Connections. Career connections learning strategies are resources for classroom teachers to integrate linkages between student learning and career fields. Career connections is just one resource available to schools for supporting students' career awareness, exploration and planning as described in Ohio's Career Connections Framework. The Framework recognizes the comprehensive continuum of support and student development in preparing them for college and careers.

Career Connections offer practical ways for teachers and school counselors, families and community members to show students, as early as in kindergarten, the types of jobs possible for them. These efforts are embedded within educational programming. ODHE has also worked to strengthen career counseling and advising in all public postsecondary education in Ohio.

10. Develop Workforce Success Measures (Common Measures)
Ohio's philosophy is simple: what gets measured gets better!

To ensure the state's workforce programs are meeting the needs of individual job seekers as well as Ohio's employers, OWT worked with stakeholders and The Ohio State University to create a common set of workforce success measures for ABLE, Title I employment and training, Perkins Act, and state financial aid and scholarships, allowing policymakers to continually monitor progress across multiple programs, creating better transparency and greater accountability.

The workforce success measures will evaluate efforts to:

- Provide job seekers with access to training that results in industry-recognized credentials;
- Connect individuals to short and long-term employment;
- Increase participants' overall earnings; and
- Meet the needs of employers.

Ohio's workforce success measures are now available on a user-friendly, online dashboard at: www.workforce.ohio.gov.

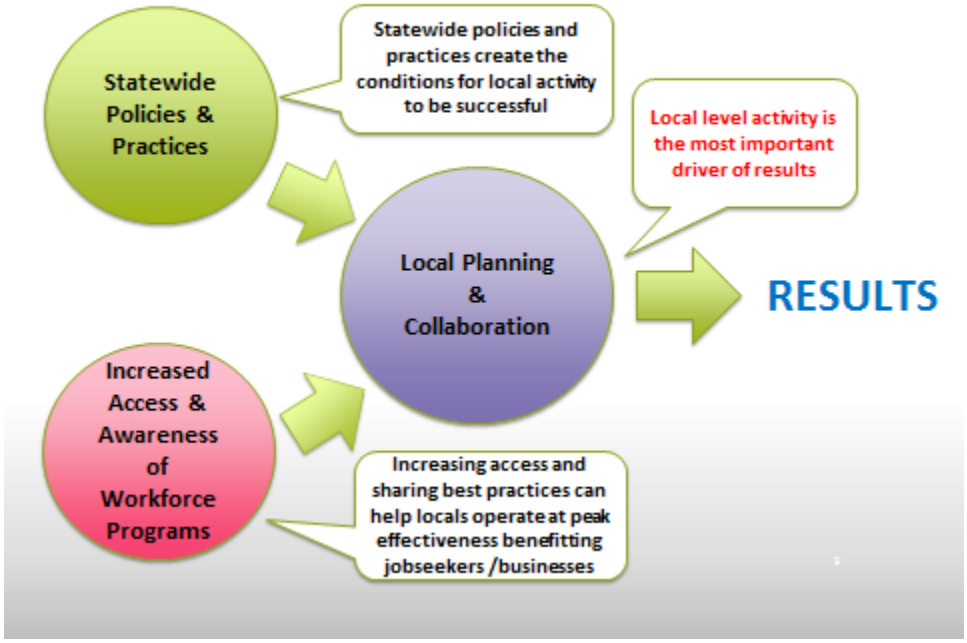
For meaningful change, all of Ohio's local workforce programs, Title I employment and training, Adult Basic and Literacy Education, and secondary and postsecondary Perkins Act partners must work together to achieve the common goals put forth in this plan and the outlined reforms. Recognizing the unique position of the secondary career-tech programs, it is expected that those partners will be significantly involved in embedding job readiness, soft skills and career counseling in all workforce training programs, and developing a combined local plan. Working with the secondary career technical schools, the local planning process may also include any other reforms local partners collectively deem appropriate.

While stakeholders agreed with the reform in concept, it was clear that the details about how each idea would be developed and implemented would matter significantly to the level of support and the actual impact that could be achieved.

One important observation was made regarding the definition of "local." Participants recognized that there would need to be work to define the various geographic areas that constitute "local." There is recognition that service areas do not always align perfectly. Additionally, some providers (for example, some ABLE programs) might be a part of more than one workforce area.

The key themes were synthesized into three categories. These categories are illustrated in Figure 30.

Figure 30: Key Themes of the Common Reforms



Statewide policies and practices encompasses: requiring registration in OhioMeansJobs.com; common in-take application; common assessment strategy, common case management; and common metrics. Increased access and awareness of workforce programs includes: increase access to job readiness/soft skills training; increase access to career counseling; and increase access to remediation and high school equivalency. Finally, local planning and collaboration includes local combined plan and co-enrollment.

Over the course of the meetings, a number of key lessons emerged:

1. The need for shared vision and understanding. There is strong agreement between the state and the local partners about what the goals should be for an effective workforce development system, and what strategies might best help drive the state and local communities toward those goals. There was little disagreement about what the state is trying to accomplish through the combined strategy. It is important to continue to maintain a sense of shared vision and a common understanding of problems, challenges and possible solutions.

2. The point of view of the partners is important. As the people who have the most extensive contact with individuals and businesses, stakeholders have great perspective on customer needs and the capability of the system to deliver. They are strongly tuned into the day-to-day challenges and barriers. They also know the ways to cut through red tape, or find work-arounds to get the job done.

3. Success will depend on continued stakeholder engagement and involvement. Continued stakeholder engagement is important and is critical to the success of a combined plan. As such, they must be at the table as reforms are designed, and as implementation plans are developed. Their ownership and buy-in relative to new approaches and strategies is crucial to success.

4. Bringing stakeholders together is a powerful experience. Effective communications with and among stakeholders is critical. The stakeholder meetings represented the first time that representatives of the various groups have been brought together to discuss issues collectively. This practice must continue. It should be one part of a broader communication strategy that includes efforts to not only communicate program specific information to specific providers, but to establish a pattern of cross-provider communication. The state sends out a lot of communication to stakeholders. Often this is within the silos of individual programs. It needs to share more information across the entire spectrum so that everyone sees the big picture.

5. There is a strong desire for good, actionable data. The state needs to continue its efforts to work with all stakeholders on providing high-quality data that can guide local efforts. Activities around helping local providers gather and interpret their own data may also be beneficial.

All states are required by the federal Carl D. Perkins Act of 2006 to develop plans in five areas: Program Administration, Special Populations, Accountability/Evaluation, Tech Prep and Financial Requirements.

Ohio's 2016 Combined State Plan was made available to stakeholders and interested parties for continued dialogue. The plan was posted for public comment for 30 days allowing stakeholders and constituents to review and comment. Five regional hearings for the purpose of accepting local feedback occurred in January 2016.

In compliance with the law, the following groups were informed about the hearings through various channels: academic and career-technical education teachers, faculty and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers; parents and students; institutions of higher education; State Tech Prep coordinators and consortia representatives; community members; representatives of special populations; representatives of business/industry; and representatives of labor organizations.

II. Program Administration

(a) Part A.

(1) The State must prepare and submit to the Secretary a State Plan for a 6-year period. (section 122(a)(1))

This document constitutes the submission of a four-year plan for the operation of programs in Ohio under the Carl. D. Perkins Act of 2006 during state fiscal years FY2016 through FY2020. Throughout this document where state support is indicated, it may be in the form of public engagement, technical assessment, professional development and/or financial resources. Wherever dates are indicated, they refer to state fiscal years.

All program administration activities are intended to support the following Perkins Act vision for the state of Ohio. From FY2016 through FY2020:

- All state-approved secondary career-technical programs will be based on a state-approved career pathway and program of study (POS);
    - A POS is a pathway of secondary and postsecondary non-duplicative course sequences that culminates in a diploma, credential(s) and/or degree(s).
    - A POS must minimally span grades 9 to 14 and is encouraged to span grades 7 to 16.

    - A POS should emphasize Ohio's in-demand occupations, identified in OhioMeansJobs.com.
- State-approved secondary career-technical programs will meet State Quality Program Standards (QPS);
    - The Office of CTE created an instrument to guide and facilitate program improvement with a common set of standards. The Quality Program Standards instrument is designed to serve all secondary career-technical education programs.
    - Career Technical Planning Districts (CTPDs) will have access to the monitoring system to aid in evaluating a program to determine how to improve the quality of the CTE program.
    - Evaluation of adherence to QPS will be part of a periodic renewal of eligibility as a state-approved career-technical program and for state supplemental career-technical funding.
    - The state will provide technical assistance for and monitoring of QPS.
- A secondary program that operates under a state-approved POS and meets secondary state QPS will also, by definition, meet Tech Prep criteria;
- All secondary programs operating under a state-approved POS and meeting QPS, will continue being identified as Tech Prep programs;
- Tech Prep programs will be characterized by open entry for all secondary students;
- Effective academic/career counseling and comprehensive transition planning and provision of transition services beginning not later than the first IEP to be in effect when the child is 14 years of age. IEP and Section 504 development will be available in schools to ensure that students are in appropriate programs for their individual needs;
- All educators, especially teachers, will be supported with access to products/services that will help them ensure student success; and
- High expectations will continue to be in place for students to exit secondary Tech Prep programs as successful secondary "completers:"
    - A successful secondary completer is a student that demonstrates high-level academic and technical achievement.
    - A successful secondary completer is a student that is well prepared to move seamlessly to postsecondary Tech Prep programs.

(2) The State Plan must include information that describes the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(A) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

(i) Incorporate secondary education and postsecondary education elements;

(ii) Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
(iii) May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
(iv) Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

The purpose of programs of study is to ensure, through collaboration between secondary and postsecondary institutions, that CTE programs will:

- Support 100 percent graduation from high school and successful transition to and through 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 a diploma, industry credentials and 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 a postsecondary pathway and the workplace;
- Eliminate duplication of coursework between high school and postsecondary systems;
- Meet the workforce needs of Ohio's economic growth industries;
- Support pathways leading to Ohio's in-demand occupations; and
- Address employer-validated skills defined broadly enough to enable workers to move laterally within career fields and specialized enough, where appropriate, to enable workers to secure positive occupational placements in positions needed by employers.

The Ohio Department of Education, in collaboration with the Ohio Department of Higher Education, will maintain the following activities through the life of the plan:

- Develop and disseminate a career pathway and a program of study template to be used for both state-developed, sample POS and locally-developed POS.
- Disseminate the following criteria for development of career pathways and programs of study.
    - Required academic and technical coursework spanning minimally grade nine through the associate degree, listed by course name, sequenced by grade level and appropriate for an Ohio pathway identified in one of Ohio's 16 Career Field Technical Content Standards documents; additionally, POS that begin in middle school and extend through baccalaureate level education will be encouraged;
    - Recommended academic and technical electives, which can include Family and Consumer Sciences, which is identified as a permissive use of Perkins Act funds;
    - Assurance of the alignment of courses to state academic and technical standards and regulatory business and industry standards where applicable;

    - Coursework that addresses creative, innovative, artistic and/or design-oriented knowledge and skills;
    - Assurance that applicable course descriptions are available;
    - Identification of articulated and/or dual enrollment/postsecondary credit opportunities as well as matriculation opportunities;
    - Identification of appropriate and obtainable industry credential opportunities;
    - Identification of appropriate adult workforce education transition opportunities; and
    - Provisions to assure access and success for special populations.
- Develop and disseminate sample career pathways and POS.
- Provide technical assistance to aid local recipients in developing local POS.
- Review and approve locally-developed career pathways and POS. See the section on Local Implementation of career pathways and programs of study for a description of the review/approval process.
- Assure that career pathways and programs of study align with and support other statewide seamless transition initiatives including, but not limited to:
    - Office of Workforce Transformation strategic plan;
    - Ohio's high school graduation requirements;
    - Ohio Transfer Modules that guarantee the transferability of general education courses from two-year to four-year higher education institutions;
    - Ohio Transfer Assurance Guides (TAGs) that guarantee the transferability of selected coursework among public institutions of higher learning;
    - Ohio's Career-Technical Credit Transfer (CT)[2] that guarantees transferability of credits from Ohio high school/adult workforce career-technical programs to Ohio public two-year and four-year institutions;
    - Stackable certificates that align industry training and pre-college curriculum to college coursework through a system of certificates; and
    - Recommendations that support College Credit Plus opportunities.

(B) How the State, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

The state will continue supporting implementation of career pathways and programs of study in the following ways:

- Local implementation of career pathways and programs of study (POS) will begin with state approval of the career pathways and POS. State career pathways and POS samples may be adopted by the local recipient or locally-developed career pathways and POS that meet state-defined criteria may be submitted to the state for approval. Local implementation of career pathways and POS will be subject to a) review and monitoring by the state and b) renewal of approvals every five years.

- Implementation of career pathways and programs of study will be monitored through a state-established Perkins Act review process.
- In FY2017, all local recipients will be required to implement a minimum of one (1) state-approved program of study of their choice (a state POS sample or a locally-developed POS that meets state-defined criteria). For all new programs to be implemented in FY17 FY2017and thereafter, submission of a career pathway and a program of study will be required as part of the state Application for Approval of Secondary Career-Technical Education Programs (CTE-26), which is required for state career-technical education supplemental funding of secondary career-technical programs.
- Additionally, the state will continue an action plan that will ensure that existing programs transition to a career pathway and a POS, and that 100 percent of state-approved secondary career-technical education (CTE) programs have a state-approved program of study and include a career pathway beginning in FY2017. Postsecondary recipients will be required to develop/review/revise career pathways and POS in collaboration with their secondary partner(s) following the same schedule as the secondary recipient.
- The state will maintain open communication and collaboration with local recipients in the development of career pathways and POS by widely vetting the state criteria in the Perkins planning process and disseminating the criteria through state websites and statewide meetings/conferences. In addition, the state will continue providing technical assistance and professional development to locals as needed as they develop local career pathways and POS.
- Career pathways and POS approved by the state will be disseminated through state websites to enable locals to learn and borrow from each other where appropriate.
- FY2017 and beyond must include an approved career pathway and a POS.

(C) How the State will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

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 an electronic transcript system that will make transferability of coursework transparent to education providers and learners;
- Recommendations and support for a data system integrated across education and workforce training systems that will enable more complete tracking of learners across and through secondary and postsecondary programs and into the workforce;
- Communication of common definitions and processes for transfer and College Credit Plus opportunities using established state definitions and recommendations;
- Alignment among career pathways and programs of study (POS), Career-Technical Credit Transfer (CT)[2] elements, Ohio Transfer Assurance Guides (TAGs), transfer modules, and stackable certificates;
- Provide technical assistance and support through regional Tech Prep consortia;

- 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 expect 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 for the designing of a funding system that will remove financial barriers to the full participation of secondary and higher education institutions in dual enrollment/credit programs.

(D) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

The following will be disseminated statewide via the Ohio Department of Education and Ohio Department of Higher Education websites to encourage recipients throughout the state to collaborate, learn from one another and use each other's work where applicable:

- State sample career pathways and programs of study;
- State criteria for local development of career pathways and POS; and
- State-approved career pathways and POS implemented by local recipients.

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

All Perkins Act planning, compliance and monitoring guidance will identify that recipients will be required to:

- Participate as mandatory partners on their local workforce development board(s);
- Document local stakeholder committee discussions that have occurred regarding the dissemination of information about career pathways and programs of study to counselors, learners and their families (if applicable);
- Emphasize Ohio's in-demand occupations within career pathways and programs of study;
- Include special populations as a target audience for career pathways and program of study counseling and information dissemination; and
- Collaborate with partner agencies (e.g., workforce development boards, Education Service Centers or associate districts) in disseminating career pathways and programs of study information to the constituencies of those partner agencies.

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

- Engagement of stakeholders;
- Emphasis on programs aligned to Ohio's in-demand occupations;
- Addressing of special population needs; and
- Engagement of partner entities as additional disseminators of career pathways and POS information.

(E) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the eligible State agency to develop, improve, and expand access to appropriate technology in career and technical education programs;

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

- The state will establish and monitor secondary Quality Program Standards that include the use of both instructional technology and state-of-the-art industry technology;
- In FY2017,FY2018 local secondary recipients will be required to update their Career-Technical Education Plan that indicates the degree of implementation of technology usage within programs offered in the Career-Technical Planning District;
- Secondary programs will be required to provide adequate facilities and equipment to support the use of technology in the instructional delivery of state-adopted technical and academic content standards;
- Secondary programs will be required to assure that classroom practices reflect current and emerging technology used by business and industry within career fields as a compliance factor both to qualify as a Perkins sub-recipient and for state supplemental career-technical funding; and
- For postsecondary institutions, meeting quality standards regarding the use of technology will be included among the requirements of the state approval process for all postsecondary institutions and of accrediting organizations where industry program accreditation is sought.

(F) The criteria that the eligible State agency will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—
(i) Promote continuous improvement in academic achievement;
(ii) Promote continuous improvement of technical skill attainment; and
(iii) Identify and address current or emerging occupational opportunities;

Sub-recipients will use Ohio's Comprehensive Continuous Improvement Plan (CCIP), an electronic tool for grant approval, as their means to submit a one-year operational plan for local Perkins Act implementation and for annual approval as a Perkins Act recipient. Once the Perkins Act is reauthorized, local recipients will be required to develop and submit a strategic plan for the life of the new legislation. Assigned state staff will review both secondary and postsecondary local grant applications for completeness and compliance with Perkins Act requirements. To secure final approval by staff, plans must a) ensure that resources are targeted to promote continuous improvement on academic achievement and technical skill attainment; b) identify current and emerging occupational opportunities being addressed that align with Ohio's in-demand occupations; and c) reflects a unified approach in supporting students transitioning to further education and the workforce, and d) include local initiatives and activities that meet Perkins legislation requirements, and support Ohio's state combined plan. State staff approving applications will be trained in the use of a criteria rubric designed specifically for Perkins Act legislation approval.

Local recipients must follow all requirements of section 135 of the Perkins Act, and will abide by all new requirements when the law is reauthorized. All required and permissible uses of funds as

described in the Act apply under Ohio's Combined State Plan. Local recipients will be able to select the required uses of funds they wish to address.

- All expenditures must have supportable rationale for how they will align to the Office of Workforce Transformation's strategic plan and Ohio Perkins Vision outlined earlier in this section and impact performance levels on performance indicators identified in the "Accountability and Evaluation" section of the Plan.
- Highly encouraged expenditures will be those that directly connect to:
    - Ohio's in-demand occupations;
    - "Support for learner success" and implementing common reforms that identify ways students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level;
    - Student success in Grades 7 to 10;
    - Student success in becoming a successful secondary "completer" in a Tech Prep Career Pathway;
    - Student preparatory services that lead to high school graduation, rigorous course taking in high school, postsecondary aspiration and non-remediation in higher education;
    - Instructional support for educators, administrators and counselors through pre-service and in-service professional development;
    - Participation in local one-stop;
    - Career pathway and program of study development;
    - Transitioning secondary programs to Tech Prep quality characteristics (career pathway, programs of study and secondary Quality Program Standards) and to including open-entry of students; and/or
    - Technical assessment development and implementation.

(G) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

Ohio's career-technical education programs will serve all learners in a fair and equitable manner and ensure that students with disabilities have equal access to an education. Ohio does not differentiate between the degrees, diplomas, or credentials earned by learners with an identified disability and those earned by learners without an identified disability. Moreover, at the secondary level, there is no distinction made regarding technical assessments administered to students with disabilities. Through a system whereby performance measures, learner outcomes and provider accountability are the "same for all," Ohio will make every effort to assure that students with disabilities are provided the necessary modifications, accommodations and support services under their Individual Education Programs (IEPs) needed for success in both academic and career-technical coursework.
State products/services will consider how to best assist high-need districts, including Ohio's urban districts.

To ensure maximum specially designed services to secondary students with disabilities:

- The Ohio Department of Education's Office for Exceptional Children (OEC) and Office of Career-Technical Education (CTE) will maintain an active collaboration to ensure technical assistance to recipients as needed;
- Regular OEC and CTE staff meetings will be held to coordinate and plan for products/services most needed by sub-recipients;
- Continue to support in Career-Technical Student Organization (CTSO) membership for students in the dropout prevention program, Career-Based Intervention (CBI) to expose all students to career options, especially exposure of non-traditional career options;
- Information will be shared across multiple communication venues for dissemination to sub-recipients;
- Licensing and support for Job Training Coordinators will be maintained through ODE's Center for the Teaching Professions and the Office of Career-Technical Education. The job training coordinator will be responsible for designing, implementing and evaluating job training programs that provide assistance to students requiring intensive support to transition from school to the work environment; and
- The establishment and monitoring of secondary Quality Program Standards for all CTE programs will drive rigorous, rich curriculum and program design that will prepare students for graduation, college and the workplace. State Quality Program Standards will apply to all secondary programs serving all students and will be monitored using rubrics and performance indicators.

(H) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

Ohio will define its in-demand occupations/pathways collaboratively with the Office of Workforce Transformation (OWT) and other related agencies. Tech Prep Regional Centers, which target Ohio's in-demand occupations, will be expected to engage all secondary and postsecondary Perkins Act recipient institutions in consortia activities. State policy will direct Tech Prep Regional Centers to focus on providing services to not only currently advancing students, but also to all secondary CTE students to ensure preparedness for postsecondary education and employment for more students of more diverse backgrounds.

Local recipients will address college readiness investing a portion of their subsidy allocations on "support for learner success" and implementing common reforms that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level.

Ohio's career-technical education programs will serve all learners in a fair and equitable manner and ensure that the student with a disability has equal access to an education. Ohio does not differentiate between the degrees, diplomas, or credentials earned by learners with an identified disability and those earned by learners without an identified disability. Moreover, at the secondary level, there is no

distinction made regarding technical assessments administered to students with disabilities. Through a system whereby performance measures, learner outcomes and provider accountability are the "same for all", Ohio will make every effort to assure that students with disabilities are provided the necessary modifications, accommodations and support services to be prepared for postsecondary education and for success in Ohio's in-demand occupations careers. For secondary programs, state products/services will consider how to best assist high-need districts, including Ohio's urban districts.

In coordination with OWT, Ohio will emphasize career pathways leading to Ohio's in-demand occupations based on workforce and economic development needs in the state by coordinating and leveraging initiatives such as:

- Perkins Act leadership grants that support local recipients in delivery of project-based curriculum; and
- The development of Ohio STEM high schools through an education/business partnership and support from the state legislature.

Ohio also will support access to online education and career information and planning tools through OhioMeansJobs.com and the Student Success Plans and other personalized learning tools into which OhioMeansJobs.com and the Student Success Plan may be integrated.

(I) How funds will be used to improve or develop new career and technical education courses—

(i) At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;

(ii) At the postsecondary level that are relevant and challenging; and

(iii) That lead to employment in high-skill, high-wage, or high-demand occupations;

Business and industry representatives will be engaged in "futuring" discussions as part of a statewide process for maintaining the currency of Ohio's Career Field Technical Content Standards and identifying in-demand occupations for each Ohio career field. This will provide secondary and postsecondary programs content resources to create courses/programs that meet emerging state and regional business and economic development needs.

Tech Prep Regional Centers will also be charged with providing research and development necessary to respond in a timely way to the need for new career-technical programs. Work of the Regional Centers will be shared with all CTE programs statewide and replication will be fostered.

(J) How the State will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;

In collaboration with Ohio's Tech Prep Regional Centers, a Program of Study Models will be developed that delineates specific criteria for exemplary career pathways. Work of the Regional Centers will be shared with all CTE programs statewide and replication will be fostered

(K) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

The state will foster and support inquiry-based and problem-based education at the secondary and postsecondary levels. Curriculum resources (e.g., Advanced Careers) developed will be disseminated through websites and meetings/conferences and replication will be fostered. These resources will support seamless pathways at both the secondary and postsecondary educational institutions that not only address course planning but also a curricular and instructional emphasis within courses on higher-order, innovative, creative and design-oriented thinking.

Ohio will support districts in gearing up for the higher-level graduation requirements. These rigorous requirements will be applied to both career-technical and academic students in all student groups, including special populations who enter the ninth grade on or after July 1, 2016.

Career pathway and program of study samples will emphasize the integration of technical and embedded academics. Programs of study will be required to show the sequence of courses that address graduation requirements as well as those that address technical content standards that lead to a seamless, non-remedial pathway from secondary to postsecondary education.

Ohio will support the work of the ODHE Articulation and Transfer Advisory Council's Secondary to College Articulation Committee toward the 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 expect learner success in beginning college-level courses.

(L) How the State will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. (section 122(c)(1)(A)-(L))

Indicators of the integration of coherent and rigorous technical content aligned with challenging academic standards into career-technical education programs will include the following that will be reported publicly statewide and be used to evaluate statewide success with integration:

- Proportion of approved programs in the state that have career pathways and programs of study that integrate academic and technical coursework in a coherent and rigorous sequence; and
- Perkins Act monitoring reports indicating that career pathways and programs of study are implemented appropriately.

(3) The State plan must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

(A) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;

(B) Increases the percentage of teachers that meet teacher certification or licensing requirements;

(C) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

(D) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

(E) Provides the knowledge and skills needed to work with and improve instruction for special populations; and

(F) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. (section 122(c)(2)(A)-(G))

The Ohio Departments of Education (ODE) and Higher Education (ODHE) will support and foster professional development for pre-service and practicing career-technical teachers, postsecondary faculty, administrators and career and academic counselors according to the ODE and Perkins Act standards for professional development. Professional development activities will be evaluated to examine who is being served and the extent to which career-technical education (CTE) goals are being achieved. An emphasis in professional development will be placed upon:

- Integration of coherent and rigorous academic and career-technical content standards in local career pathways and 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 Ohio's in-demand occupations;
- Maintenance of high expectations for student work within programs that serve a population with varied backgrounds, motivation and achieved competency;
- Effective use of "support for learner success" and implementing common reforms that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level;
- Instructional delivery that includes inquiry/problem-based strategies; and
- For secondary programs, topics pertinent to student performance in high-need districts, including Ohio's urban districts.

The quality of educator preparation programs will be maintained through a collaborative effort of the Ohio Departments of Education and Higher Education by supporting:

- Teacher and administrator licensure program standards for career-technical teacher preparation programs;

- Licensure standards for career-technical teachers;
- Regional, flexible, competency-based and electronic opportunities to earn licenses;
- Approval processes for teacher preparation programs under ODE and ODHE with accreditation earned from appropriate credentialing bodies. (Approval of teacher education programs will be based on the ability of an institution to prepare learners as evidenced by performance indicators specified by the National Council for Accreditation of Teacher Education and/or the Ohio Department of Education Office of Educator Preparation.)
- Engagement of a network of teacher educators to assure discussion and solutions for critical issues influencing CTE teacher/administrator preparation.
- Career-technical preparation programs that emphasize:
    - Teacher success in the classroom as evidenced by statewide learner performance on indicators included in this plan.
    - Pathways for teachers that enable:
        - Previously licensed teachers to become licensed in a time- and cost-effective manner to teach in emerging career areas;
        - Previously licensed teachers in academic content to become licensed in a time- and cost-effective manner to teach in related career-technical programs;
        - Previously licensed teachers in career-technical content to become licensed in a time- and cost-effective manner to teach related academic content; and
        - Individuals to enter teaching from business and industry in a time- and cost-effective manner.
    - Administrator preparation programs that enable all administrators to learn the unique components of CTE and the CTE contribution to education transformation.

(4) The State Plan must describe efforts that the eligible State agency and eligible recipients will make to improve—

(A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

(B) the transition to teaching from business and industry, including small business. (section 122(c)(3)(A)-(B))

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

- Communicate to CTE stakeholders the need to recruit and retain instructors that a) are from underrepresented groups, especially in new and emerging areas; b) have experience in business and industry; c) have sufficient academic and pedagogical knowledge, skill and appreciation to integrate academic and technical learning; and d) are skillful in working with learners with varied backgrounds, motivation and achieved competency, including learners with special needs;
- Support a licensure option for emerging industry areas that will attract qualified educators who currently hold a license in a related field of education;

- Support a time- and cost-effective teacher preparation route for teachers coming into teaching from business and industry that emphasizes pedagogy, academic/technical integration and assessment and intervention;
- Support a teacher preparation route for teachers coming into teaching from business and industry that is solely a blended teacher preparation program; and
- Support a system of standards-based professional development as outlined in the Professional Development section above.

(5) The State Plan must describe efforts that the eligible State agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. (section 122(c)(4))

The state will encourage the transition of high school graduates, Ohio Technical Center completers and eligible sub-baccalaureate career-technical education learners into baccalaureate degree programs at institutions of higher learning through support for:

- Articulation agreements that include transcripted college credit based on a) dual enrollment/credit programs through College Credit Plus; b) industry-recognized credentials; and c) competency-based certificates;
- The Ohio Department of Higher Education's (ODHE's) Articulation and Transfer Clearinghouse and its work toward an electronically-transmitted and standardized transcript system that creates seamless transition between educational delivery systems;
- A web-based information system through which learners can become aware of the transferability of coursework successfully completed;
- Expansion of articulation agreements to include all Perkins recipients and public four-year institutions;
- Alignment of articulation agreements with state credit-transfer initiatives (e.g., Transfer Modules, Transfer Assurance Guides [TAG], Career-Technical Credit Transfer [CT]^2,bundled Certificates), the One Year Option initiative for adult learners;
- Developing programs that bridge between programs and providers to smooth student transition;
- Assisting administrators, faculty, advisors and counselors in helping learners access online education and career information through OhioMeansJobs.com and design Student Success Plans with online tools that include transition from middle to high school, matriculation from secondary to postsecondary education and transition from sub-baccalaureate programs to baccalaureate programs;
- Enhancing professional development opportunities for faculty and staff of all Perkins Act recipients and Title I employment and training and Adult Basic and Literacy Education (ABLE) partners to focus on how to facilitate seamless student transition between and among providers; and
- A funding system that will remove financial barriers to the full participation of secondary and higher education institutions in dual enrollment/credit programs.

(6) The State Plan must describe how the eligible State agency will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in the State. (section 122(c)(5))

State level career field advisory councils that include business/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/industry representatives will be a required component of approved secondary career-technical programs; these representatives, along with other interested stakeholders, will provide input into all aspects of program design, development, delivery, assessment and evaluation at the local level.

Ohio Career Field Technical Content Standards will be developed and updated with validation from business/industry and both secondary and postsecondary academic and career-technical education (CTE) educators. State-approved technical skill assessments will be aligned with business/industry-validated content standards and reflect input of business/industry and both secondary and postsecondary academic and CTE educators. State-approved career pathways and programs of study also will be developed in collaboration with business/industry representatives and both secondary and postsecondary academic and CTE 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 CTE programs, services, and will collaboratively update their Career-Technical Education Plan every five years. Stakeholders will include parents, academic and career-technical faculty, administrators, career and academic counselors and local representatives of business and labor organizations.

An annual program review will provide feedback to local recipients and a public report card will be available regarding Perkins Act and state level compliance indicators. Quality Program Standards will be utilized annually by career technical planning districts to review programs not meeting Perkins Act and state level targets. Those programs will be required to complete a continuous growth plan and enter into progressive sanctions, until compliance is met.

A report of performance levels on indicators included in this plan will be published annually. The state will analyze results of monitoring, program reviews and performance reports. The state, career technical planning district leads and tech Regional Centers will provide technical assistance for needed improvement and will follow established guidelines for applying progressive sanctions for continual non-compliance or for under-performance.

(7) The State Plan must describe efforts that the eligible State agency and eligible recipients will make to—

(A) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in—

(i) The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and

(ii) Career and technical education subjects;

Industry-validated career field technical content standards will serve as the basis for all local secondary career-technical education (CTE) program development. These standards will include essential academic content embedded within the technical skills of the career field and reinforced by technical skill instruction.

In order to encourage higher-order, innovative, creative, design-oriented thinking and build both technical skill and cognitive prowess in learners, Ohio will foster and support inquiry-based and problem-based education; resources developed will be shared statewide, and replication will be fostered. Career pathway and program of study samples will emphasize the integration of technical and embedded academic content and will include a sequence of courses that address Ohio's New Learning Standards as well as the technical content standards appropriate for a seamless pathway from secondary to postsecondary education.

Ohio will support districts in gearing up for the higher-level graduation requirements included in Ohio House Bill 487; 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, 2014. Ohio will continue to align its policies and practices to those of the State Board of Education's Quality Middle/High Schools Task Force (2002) implementation subcommittee, which in August 2006 established the policy goal: "Ohio is committed to ensuring all students (100 percent) graduate from high school prepared for the challenges of postsecondary education, work and citizenship."

Programs will be held accountable for performance measures targeting student attainment of technical and academic knowledge and skills. The State will support educator professional development opportunities that emphasize integration of academic and technical instruction. The State will develop and monitor secondary Quality Program Standards that establish academic and technical integration as a quality component.

The State will support career-technical student organizations (CTSO) that a) foster both academic and technical learning based on Ohio's New Learning Standards and Career Field Technical Content Standards; b) provide opportunities through a variety of activities to demonstrate both academic and technical knowledge and skill identified in Ohio's New Learning Standards and Career Field Technical Content Standards; c) recognize learners for their accomplishments and contributions; and d) put an emphasis on addressing the needs of learners in grades 7 to 10 in addition to CTE secondary/ postsecondary concentrators in grades 11 to 16.

(B) Provide students with strong experience in, and understanding of, all aspects of an industry; and

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

- Career field technical content standards that address what learners need to know and be able to do with regard to all aspects of the career field and ensure that these standards are business/industry-validated;
- Secondary Quality Program Standards that establish experience and instruction in all aspects of an industry as a quality component;
- Monitoring of adherence to secondary Quality Program Standards;
- Approval for state supplemental 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;
- Require technical postsecondary certificate programs to demonstrate alignment with independent third-party industry recognized certification or licensure or demonstrate regional labor market demand for the certificate; and
- Promotion of the use of OhioMeansJobs.com, which provides detailed information on industries including definitions, facts, labor market information, and related careers.

(C) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. (section 122(c)(7)(A)-(C))

Ohio will support districts in gearing up for the higher-level graduation requirements included in Ohio House Bill 487; 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, 2014. Tech Prep Regional Centers will focus on providing services to, not only currently advancing students, but to all career-technical education (CTE) students to ensure preparedness for postsecondary education and employment for more students of more diverse backgrounds.

Ohio will address college readiness by requiring local recipients to spend a portion of their subsidy allocations for "support for learner success" and implementing Common Reforms that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level. In coordination with the Office of Workforce Transformation, Ohio will emphasize career pathways leading to Ohio's in-demand occupations based on workforce and economic development needs in the state.

(8) The State Plan must describe how the eligible State agency will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. (section 122(c)(15))

The state, career technical planning district leads and Tech Prep Regional Centers will provide technical assistance, through both offsite and onsite services. The Ohio Departments of Education and Higher Education administrative staff will provide solicited technical assistance to all secondary school districts offering state-approved career-technical programs and all postsecondary Perkins Act participants. The solicited technical assistance will involve collaborative efforts between state staff,

local administrators, instructors and the local business community. Technical assistance will focus on secondary Quality Program Standards, including program design, instructional delivery and strategies to enhance learner performance. Additionally, targeted technical assistance will be provided through evaluation of programs, monitoring of Perkins Act recipient data and program approval renewal processes. Correctional institution career-technical planning districts (CTPDs) will also receive technical assistance that meets the unique needs of correctional programs and learners.

(9) The State Plan must describe how career and technical education in the State relates to the State's and region's occupational opportunities. (WIOA section 122(c)(16))

Career-technical education (CTE) programs in Ohio will be based on state and regional economic development considerations and Ohio's in-demand occupations. CTE programs will be based upon Career Field Technical Content Standards that outline the academic, technical and workplace skills for career pathways identified with input from State and regional business representatives and based on State and regional occupational forecasts. All Perkins Act recipients will be required partners on the local workforce boards.

Representatives from Ohio government agencies concerned with workforce and economic development (e.g., workforce development boards) will serve on state and local career field advisory councils. The Ohio Departments of Education and Higher Education will collaborate with the Office of Workforce Transformation designed to facilitate statewide discussion and strategic planning to meet the state's economic development needs through the development of a local combined plan.

The state and local CTE leaders will establish strategies to expand the business and industry connections of Tech Prep Regional Centers. These strategies will emphasize the engagement and alignment of the Regional Centers with Ohio's economic development regions and other regional workforce partners.

(10) The State Plan must describe the methods the eligible State agency proposes for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. (section 122(c)(17))

Ohio will continue joint planning meetings with the Office of Grants Management to enhance the existing Comprehensive Continuous Improvement Plan (CCIP). This electronic system is used statewide for federal grants and will ensure coordination between Perkins grant activities and resources and other federal education programs. The CCIP is used to assist local entities in their planning efforts and to help them define their policies and strategies in ways that take all of their resources (state and federal, academic and career-technical) into consideration collectively.

(11) The State Plan must provide a description and the information specified "in subparagraphs (B) and (C)(iii) of section 102(b)(2), and, as appropriate, section 103(b)(3)(A), and section 121(c), of the Workforce Innovation and Opportunity Act (Public Law 113-128) concerning the provisions of services only for postsecondary students and school.

Local Perkins Act postsecondary recipients will be mandatory partners in Ohio's local OhioMeansJobs centers under the Workforce Investment and Opportunity Act. Through a state-level agreement involving each local Workforce Development Board (WDB), the Ohio Department of Job and Family

Services and each postsecondary recipient, services to be provided by Perkins Act recipients and methods of referrals for service users will be outlined in the combined plan to ensure coordination, non-duplication and implementing common reforms among provider agencies.

Postsecondary training providers will register in Ohio's Workforce Inventory of Education and Training to become a WIOA-eligible training provider. Registration includes institutional demographic and performance data, location data, and program data. Program data includes associated degrees, credentials or certificates, and costs. Once final regulations are issued, program level performance data will be incorporated into the state system.

(b) <u>Part B.</u>

(1) The State Plan must include a copy of the eligible State agency's local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.

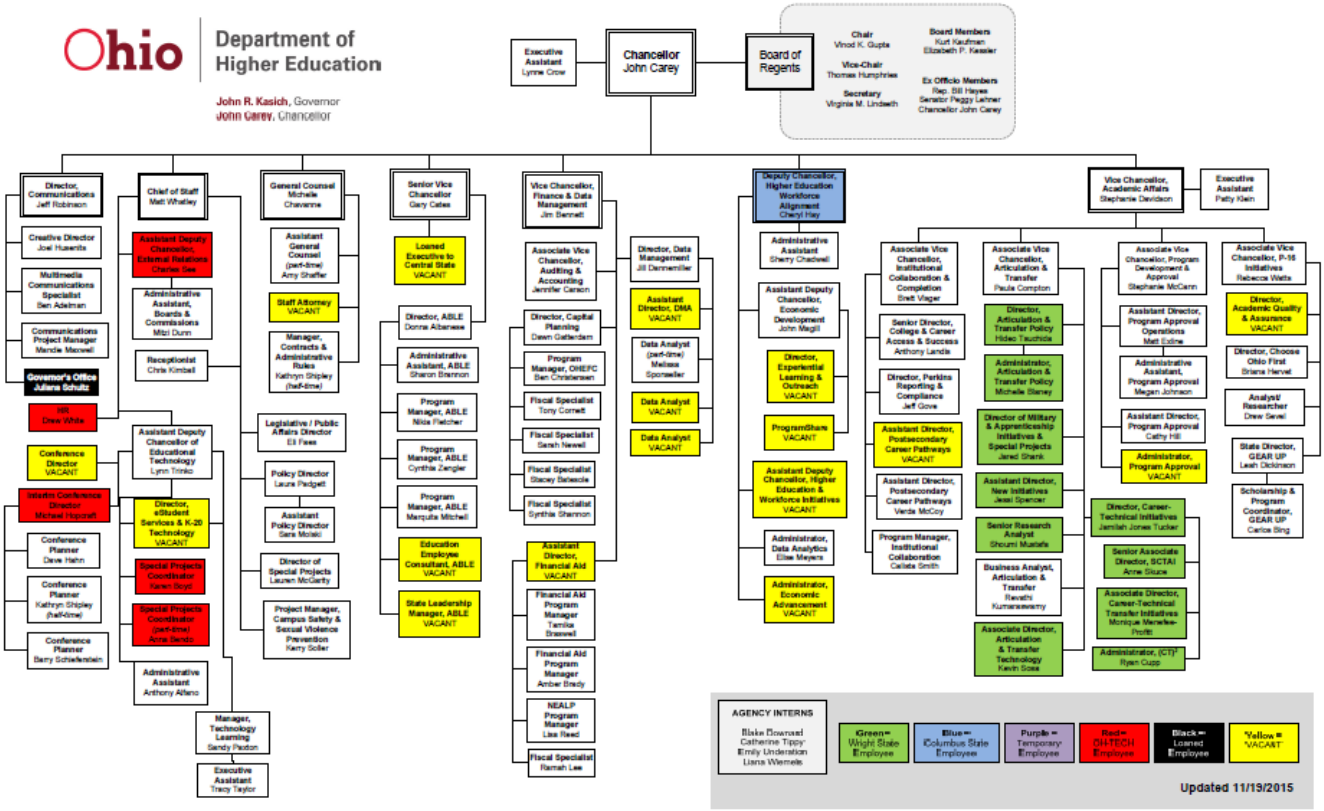
Perkins Act Attachment 1 includes: includes: a) copies of local applications and b) Local Perkins 5-Year Plan Submission/Approval Procedure.

Effective July 1, 2016, the Local Perkins 5-year Plan (submitted in 2008) will be extended until the Carl D. Perkins Act of 2006 is reauthorized and new guidelines are provided.

(2) The State Plan must provide a description of the State's governance structure for vocational and technical education.

In Ohio, the administration of Perkins Act funds is led by the Ohio Department of Education (ODE) Office of Career-Technical-Education (located in the ODE organizational structure under the Associate Superintendent for the Division of Learning) in collaboration with the Ohio Department of Higher Education. Figure 31 shows the organizational chart of the Ohio Department of Higher Education.

Figure 31: Ohio Department of Higher Education Organizational Chart



Career-technical education is delivered at the secondary level through 91 Career-Technical Planning Districts (CTPDs). Of this number there are 49 joint vocational school districts (JVSDs) and 42 Comprehensive/Compact school districts. At the postsecondary level, there are 22 community and technical colleges, one university and 37 Ohio Technical Centers serving adult students that are eligible for Perkins Act funding. Currently, there are six Tech Prep Regional Centers, administered through the Ohio Department of Education. The 1 percent set aside for correctional institutions will serve 27 adult and seven youth institutions.

(3) The State Plan must provide a description of the role of postsecondary career and technical education in the one-stop delivery system established by Title I of WIOA.

Postsecondary career-technical education is a mandatory and active partner in the delivery of programs and services at local OhioMeansJobs centers across the state. As such, many career centers and community colleges have a presence of programs and/or staff stationed at the centers. Funds, permissible by the Perkins Act, are frequently provided to support the center infrastructure through postsecondary education programs provided at local and state levels. Perkins Act programs and services through the centers will be targeted toward Title I employment and training programs and employers.

Perkins Act institutions will support efforts to help individuals at OhioMeansJobs centers to gain awareness of available program offerings, costs, etc. at participating institutions. Perkins Act institutions will also support the advisement of students in relation to credentialing programs

available at participating institutions, and with core partners to eliminate barriers of access to education programs for secondary and postsecondary students.

III. Provision Of Services For Special Populations

(a) Part A.

(1) The State Plan must describe the eligible State agency's program strategies for special populations listed in Section 3(29) of the Perkins IV, including a description of how individuals who are members of the special populations—

(A) Will be provided with equal access to activities assisted under Perkins IV.

Ohio will assure equal access to career-technical programs by members of special populations using the following strategies and activities carried out at the state and local levels:

- Require assurances of equal access and nondiscrimination for special populations in locally developed and state-approved Perkins Act plans. Local recipients will be informed of this requirement through a plan development guide provided by the Ohio Departments of Education (ODE) and Higher Education (ODHE).
- Encourage increased participation in and completion of non-traditional career preparation through a set-aside of leadership dollars dedicated to this purpose. The set-aside can be used for grants to sub-recipients and/or for state-funded projects. Grant applications will include non-negotiable conditions, relevant activities and means of documenting accountability for results, which will include performance on related Perkins performance indicators.
- Provide consultant services dedicated to monitoring civil rights compliance at all levels (secondary, adult and postsecondary). These services will include ongoing technical assistance and professional development to district leadership related to equal access, nondiscrimination and program success for members of special populations.
- Provide technical assistance and professional development to aid local recipients in assuring that learners are in appropriate programs for their individual needs;
- Provide local recipients with disaggregated special populations' data together with technical assistance on using that data to improve programs and to develop appropriate services for special populations based upon identified needs.
- Require local recipients to spend a portion of their subsidy on "support for learner success" strategies that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level; an emphasis will be placed on assuring that 9th and 10th graders are prepared for Tech Prep programs, although expenditures will be allowed for 7th grade through adult learners.
- Provide technical assistance, program performance evaluation and professional development to the educational leadership and instructional staff of Ohio's state-operated correctional facilities.
- Maintain ongoing collaboration between the ODE Office of Career-Technical Education, the ODE Office for Exceptional Children and the ODHE Educational Linkages and Access unit to collectively provide technical assistance to local recipients regarding services to and improvement of access for learners with disabilities who are enrolled in career-technical programs.

- Maintain a teacher-preparation network of universities that provide programs that prepare new career-technical teachers and emphasize with that network the need to prepare pre-service and in-service CTE teachers, especially those coming directly from business and industry, to effectively serve members of special populations.
- Support the provision of career information for special populations through OhioMeansJobs.com and the Student Success Plan and other personalized learning tools into which OhioMeansJobs.com and the Student Success Plan may be integrated.
- Promote increased collaboration at the secondary level among all districts, schools and units within schools relative to the development, use and updating of Individualized Education Programs (IEP) for students with disabilities who are enrolled in career-technical education programs. Cross-agency and external stakeholder committees will address areas of needed improvement such as effective use of IEPs in career-technical education (CTE) classrooms and effective use of career assessment for identifying needed services, facilitating appropriate placement and enhancing transition from secondary to postsecondary programming.
- Provide ongoing technical assistance to sub-recipients using trained consultants and representatives at the secondary and postsecondary levels.
- Support ongoing professional development to local leadership and instructional staff designed to address the particular needs of special population learners enrolled in career-technical programs.
- Analyze special populations disaggregated performance data to determine appropriate intervention strategies at the state level.
- Maintain websites as a resource for performance data and program improvement information, including disaggregated performance data and resources specific to special populations.
- Support the alignment of the data collection systems that serve the secondary and postsecondary career-technical systems to improve data-driven decision-making, including the tracking of participation and completion of special populations in postsecondary education.
- Facilitate, as needed, the provision of Title IX professional development to coordinators and state staff in cooperation with the Federal Office of Civil Rights.
- Require sub-recipients, as part of their local plans, to describe:
    - Activities they plan to use to assess the effectiveness of programs and services that serve special populations and how the information gained will be used to identify and adopt strategies to overcome barriers to access and enable special populations to meet local performance levels;
    - Activities that will be provided to prepare special populations, including single parents and displaced homemakers, for Ohio's in-demand occupations that will lead to self-sufficiency;
    - Services and programs that will be provided to assist pregnant or parenting learners to remain in school;

- What priorities they have for a) strategies that identify the way students best learn in career-technical programs; b) provision of appropriate interventions to help all students in career-technical programs achieve at a high level; and c) processes they will use to determine how they will spend the required "support for learner success" and implementing common reforms portion of their Perkins Title I funding allocation;
- How they will encourage increased participation of special populations' learners in career-technical student organizations (CTSOs);
- How the needs of special populations will be accommodated within their state-approved career pathways and programs of study;
- 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 or credentials; and
- How they will assure that special populations will have equal access to CTE programs.

(B) Will not be discriminated against on the basis of their status as members of special populations; and

The state will provide consultant services to include technical assistance, professional development and ongoing in-service training for district leadership on civil rights compliance. In addition, the state will perform on-site monitoring of civil rights compliance at a number of Career-Technical Planning Districts (CTPDs) and colleges per the Methods of Administration (MOA) document. All sub-recipients will provide a certificate of assurance of non-discrimination as part of their local plans.

(C) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how the eligible State agency will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. (section 122(c)(9)(A)-(C))

Ohio's career-technical education (CTE) programs will serve all learners in a fair and equitable way, including those who are members of special populations. Ohio does not differentiate between the degrees, diplomas, or credentials earned by learners with an identified disability and those earned by learners without an identified disability. Moreover, at the secondary level there is no distinction made regarding technical assessments or academic achievement tests administered to learners with disabilities unless at the secondary level such distinction is specifically mandated within a student's Individualized Education Program (IEP). Through a system whereby performance measures, learner outcomes and provider accountability are the "same for all" (unless at the secondary level mandated by an IEP), Ohio will make every effort to assure that members of special populations are provided the necessary support and services needed for success in both academic and career-technical coursework.

The state will require all sub-recipients to describe, as part of their local plans, how special populations learners of all categories will have equitable access to and participate in approved career-technical programs at all levels and meet or exceed state adjusted levels of performance and prepare for further learning and high-skill, high-wage or high-demand occupations. Local recipients will be required to identify barriers to participation for members of special populations and how they will

take appropriate steps to eliminate them. Services to be used by local recipients to enable special population learners to meet or exceed state adjusted levels of performance may include, but are not limited to:

- Specialized support services as required by an IEP;
- "Support for learner success" and implementing common reforms that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level;
- Career information and assessment;
- Limited English proficiency support services;
- Services designed to facilitate the effective transition from secondary to postsecondary programs; and
- Educator professional development activities.

In addition, the state will use disaggregated data analysis to assist state and local leaders to make informed decisions on programs and policies designed to accommodate the identified needs of special populations. This information will be available through the Ohio Departments of Education and Higher Education websites.

The state also will support the use of career assessment for identifying needed services, facilitating appropriate placement and enhancing transition from secondary to postsecondary programming. As part of the state accountability system, if sub-recipients fail to meet at least 90 percent of an agreed upon performance level for any Perkins Act performance indicator, they will be required to develop and implement an improvement plan with special consideration to performance gaps of special population groups.

(2) The State Plan must describe how the eligible State agency will adequately address the needs of students in alternative education programs, if the agency has such programs. (section 122(c)(14))

In FY2007, more than 500 Ohio school districts provided alternative education programs that served more than 25,000 learners annually, 75 percent of whom were in grades 7 to 12. In FY2009, and any future years that such funds are allocated by the Ohio Legislature, Career-Technical Planning Districts (CTPDs) and all their member schools will continue to have access to state funds through the Alternative Education Challenge Grants Program.

These grants are designed to build the capacity of local districts to assist students who have dropped out of school, are at risk of dropping out, are habitually truant, or are on probation/parole through long-term intervention programs that are an alternative to suspension or expulsion. This annual grant program enables local districts to reduce class size and provide intervention programs and targeted professional development. The goals of this program include increasing parental involvement and reducing antisocial behavior, truancy, suspensions, expulsions and dropouts. The Ohio CCIP electronic grant application system will require that schools align their goals and activities under this grant with those they have planned for the Perkins Act local grant.

(3) The State Plan must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. (section 122(c)(18))

The state will require sub-recipients to describe, as part of their local plans, how funds will be used to promote student preparation for Ohio's in-demand occupations and non-traditional fields. State staff will provide technical assistance and best practices information to local leadership regarding learner participation in non-traditional programs. In addition, a state set-aside of Perkins Act leadership funds may be used for special state projects targeted at non-traditional participation and completion and/or made available to sub-recipients for targeting such strategies locally.

(4) The State Plan must describe how funds will be used to serve individuals in State correctional institutions. (section 122(c)(19))

The Office of CTE set aside 1 percent of Perkins Act dollars to support career education and training in the state's youth and adult correctional institutions. This funding amounted to an allocation of $382,800.80. The amount allocated to the Ohio Department of Youth Services was $191,400.40, while the allocation to the Ohio Department of Rehabilitation and Correction was $191,400.40.

The students served in the correctional settings were all participants, rather than concentrators. All programs offered consist of single courses, rather than programs. The single course model is the best way to deliver services to the maximum number of students, while providing the students with marketable skills that maximize their chances of becoming employed citizens after release. The number of students served in the Ohio Department of Youth Services during FY2015 was 1,152; the number of students served in the Ohio Department of Rehabilitation and Correction was 8,304. Services and activities provided in the Department of Youth Services included Career-Based Intervention courses in all facilities, as well as Administrative Office Technology (under the Business and Administrative Services career field). Other courses offered include Visual Design and Imaging (under Arts and Communication), Carpentry (under Construction Technologies), Horticulture (under Agricultural and Environmental Systems), Auto Specialization (Transportation Systems) and Healthy Living/Career Search (Family and Consumer Sciences.)

The number of students with disabilities served in career technical programs was approximately 602. Of this number, 587 were served in the Ohio Department of Youth Services career-technical education (CTE) programs, and approximately 15 were served in Ohio Department of Rehabilitation and Correction programs. The CTE services and activities carried out in institutions serving students with disabilities were nearly the same as those provided to non-disabled students. The difference for students with disabilities is that programs were provided with Specially Designed Instruction, Accommodations, Modifications and Related Services indicated in students' Individual Education Program (IEP).

Services and activities provided in the Department of Rehabilitation and Correction span a wide range of courses. In the adult education portion, classes consisted of both one-year Career Development and five- to ten-week Career Enhancement courses. Both types of classes have been proven to provide graduates with valuable credentials, including Ohio Safety & Health Administration (OSHA) cards. Classes are provided in 23 adult prisons, with 92 programs offered. The programs cover the following career fields: Agricultural and Environmental Systems, Arts and Communication, Business and

Administrative Services, Construction Technologies, Human Services, Information Technology, Manufacturing, and Transportation Systems.

The state will continue 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.

(5) The State Plan must describe how the State will require each applicant for funds 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 as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at www.law.cornell.edu/uscode/text/20/1228a.

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 Act 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 Act 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/additions as part of a standardized approval process.

IV. Accountability And Evaluation

(a) Part A.

(1) The State Plan must describe procedures the eligible State agency will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. (section 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C))

The following describes Ohio's process for obtaining input from eligible recipients in establishing student definitions, measurement definitions and approaches for core indicators and state indicators of performance for career-technical education learners at the secondary and postsecondary levels.

From May 2007 through March 2008, an external team of 31 eligible recipients worked closely with a state internal accountability team to develop recommendations for the state accountability plan. The external team members represented all regions of the state, multiple levels of education and a variety of educational delivery systems. Team members represented all segments of the career-technical community, including secondary, postsecondary/colleges, postsecondary/adult workforce education and Tech Prep. Engagement processes included face-to-face meetings, conference calls and e-mail surveys. Input was structured in seven topical areas: 1) secondary accountability, 2) postsecondary/ colleges accountability, 3) postsecondary/adult workforce education accountability, 4) Tech Prep

accountability, 5) performance levels and program evaluation, 6) technical assessments and 7) nontraditional participation and completion.

More than 200 additional stakeholders were engaged at state-sponsored meetings and meetings of CTE professional organizations.

Representatives of nearly all the college Perkins Act recipients participated in a conference call about the postsecondary/colleges definitions, measurement approaches and data collection processes. All colleges will continue to be engaged in discussions on technical assessments and industry-recognized certificates and licenses. Discussion will also continue on how colleges will report these data in the Higher Education Information (HEI) data system.

Eligible recipient recommendations included adjusting student definitions for postsecondary/colleges and postsecondary/adult workforce education; adjusting a few measurement definitions for postsecondary/colleges and postsecondary/adult workforce education; developing state indicators for secondary and postsecondary/adult workforce education; developing secondary and postsecondary Tech Prep indicators of performance; identifying technical assessment needs; determining the nontraditional career-technical education (CTE) programs; and how to define a "nontraditional completer."

Accountability and evaluation teams of sub-recipients will continue to be engaged in the implementation of the Perkins Act accountability system.

(2) The State Plan must describe the procedures the eligible State agency will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. (section 122(c)(10)(A), sec. 113(b)(3)(B))

Prior to negotiating state adjusted levels of performance for core indicators with the U.S. Department of Education, the Ohio Department of Education (ODE), in collaboration with the Ohio Department of Higher Education (ODHE), will (1) calculate/estimate state baseline data, simulated data and/or actual performance levels for each core indicator of performance (and sub-recipient data when possible) and share with sub-recipients, and (2) seek input from sub-recipients on proposed state levels of performance. The engagement process may include surveys, conference calls or meetings.

(3) The State Plan must identify, on the forms in Part C of this section, the valid and reliable measurement definitions and approaches that the eligible State agency will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. The eligible State agency must describe how its proposed definitions and measures are valid and reliable. (section 113(b)(2)(A)-(B))

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and

student graduation rates (4S1). Based on the Department of Education's non-regulatory guidance, the measurement definitions on the Final Agreed Upon Performance Levels (FAUPL) form have been pre-populated for the eligible State agency's convenience. The eligible State agency does not need to describe how these definitions and measures are valid and reliable in the State Plan narrative. A State that chooses to propose other student definitions and measurement approaches in its new State Plan would have to describe how its proposed definitions and measures would be valid and reliable.

Secondary Basic Grant Core Indicators of Performance

Based on the recommendations of the state's input groups, Ohio's valid and reliable measurement definitions and approaches will be as follows:

Academic Attainment—Reading/Language Arts (1S1)

Numerator: Number of CTE concentrators who left secondary education in the previous year and who scored at or above the proficient level on the Ohio Graduation Tests (OGT) reading/language arts assessment administered by Ohio under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (NCLB).

Denominator: Number of CTE concentrators who left secondary education in the previous year and took the OGT assessment in reading/language arts.

Measurement Approach: State and local administrative records (EMIS)

NOTE: It is not possible to have 100 percent alignment between this Perkins performance indicator and Ohio's corresponding NCLB performance indicator. The student population in Ohio's NCLB performance indicator are 10th grade students, whereas Ohio's CTE concentrators are generally 12th grade students. Ohio cannot use the 10th grade passage rate of the CTE concentrators when they leave school, as the 10th grade passage rate data (first-time passage data) would be two years old. Since students may continue to take the OGT in 11th and 12th grades, the Ohio Perkins definition is the passage rate of CTE concentrators at the point they leave school (last test taken passage rate). This applies also to Core Indicator 1S2.

NOTE: This is one-year lag data. Data reporting windows in Ohio have shifted in such a way that obtaining finalized data for concentrators who left secondary education is not possible until the reporting year after those students left school. Therefore, in order to finalized data, the data will be reported as one-year lag. This applies also to Core Indicators 1S2, 6S1, and 6S2.

Academic Attainment—Mathematics (1S2)

Numerator: Number of CTE concentrators who left secondary education in the prior year and who scored at or above the proficient level on the Ohio Graduation Tests (OGT) mathematics assessment administered by Ohio under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (NCLB).

Denominator: Number of CTE concentrators who left secondary education in the prior year and took the OGT assessment in mathematics.

Measurement Approach: State and local administrative records (EMIS)

Technical Skill Attainment (2S1)

Numerator: Number of CTE concentrators who left secondary education the previous year and who passed State-recognized technical skill assessments that are aligned with industry-recognized standards.

Denominator: Number of CTE concentrators who left secondary education the previous year and who took the State-recognized technical skill assessments.

Measurement Approach: State and local administrative records (EMIS)

NOTE: This is one-year lag data. The technical skill attainment measure includes both Ohio Career-Technical Education (CTE) Assessments and state-recognized industry assessments. Although Ohio CTE Assessment results and some state-recognized industry assessment results are reported in the year CTE concentrators take the assessments, some of the state-recognized industry assessment results will not be reported by locals until the year after CTE concentrators leave secondary education. Therefore, to combine the assessments as a measure of technical skill attainment, the combined data will be reported as one-year lag data.

Secondary School Completion (3S1)

Numerator: Number of CTE concentrators who left secondary education the previous year who earned a regular or honors secondary school diploma (including summer graduates), a General Education Development (GED) credential, or another State-recognized equivalent.

Denominator: Number of CTE concentrators who left secondary education the previous year.

Measurement Approach: State and local administrative records (EMIS)

NOTE: This is one-year lag data. Summer graduate and GED data are reported by locals the year following the year that students leave secondary education.

Student Graduation Rates (4S1)

Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.

Denominator: Number of CTE 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 1111(b)(2)(C)(vi) of the ESEA.

Measurement Approach: State and local administrative records (EMIS)

NOTE: This is one-year lag data. Summer graduate data are reported by locals the year following the year that students leave secondary education.

Secondary Placement (5S1)

Numerator: Number of status-known CTE concentrators who left secondary education the previous year and, in the second (2nd) quarter following the program year in which they left secondary education, were enrolled in postsecondary education or advanced training, in military service or employed.

Denominator: Number of status-known CTE concentrators who left secondary education the previous year.

Measurement Approach: State and local administrative records (EMIS)

NOTE: This is one-year lag data, as placement data are reported by locals the year following the year that CTE concentrators leave secondary education. Placement data on summer graduates cannot be reported by the locals, so summer graduates are not included in placement results. Locals are expected to use a common follow-up survey, reviewed and validated by locals, that is published on the ODE website.

Nontraditional Participation (6S1)

Numerator: Number of CTE participants from underrepresented gender groups who, in the prior year, participated in a CTE program that leads to employment in nontraditional fields.

Denominator: Number of CTE participants who, in the prior year, participated in a CTE program that leads to employment in nontraditional fields.

Measurement Approach: State and local administrative records (EMIS)

NOTE: Lists of secondary male and female nontraditional programs are maintained annually and published on the ODE website. This applies also to Core Indicator 6S2.

Nontraditional Completion (6S2)

Numerator: Number of CTE concentrators from underrepresented gender groups who, in the prior year, completed a CTE program that leads to employment in nontraditional fields.

Denominator: Number of CTE concentrators who, in the prior year, completed a CTE program that leads to employment in nontraditional fields.

Measurement Approach: State and local administrative records (EMIS)

Postsecondary/Colleges Basic Grant Core Indicators of Performance

Based on the recommendations of the state's input groups, the valid and reliable measurement definitions and approaches for postsecondary/colleges performance indicators will be as follows:

Technical Skill Attainment (1P1)

Numerator: Number of CTE concentrators who left postsecondary education in the previous year and who passed state-recognized technical skill assessments that are aligned with industry-recognized standards.

Denominator: Number of CTE concentrators who left postsecondary education in the previous year and who took state-recognized technical skill assessments.

Measurement Approach: State and local administrative records (HEI)

NOTE: State and industry assessment data will be reported by locals the year after CTE concentrators leave postsecondary education, beginning with concentrators who left postsecondary education in FY08.

Credential, Certificate, or Degree (2P1)

Numerator: Number of CTE concentrators who, in the previous year, received an industry-recognized credential, a certificate or a degree and left postsecondary education.

Denominator: Number of CTE concentrators who, in the previous year, left postsecondary education.

Measurement Approach: State and local administrative records (HEI)

NOTE: This is one-year lag data. Degree data are collected the year after CTE concentrators leave postsecondary education. Credential and certificate data will be reported by locals the year after CTE concentrators leave postsecondary education, beginning with concentrators who left postsecondary education in FY2008.

Student Retention or Transfer (3P1)

Numerator: Number of CTE concentrators enrolled in postsecondary education in the autumn of the previous reporting year who, during the reporting year, remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution.

Denominator: Number of CTE concentrators enrolled in postsecondary education in the autumn of the previous reporting year who, in the previous reporting year, did not earn an industry-recognized credential, a certificate or a degree.

Measurement Approach: State and local administrative records (HEI)

Student Placement (4P1)

Numerator: Number of CTE concentrators who were employed, in military service or in apprenticeship programs in the second (2nd) quarter following the program year in which they left postsecondary education.

Denominator: Number of CTE concentrators who, in the previous year, left postsecondary education.

Measurement Approach: State and local administrative records (HEI and other data systems)

Nontraditional Participation (5P1)

Numerator: Number of CTE participants from underrepresented gender groups who, in the reporting year, participated in a CTE program that leads to employment in nontraditional fields.

Denominator: Number of CTE participants who, in the reporting year, participated in a CTE program that leads to employment in nontraditional fields.

Measurement Approach: State and local administrative records (HEI)

ODHE will provide non-traditional program lists for 5P1 and 5P2.

Nontraditional Completion (5P2)

Numerator: Number of CTE concentrators from underrepresented gender groups who, in the reporting year, completed a program that leads to employment in nontraditional fields.

Denominator: Number of CTE concentrators who, in the reporting year, completed a CTE program that leads to employment in nontraditional fields.

Measurement Approach: State and local administrative records (HEI)

Postsecondary/Ohio Technical Center Basic Grant Core Indicators of Performance

Based on the recommendations of the state's input groups, the valid and reliable measurement definitions and approaches for postsecondary/adult workforce education performance indicators will be as follows:

Technical Skill Attainment (1A1)

Numerator: Number of CTE concentrators who left adult workforce education in the reporting year and passed state-recognized technical skill assessments.

Denominator: Number of CTE concentrators who left adult workforce education in the reporting year and took state-recognized technical skill assessments.

Measurement Approach: State and local administrative records (AWE Data Reporting System)

Credential, Certificate, or Degree (2A1)

Numerator: Number of CTE concentrators who left adult workforce education in the reporting year and received an industry-recognized certificate or license.

Denominator: Number of CTE concentrators who left adult workforce education in the reporting year.

Measurement Approach: State and local administrative records (AWE Data Reporting System)

Student Retention or Transfer (3A1)

Numerator: Number of status-known CTE concentrators enrolled in adult workforce education the previous reporting year and who, during the reporting year, remained enrolled in the same adult workforce education institution or transferred to another adult workforce education institution or a 2- or 4-year postsecondary institution.

Denominator: Number of status-known CTE concentrators enrolled in adult workforce education the previous reporting year and who, in the previous reporting year, did not earn an industry-recognized certificate or license.

Measurement Approach: State and local administrative records (AWE Data Reporting System)

Student Placement (4A1)

Numerator: Number of status-known CTE concentrators who were employed, in military service or in apprenticeship programs in the second (2nd) quarter following the program year in which they left adult workforce education.

Denominator: Number of status-known CTE concentrators who, in the previous year, left adult workforce education.

Measurement Approach: State and local administrative records (AWE Data Reporting System)

Nontraditional Participation (5A1)

Numerator: Number of CTE participants from underrepresented gender groups in the reporting year who participated in an adult workforce education program that leads to employment in nontraditional fields.

Denominator: Number of CTE participants in the reporting year who participated in an adult workforce education program that leads to employment in nontraditional fields.

Measurement Approach: State and local administrative records (AWE Data Reporting System)

NOTE: Lists of AWE male and female nontraditional programs are maintained annually and published on the ODE website. This applies also to Core Indicator 5A2.

Nontraditional Completion (5A2)

Numerator: Number of CTE concentrators from underrepresented gender groups in the reporting year who completed an adult workforce education program that leads to employment in nontraditional fields.

Denominator: Number of CTE concentrators in the reporting year who completed an adult workforce education program that leads to employment in nontraditional fields.

Measurement Approach: State and local administrative records (AWE Data Reporting System)

(4) The State Plan must describe how, in the course of developing core indicators of performance and additional indicators of performance, the eligible State agency will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. (section 113(b)(2)(F))

The following summarizes both the strong alignment factors and some necessary deviations in alignment between Perkins indicators and NCLB indicators.

- The Ohio Graduation Test (OGT) assessments for Academic Attainment—Reading/Language Arts (1S1) and Academic Attainment—Mathematics (1S2) are the same as those used for Ohio ESEA accountability. However, 100 percent alignment between these Perkins performance indicators and Ohio's corresponding NCLB performance indicators are not possible. The student population in Ohio's NCLB performance indicator is 10th grade students, whereas Ohio's CTE concentrators are generally 12th grade students. Ohio cannot use the 10th grade passage rate of the CTE concentrators when they leave school, as the 10th grade passage rate data would be two years old. Since students may continue to take the OGT in 11th and 12th grades, the Ohio Perkins definition is the passage rate of CTE concentrators at the point they leave school, which is based on the last test taken by CTE concentrators.
- The Student Graduation Rates (4S1) measurement and adjusted state performance levels are those used for Ohio ESEA accountability.
- The three secondary state indicators of State Academic Attainment in Reading/Language Arts, Mathematics and Science apply the 1S1 and 1S2 core indicator concepts, but set different state performance levels.
- Ohio's Perkins 1S1 and 1S2 core indicators measure OGT last-test-taken passage. Ohio's NCLB indicators measure OGT first-test-taken passage. Secondary state indicators 'On-time Academic Attainment—Reading/Language Arts and Mathematics,' more closely align to the Ohio NCLB indicators than do the comparable Perkins core indicators. Furthermore, the secondary state indicator 'On-time Academic Attainment—Science,' applies the NCLB indicator concepts to science.
- The 'State Graduation Rate' state indicator of performance is aligned with the Perkins 4S1 core indicator of performance (Student Graduation Rates) but sets a different state level of performance.
- The 'Placement—Postsecondary Enrollment and Advanced Training' state indicator of performance is aligned with the Perkins 5S1 core indicator of performance (Secondary Placement), but excluded those who are employed or in the military in order to highlight postsecondary education and advanced training outcomes.
- State quality indicators were established by the State Board of Education in May 2009, per CTE Administrative Rule 3301-61-03 Criteria for Secondary Workforce Development Programs. There are no performance targets for these indicators. Detailed information about the State quality indicators and the state report card can be found in Perkins Act Attachment 2.

(5) The State Plan must provide performance levels for each of the core indicators of performance. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. (section 113(b)(3)(A)(i)-(II))

(A) Section 113(b)(2)(A)(i) of Perkins IV requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. Perkins IV further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, a State's core indicators must include career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under Perkins IV, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

(B) Section 113(b)(2)(A)(iv) of Perkins IV requires a State to identify a core indicator to measure for its career and technical education students at the secondary level "student graduation rates (as described in section 1111 (b)(2)(C)(vi) of the (ESEA))." Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State's schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide targets for graduation rates under section 1111(b)(2)(C)(vi), and other States have defined AYP only to require improvement in the graduation rate each year.

See Part C for performance levels.

(6) The State Plan must describe the eligible State agency's process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of Perkins IV and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. (section 113(b)(4)(A)(II); sec. 122(c)(10)(B))

For each Perkins Act core indicator of performance, sub-recipients, in consultation with stakeholders, shall agree to accept the state adjusted level of performance or negotiate with the state to reach agreement on a new local adjusted level 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 career-technical learners.

When sub-recipient baseline data, simulated data or actual performance level is less than the state adjusted level of performance, the following formula will be used to provide a consistent approach to

local negotiations and an approach that has maximum potential for driving local performance to meet the state adjusted level of performance. This approach requires that the local adjusted level of performance must meet or exceed the minimum allowable increase in the local adjusted level of performance, as determined by the following two-step CTE continuous improvement formulae:

Step 1: $$\frac{\text{(State adjusted level of performance) – (Local baseline or actual performance)}}{\text{Number of years until end of Perkins IV}}$$

Step 2: (Local baseline or actual performance) + (Step 1 results)

The continuous improvement formulae allow sub-recipients the duration of Perkins IV – up to five years – to meet the state adjusted level of performance.

Sub-recipients may appeal the use of the continuous improvement formulae for setting local levels of performance. As part of that appeal they must propose an alternate approach to setting a local level of performance with rationale for how that approach will lead to performance that meets or exceeds the State level of performance within the Perkins IV five-year implementation period.

Sub-recipients will not set local performance targets for state indicators of performance. Sub-recipient performance results will be published and compared with the state performance targets for each State indicator.

(7) The State Plan must describe the objective criteria and methods the eligible State agency will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. (section 113(b)(4)(A)(vi))

If unanticipated circumstances arise with respect to a sub-recipient resulting in a significant change in characteristics of participants, when the participants entered the program, and/or the services or instruction to be provided – such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the sub-recipient – the sub-recipient may request that the agreed upon local adjusted levels of performance be revised.

The sub-recipient shall submit a written request to the Perkins state administrator to revise the local adjusted level(s) of performance. The request must contain the following:

- Documentation of unanticipated circumstances;
- Documentation of the significant change;
- Identification of the Indicators of Performance affected by the significant change; and
- Proposed change in local adjusted level(s) of performance with rationale for how the state level of performance will be met or exceeded within the Perkins IV five-year implementation period.

(8) The eligible State agency must describe how it will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how the eligible State agency will ensure that the data reported to it from local educational agencies and eligible institutions, and the data that it reports to the Secretary, are complete, accurate, and reliable. (section 122(c)(13); section 205)

Secondary course data and student level enrollment and performance data are reported to the state by school districts in the Educational Management Information System (EMIS). In the current design of the EMIS system, data reported in each reporting period are processed weekly and districts receive data verification reports. During the reporting period window, districts may correct inaccurate data. At the end of each EMIS reporting period, school district leaders are required to verify accuracy of data. A redesign of EMIS is underway, so processes are expected to change.

Ohio uses the student-level data reported in EMIS to calculate statewide and sub-recipient enrollment and performance results, then develops performance reports and makes the reports public through a variety of formats (including electronically through the Internet). These data are also used for the Perkins Consolidated Annual Report.

Regarding the collection of baseline data for Perkins secondary core indicators and additional state indicators:

- Performance data currently collected for secondary include state reading and mathematics assessment (Ohio Graduation Tests) scores, Ohio technical assessment scores, secondary school completion data, graduation data, placement data and nontraditional participation and completion data.
- Data to be collected in EMIS for the first time in FY08 includes course passage data, state-recognized industry assessment results, state-recognized industry certificate and license data and General Diploma Equivalency (GED) data. Baseline data for indicators requiring these data elements cannot be calculated in FY2008. For indicators of performance relying on any of these data elements, such as GED for Secondary School Completion (3S1), in consultation with USDE, the state will determine other methods of establishing levels of performance.

Data are collected in EMIS on all secondary student-reporting groups with the exception of single parents (including pregnant women) and displaced homemakers. Collection of single parent data has been requested beginning in FY09.

The postsecondary data system (HEI) currently collects student enrollment, course enrollment, academic programs offered and degrees/certificates earned for most Perkins student reporting groups, with the exception of Migrant information for both colleges and OTCs, and military and apprenticeships for colleges only. The data are reported in regularly scheduled file submissions and audited for accuracy Ohio Technical Center.

Accountability and Evaluation implementation teams will continue to make recommendations regarding the reporting of data. Special emphasis will be given to planning for secondary and postsecondary data systems to be integrated.

(9) The State Plan must describe how the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e). (section 204(e)(1))

Basic grant consortia (non-Tech Prep consortia) cannot form unless they meet state-approved criteria, which will include reporting on performance indicators and meeting accountability expectations. Postsecondary/college consortia sub-recipients are accountable for the postsecondary/colleges indicators of performance. Postsecondary/Ohio Technical Center consortia sub-recipients are accountable for the postsecondary/Ohio Technical Center Ohio Technical Center indicators of performance. The lead entity of each consortium, with the input of other consortium members, shall agree to accept the state adjusted level of performance or negotiate with the state to reach agreement on a new consortium adjusted level 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 learners. As with all other local negotiations of levels of performance, the acceptance of a locally proposed performance level will be dependent upon the rationale for how the state level of performance will be met or exceeded by the entity (consortium) within the Perkins Act five-year implementation period.

(10) The State Plan must describe how the eligible State agency will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how the eligible State agency is coordinating those programs with other Federal programs to ensure nonduplication. (section 122(c)(8))

The state will annually review state performance results for each core indicator of performance. If the state fails to meet at least 90 percent of an agreed upon state adjusted level of performance for any of the core indicators of performance, the state will develop and implement an improvement plan (with special consideration to performance gaps). The improvement plan will be developed in consultation with appropriate agencies, individuals and organizations, during the first program year succeeding the program year for which the state failed to meet the state adjusted level of performance for any of the core indicators of performance.

The state will annually evaluate each secondary, postsecondary/college and postsecondary/Ohio Technical Center sub-recipient using the local adjusted levels of performance. If a sub-recipient has failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any core indicator of performance, the sub-recipient will be required to develop and implement a program improvement plan (with special consideration to performance gaps). The improvement plan will be developed in consultation with the state, and appropriate agencies, individuals and organizations, during the first program year succeeding the program year for which the sub-recipient failed to meet any local adjusted level of performance for any of the core indicators of performance.

If the state determines that a sub-recipient is not properly implementing its responsibilities, or is not making substantial progress, the state will provide technical assistance to the sub-recipient focusing on implementation of improvement activities.

The state will determine whether to impose sanctions of withholding from the sub-recipient all, or a portion, of the sub-recipient's allotment, if a sub-recipient meets any of the following conditions:

- Fails to implement an improvement plan;
- Fails to make any improvement in meeting the local adjusted level of performance for any 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 sanctions 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 sub-recipient; or
- The impact of the small size of the CTE program operated by the sub-recipient on the sub-recipient 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 sub-recipient.

(b) <u>Part B.</u>

(1) The State Plan must provide all the information requested on the forms provided in Part C of this section to report accountability data annually to the Secretary of Education under section 113(c)(1)-(2), including:

(A) The student definitions that the State will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;

(B) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which the State must use its standards, assessment, and graduation rates adopted under Title I of the ESEA, if the State chooses to use its AMOs and targets under the ESEA, the eligible State agency will not need to submit baseline data; and

(C) Proposed performance levels as discussed above, except that, for the indicators for which the State must use its the eligible State standards, assessments, and graduation rates adopted under Title I of the ESEA, if the State chooses to use its AMOs and targets under the ESEA, the eligible State agency will only have to confirm this information with the State's OCTAE Regional Accountability Specialist. Upon the eligible State agency's request, the Regional Accountability Specialist will pre-populate the forms in Part C with the State's current AMOs and targets, as appropriate, and send the forms for the eligible State agency to finish completing.

See part C: Accountability Forms.

(2) The eligible State agency must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments, and the State's plan for increasing the coverage of programs and students reported in future program years.

Secondary Workforce Development Program Assessment
Secondary programs will use a state developed system of career-technical testing called the Ohio Career-Technical Competency Assessment (OCTCA). Beginning in FY08 OCTCA includes third party, state-developed tests and selected state and industry assessments that are aligned to ODE's Career Field Technical Content Standards. All OCTCA state and industry assessments meet tests of validity, reliability and usability. A listing of current assessments for secondary and adult programs can be found on Perkins Act Attachment 3.

The Ohio Department of Education (ODE) will build on OCTCA by transitioning to a system of career field assessments that measure performance by pathways. It is anticipated that a third party contractor will develop tests. However, ODE will take advantage of regional and national partnerships in CTE test development as appropriate. Industry credentialing and licensure examinations will likely complement and contribute to OCTCA tests.

All tests will meet validity and reliability criteria as established by the state, will be developed in collaboration with postsecondary institutions to enhance the seamlessness of secondary/postsecondary pathways and the articulation of credit, and will be developed in collaboration with industry representatives to enhance test quality and test recognition among business partners.

All secondary programs will have a required valid and reliable assessment by FY14 and all CTE concentrators leaving school will be reported as to whether they meet established state benchmarks on the test. The state will develop a graduated schedule for reaching this 100 percent goal. One mechanism for achieving this goal will be the requirement of an appropriate assessment for all state-approved POS.

A listing of currently available technical assessments for secondary programs is included in Perkins Act Attachment 3.

Postsecondary/Colleges Technical Skill Assessment
The Ohio Department of Higher Education (ODHE) uses the HEI data system to report Technical Skill Assessment by using a combination of information reported at the local level. The standards will vary by program and may use Grade Point Average, passage of a particular course or series of courses, or passage of a locally administered assessment. ODHE ensures that career-technical education (CTE) certificate programs are aligned to labor market needs as well as degree pathways. This process leads to more accurate and consistent reporting of credit-based CTE certification programs.

Additionally, ODHE reviews the current postsecondary CTE program offerings, career pathways and programs of study. In collaboration with Ohio colleges, the state will identify existing appropriate technical skill assessments that are aligned with industry-recognized standards, CTE program standards and Higher Learning Commission (HLC) accreditation criteria; identify gaps; collaborate

with the Ohio Department of Education and agencies in other states to initiate regional/national processes leading to the development of needed technical skill assessments; and implement changes in the HEI data system to collect technical skill assessment.

The postsecondary assessment system in Ohio is driven by the following:

- The HLC directive that assessment is most efficacious when it occurs through a variety of methodologies consistent with an institution's mission;
- The expectation that an institution's faculty will determine how learning outcomes are developed, what is to be taught, how students will learn, how that learning will be assessed and how teaching and learning will continuously be improved;
- Direction from Ohio, regional and national employers and industry and professional associations;
- Connection to labor-market validation of postsecondary CTE certificates and credentials;
- Alignment between secondary and postsecondary assessment processes; and
- Federal Perkins Act criteria for assessment.

Postsecondary/Ohio Technical Center (OTC) Technical Skill Assessments
Each student who completes an Ohio Technical Center adult technical certificate program will demonstrate technical knowledge and skill attainment as evidenced by meeting established benchmark scores on state-recognized tests or industry certification and licensure examinations. Ohio Technical Centers will continue to increase its focus on industry-recognized certificate- or license-based programs, especially those that lead to a nationally recognized State or industry certificate or license. Ohio Technical Center recipients will be required to ensure that credentialing assessments used by OTCs are valid and reliable.

Ohio Technical Center
A listing of currently available technical assessments for postsecondary programs is included in Perkins Act Attachment 3.

V. Tech Prep Programs

(a) Part A.

All Tech Prep structures and activities are intended to support the following Perkins Vision for the State of Ohio. In FY14:

- All state-approved secondary career-technical programs will be based on a state-approved program of study (POS);
    - A POS is a pathway of secondary and postsecondary non-duplicative course sequences that culminates in a diploma, credential(s) and/or degree(s).
    - A POS must minimally span grades 9 to 14 and is encouraged to span grades 7 to 16.

- All state-approved secondary career-technical programs will meet State Quality Program Standards (QPS);
    - Evaluation of adherence to QPS will be part of a periodic renewal of eligibility as a state-approved career-technical program and for state weighted career-technical funding.
    - The state will provide technical assistance for and monitoring of QPS.
- A secondary program that operates under a state-approved POS and meets secondary state QPS will also, by definition, meet Tech Prep criteria;
- Once all secondary programs operate under a state-approved POS and meet QPS, all programs can also be identified as Tech Prep programs;
- Tech Prep programs will be characterized by open entry for all secondary students;
- Effective academic/career counseling and effective Individual Education Plan (IEP) development will be available in schools to ensure that students are in appropriate programs for their individual needs;
- All educators, especially teachers, will be supported with access to products/services that will help them ensure student success;
- High expectations will be in place for students to exit secondary Tech Prep programs as successful secondary "completers;"
    - A successful secondary completer is a student that demonstrates high level academic and technical achievement.
    - A successful secondary completer is a student that is well prepared to move seamlessly to postsecondary Tech Prep programs.

(1) The State Plan must describe the competitive basis or formula the eligible State agency will use to award grants to tech-prep consortia. (section 203(a)(1))

Tech Prep sub-recipients will be Tech Prep Regional Centers. Regional Centers will include all Perkins Basic Grant sub-recipients and business/industry representatives, with special emphasis on engagement and representation of business/industry representing the Ohio's economic development regions. The function of Tech Prep Regional Centers will be to serve as the liaison between secondary and postsecondary institutions and facilitate activities fostering partnerships focused on the development of high school-to-college career pathways.

The following formula will determine consortia levels of funding for FY09 through FY11.

Allocations will be based on the size of the consortium. Each small consortium will receive 3 percent of the total funds available. Each medium consortium will receive 4 percent and each large consortium will receive 6 percent. In addition, 5 percent of the total funds available will be allocated to support consortia mergers designed to provide more efficient use of funds and delivery of services.

Title II funding was eliminated in June 2011; therefore, the following formula will determine Regional Centers levels of funding for FY12 and beyond.

Allocations will be awarded using a formula based on the number of Career-Technical Education Planning Districts, colleges and career pathways in each region.

Perkins Act Attachment 4 includes estimated allocations to consortia for FY16.

(2) The State Plan must describe how the eligible State agency will give special consideration to applications that address the areas identified in section 204(d). (section 204(d)(1)-(6))

The federal Tech-Prep funding source was discontinued, therefore this section does not apply.

(3) The State Plan must describe how the eligible State agency will ensure an equitable distribution of assistance between urban and rural consortium participants. (section 204(f))

In the first three years of the Five-Year Plan, allocations are made to both urban and rural consortia based on population served and, therefore, allocations reflect the capacity needs of each individual consortium. In the last two years of the Plan, the allocations will be based on disadvantaged population and performance. Thus, both urban and rural consortia that serve a high disadvantaged population will be given equal consideration. Likewise, high performing consortia will be given equal consideration, whether urban or rural.

(4) The State Plan must describe how the eligible State agency will ensure that each funded tech prep program—

(A) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of Perkins IV;

The state will require a state-approved application process for all Tech Prep programs. As in in FY09, approval will be contingent upon the program having a signed articulation agreement as defined in Perkins Act. For programs approved prior to FY09, articulation agreements will be reviewed for currency and alignment with postsecondary programming and workforce development needs of the economic region. Part of the review process will include ensuring that the agreements meet the Perkins Act articulation agreement definition. State policy will be to review articulation agreements annually.

Beginning in FY14, all Tech Prep programs will be required to operate under a state-approved program of study, which by definition of POS will mean that all programs will have an articulation agreement as defined in Perkins Act and will put a programmatic emphasis on dual enrollment/credit opportunities.

The state will develop secondary Program Quality Standards that include articulation expectations. The state will monitor programs for adherence, including Tech Prep programs. The state will support the designing of a funding system that will remove financial barriers from the full participation of secondary and higher education institutions in dual enrollment/credit programs.

(B) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G);

The state will require a state-approved application process for all Tech Prep programs. For programs being initiated in FY10 and beyond, approval will be contingent upon the program operating with a state-approved program of study. All currently approved Tech Prep Programs will transition to a state-approved program of study according to the phase-in plan described in 'Local implementation of Programs of Study' in the Program Administration Section (Title I) of this Plan. Beginning in FY14, all Tech Prep programs will operate under a state-approved POS.

(C) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D);

The state will require a state-approved application process for all Tech Prep programs. Approval will be contingent upon the program a) including academic coursework based on Ohio Academic Content Standards, b) being based upon the appropriate Career Field Technical Content Standards, c) identifying secondary/postsecondary linkages through non-duplicative sequences of courses in career fields, articulation agreements, and dual enrollment/credit opportunities, d) using work-based learning where appropriate and available, e) using educational technology and distance learning effectively, f) aligning with secondary State Quality Program Standards, and g) disseminating POS information to parents and students.

Tech Prep programs will be designed to ensure seamless transition to postsecondary options through technical course competency alignment with appropriate Associate and Baccalaureate degree programs and obtainable industry credentials. Academic dual enrollment/credit will align with the Ohio Transfer Module, which guarantees transferability of general education coursework from two- to four-year institutions. Technical dual enrollment/credit will align, as practicable, with the Ohio Transfer and Articulation Guides and the Career-Technical Credit Transfer initiative, which guarantee transferability of technical education coursework across education systems.

Tech Prep Regional Centers will be encouraged to collaborate with state and local student access and success initiatives that assist student matriculation to and persistence in postsecondary education. In an effort to ease access and transition, dual enrollment/credit opportunities, distance learning modalities and work-based learning experiences will be encouraged in Tech Prep programs.

(D) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F).

State secondary Quality Program Standards that are monitored for adherence will include provision of professional development for teachers, faculty, and administrators. The Ohio Departments of Education (ODE) and Higher Education (ODHE) will support joint professional development for Tech Prep consortia stakeholders, including, but not limited to, secondary and postsecondary teachers, faculty and administrators. These professional development programs will meet Perkins Act professional development criteria as well as ODE professional development state standards. Programs will include, but not be limited to:

- 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 high-demand careers;
- Maintenance of high expectations for student work within programs that serve a population with varied backgrounds, motivation and achieved competency;
- Effective "support for learner success" and implementing common reforms that identify a) the way students best learn in career-technical programs and b) appropriate interventions to help all students in career-technical programs achieve at a high level; and
- For secondary programs, topics that are pertinent to high-need districts, including Ohio's urban districts.

Contingent upon continued State Tech Prep funding, some state funds will be earmarked for secondary/postsecondary professional development for teachers, faculty, and administrators.

(E) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F);

State secondary Quality Program Standards that are monitored for adherence will include provision of professional development for counselors. Tech Prep Regional Centers' secondary guidance counselors and postsecondary admissions counselors will participate in professional development through programs planned and initiated at both state and local levels. These professional development programs will meet Perkins Act professional development criteria as well as ODE professional development State standards. Programs will include, but not be limited to:

- Effective intervention services, especially for 7th- to 10th- graders;
- State services and products available to aid sub-recipients in meeting and exceeding state accountability measures;
- For secondary programs, topics that are pertinent to high-need districts, including Ohio's urban districts.
- Ohio workforce and economic development needs;
- Postsecondary academic institution requirements, including the work of the ODHE Articulation and Transfer Advisory Council's Secondary to College Articulation Committee on statewide placement policy for non-remedial postsecondary English and mathematics courses based on a common understanding of what competencies and skills are necessary to expect learner success in beginning college-level courses; and
- Credit options for secondary students and the process for students to obtain earned credit as it relates to state-level initiatives.

Contingent upon continued State Tech Prep funding, some state funds will be earmarked for professional development for counselors.

(F) Provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations (section 203(c)(6));

All Tech Prep programs apply for career-technical state weighted funds. That application will include an assurance of equal access for all learners, including special populations. All strategies and activities outlined in the Provision of Services for Special Populations section (Title I) of this plan apply to Tech Prep programs as well as all other career-technical education (CTE) programs in the state. All Tech Prep professional development activities will emphasize support and resources for educators to effectively work with special populations in the classroom.

Ohio's Tech Prep programs will serve all learners in a fair and equitable way, especially those who are members of special populations. Ohio does not differentiate between the degrees, diplomas, or credentials earned by learners with an identified disability and those earned by learners without an identified disability. Moreover, at the secondary level there is no distinction made regarding technical assessments or academic achievement tests administered to students with disabilities unless at the secondary level such distinction is specifically mandated within a student's Individualized Education Program (IEP). Through a system whereby performance measures, learner outcomes and provider accountability are the "same for all" (unless at the secondary level mandated by an IEP), Ohio will make every effort to assure that members of special populations are provided the necessary support and services in Tech Prep programs to be prepared for postsecondary education (including apprenticeships) and for success in Ohio's in-demand occupations careers.

(G) Provides for preparatory services that assist participants in tech-prep programs (section 203(c)(7)); and Coordinates with activities under Title I. (section 203(c)(8))

To assist students to enter into and be successful as participants of a Tech Prep Program, sub-recipients will be expected to use "support for learner success" and implementing common reforms that identify the way students best learn in career-technical programs and provide appropriate interventions to help students be successful in career-technical programs, both at the secondary and postsecondary level. An emphasis will be placed on 7th- to 10th-grade preparation, based on the research that indicates that diagnosis of learning gaps and early intervention is the key to high school graduation, rigorous course taking in late high school, aspiration for postsecondary study and non-remediation at the postsecondary level. To facilitate the expectation that all learners will have the opportunity for rigorous curriculum and to prepare for success in that curriculum, Ohio will require that a proportion of all sub-recipient allocations be directed to "support for success" strategies with an emphasis on 7th- to 10th-grade needs.

Although Ohio will apply for both Title I and Title II funds, Ohio's goal is to strategically move toward the goal of all career-technical education (CTE) secondary programs in the state operating under a state-approved POS and meeting secondary State Quality Program Standards, which essentially means that those programs will meet the criteria of a Tech Prep program. This goal will be disseminated throughout the State along with a strategic plan for reaching that goal. Dissemination will occur through websites and meetings/conferences.

All local recipients applying for career-technical state weighted funding for programs beginning in FY10 and beyond will be required to meet the criteria of a) including academic coursework based on Ohio Academic Content Standards, b) identifying secondary/postsecondary linkages through non-duplicative sequences of courses in career fields, articulation agreements, and dual enrollment/credit opportunities, c) using work-based learning where appropriate and available and d) using educational technology and distance learning. The state will solicit Tech Prep best practices and disseminate them statewide through websites, professional development events and meetings/conferences.

(5) The State Plan must describe how the State Plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e). (section 204(e)(1))

Expected levels of performance will be set for all applicable secondary and postsecondary/college performance indicators in the Carl D. Perkins Act of 2006. Consortia will be held accountable through an audit process that incorporates all applicable standards and indicators of performance. The audit process will establish minimum expectations that include but are not limited to the following:

- Signed articulation agreements between the educational participants in consortia that include evidence of secondary and postsecondary joint planning and leveraging of resources;
- Compliance with the state-approved program of study criteria, secondary Ohio Quality Program Standards and other criteria as set by the Program Administration and Provision of Services for Special Populations sections (Title I) of this plan;
- Seamless linkage of secondary and postsecondary education in a non-duplicative sequence of coursework;
- Equal access for special populations;
- Emphasis on preparatory services, including "support for learner success" strategies that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level;
- Effective strategies for aligning consortia work and outcomes with the needs of local economic development region(s); and
- Relevant professional development programs.

(b) <u>Part B.</u>

(1) The State must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

The federal Tech-Prep funding source was discontinued, therefore this section does not apply.

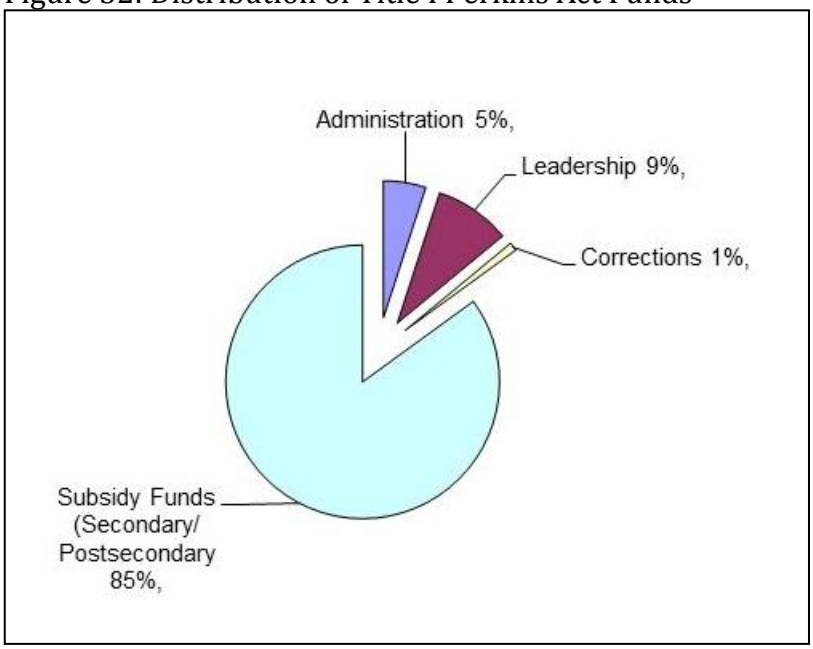
VI. Financial Requirements

(a) Part A.

(1) The State Plan must describe how the eligible State agency will allocate funds it receives through the allotment made under section 111, including any funds that the eligible State agency chooses to consolidate under section 202(a), will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. (section 122(c)(6)(A); section 202(c))

Of the total state Title I Perkins Act Grant, Ohio will use 5 percent for administration activities, 1 percent for services at correctional institutions and 9 percent for leadership activities. A minimum of $75,000 of leadership monies will be earmarked for the attainment of non-traditional participation and completion in career-technical education (CTE) programs at both secondary and postsecondary levels. The remaining 85 percent will be distributed through subsidy between secondary career-technical planning districts (CTPD) and postsecondary two-year college campuses and Ohio Technical Center institutions. Ohio will not use a reserve fund, but instead will distribute all of the 85 percent through formula. Figure 32 depicts this distribution.

Figure 32: Distribution of Title I Perkins Act Funds



Rationale for distribution

Financial considerations in this plan are designed to support the following Perkins Act vision for the state of Ohio. In FY17:

- All state-approved secondary career-technical programs will be based on a state-approved career pathways and program of study (POS);
    - A career pathways and POS is a pathway of secondary and postsecondary non-duplicative course sequences that culminates in a diploma, credential(s) and/or degree(s).

    - A career pathways and POS must minimally span grades 9 to 14 and is encouraged to span grades 7 to 16.
- All state-approved secondary career-technical programs will meet State Quality Program Standards (QPS);
    - Evaluation of adherence to QPS will be part of a periodic renewal of eligibility as a state-approved career-technical program and for State weighted career-technical funding.
    - The state will provide technical assistance for and monitoring of QPS.
- A secondary program that operates under a state-approved career pathways and POS and meets secondary state QPS will also, by definition, meet Tech Prep criteria;
- Once all secondary programs operate under a state-approved career pathways and POS and meet QPS, all programs can also be identified as Tech Prep programs;
- Tech Prep programs will be characterized by open entry for all secondary students;
- Effective academic/career counseling and effective Individual Education Plan (IEP) development will be available in schools to ensure that students are in appropriate programs for their individual needs;
- All educators, especially teachers, will be supported with access to products/services that will help them ensure student success;
- High expectations will be in place for students to exit secondary Tech Prep programs as successful secondary "completers;"
    - A successful secondary completer is a student that demonstrates high level academic and technical achievement.
    - A successful secondary completer is a student that is well prepared to move seamlessly to postsecondary Tech Prep programs.

Ohio's financial distribution will follow all requirements of section 135 of the Perkins Act. All required and permissible uses of funds as described in the Act apply under Ohio's Five-Year Plan. Applicants will be able to select the required uses of funds they wish to address.

- All expenditures must have supportable rationale for how they will align to the Ohio's Combined State Plan and Ohio Perkins Act Vision outlined above and impact performance levels on performance indicators identified in the "Accountability and Evaluation" section of the plan.
- Highly encouraged expenditures will be those that directly connect to:
    - "Support for learner success" and implementing common reforms that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level; 135(b)(1)(A)(B); (6); (9)
    - Student success in grades 7 to 10; 135(b)4(B)
    - Student success in becoming a successful secondary "completer" in a Tech Prep program of study; 135(b)(1)(A)(B); (2); (4)(B);

- Student preparatory services that lead to high school graduation, rigorous course taking in late high school, postsecondary aspiration and non-remediation in higher education; 135(b)(1)(A)(B); 4(b); (9)
- Instructional support for educators, administrators and counselors through pre-service and in-service professional development; 135(b)4(A); 5(A)(B)(C)(D)
- Program of study development; 135(b)(1)(A)(B)
- Transitioning secondary programs to Tech Prep quality characteristics (programs of study and secondary Quality Program Standards) and to including open-entry of students; 135(b)(1)(A)(B); (6)
- Technical assessment implementation. 135(b)(1)(A)(B); (4)(B); (6)

Financial considerations in this plan are intended to support a "no-way-out" seamless system whereby "support for learner success" and implementing common reforms (i.e., identifying the way students best learn in career-technical programs and providing appropriate interventions to help all students in career-technical programs achieve at a high level) can be used to prevent dropouts, increase achievement that will support advancement to a next level of education and keep individuals moving through a non-redundant pipeline that ends with diplomas, credentials and degrees. Financial distributions are based on:

- Making learners successful in transitioning at each pressure point in the pipeline, beginning in the middle grades;
- Preventing dropouts;
- Supporting learners in accumulating "currency" in the form of credits, a diploma, credentials, certificates and degrees that will keep them in the pipeline and/or continuously returning to the pipeline;
- Leveraging dollars being spent effectively across multiple educational delivery systems; and
- Remediation efforts for adult learners.

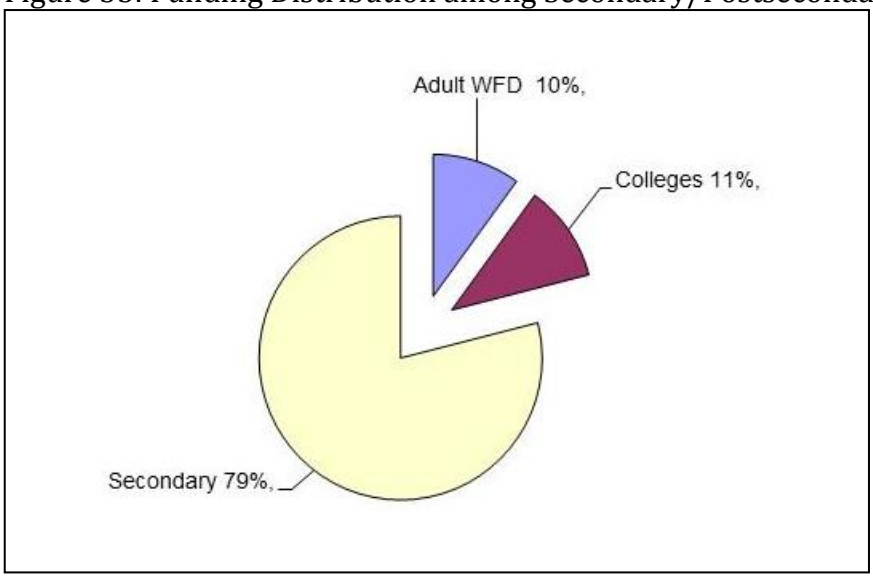
Distribution of funds
Secondary: The secondary proportion of the 85 percent of subsidy will be 79 percent (i.e., 79 percent of the 85 percent subsidy portion of the Title I Basic grant). Secondary allocations will be made to eligible Career-Technical Planning Districts (CTPD). According to Ohio Revised Code (ORC 3313.90), all secondary students must have access to career-technical education (CTE) through a CTPD.

Postsecondary – Colleges: The postsecondary-colleges proportion of the 85 percent of subsidy will be 11 percent (i.e., 11 percent of the 85 percent subsidy portion of the Title I Basic grant). Postsecondary/ colleges allocations will be made to eligible community and technical colleges and universities with two-year programs that offer technical credentials and/or degrees.

Ohio Technical Centers: The postsecondary-Ohio Technical Center proportion of the 85 percent of subsidy will be 10 percent (i.e., 10 percent of the 85 percent subsidy portion of the Title I Basic grant). Postsecondary/Ohio Technical Centers allocations will be made to eligible full-service Ohio Technical Centers that offer career development programming that leads to credentials and/or have transfer applicability to degrees.

Figure 33 depicts Ohio's funding distribution between secondary and postsecondary levels. After two years, Ohio will evaluate the efficiency and effectiveness of the above distribution of funds to determine whether adjustments need to be made.

Figure 33: Funding Distribution among Secondary/Postsecondary Levels



Earmarked funds

To support the Perkins Act Vision and the foundational elements of this plan, including intensive and robust preparatory services, 3 percent from the secondary allocations, 3 percent from the postsecondary-colleges allocations and 3 percent from postsecondary-Ohio Technical Centers allocations will be earmarked for "support for learner success" activities that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level. Thus, 3 percent of the total Title I Basic grant subsidy funds will be earmarked for "support for learner success" activities. The purpose of the "support for learner success" earmark is to foster a) secondary/postsecondary collaboration in support of the Perkins Act Vision and foundational elements of this plan, b) seamless secondary/postsecondary education that forms a "no-way-out" system, c) education that is responsive to regional workforce development needs and d) effective supports to ensure success for learners, especially learners who are:

- At the beginning of the pipeline (grades 7 to 10) and vulnerable to dropping out of high school and/or being unprepared for the graduation requirements and career-technical coursework;
- In need of extra help to avoid the expense and discouragement of remediation to earn a diploma, credentials, certificates and/or degrees;
- In need of help with re-entry into the education system and a mechanism for applying earned competencies (e.g., certificates and credentials) toward the earning of a diploma and/or degrees.; and
- Identified through an introductory assessment or evaluation conducted by an Ohio Means Jobs Center to pursue education and training at an educational institution that offers career and technical education programs.

The earmark will be jointly planned for and leveraged through Ohio's Combined State Plan, which will include secondary and postsecondary Perkins recipients as well as business/industry representatives, including representatives from Ohio's economic development regions. However, the earmarked expenditures will remain under the control of each recipient entity and each sub-recipient will be held accountable for its specific earmarked expenditures up to the required 3 percent of funds. The intention of this earmarking of funds and of engaging all sub-recipients, including business/industry representatives, in strategic planning for the use of those funds, is to deploy a targeted effort to respond to Ohio's economic development priorities through efforts to ensure that more learners are successful in high quality career-technical programs.

The state will develop guidance for the administration of the earmarked funds by local recipients. After two years, Ohio will evaluate the efficiency and effectiveness of earmarking funds. Upon evaluation, adjustments will be made, if needed.

(2) The State Plan must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under sections 131(a)-(e) and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. (section 131(g); section202(c))

Ohio will allocate secondary funds to Ohio Career-Technical Planning Districts (CTPD), which are the Ohio Revised Code structures established in Ohio to ensure that all secondary students have access to career-technical education. Every traditional school district must be part of a CTPD, per a CTPD plan submitted and approved by the State. Students served by charter/community schools, per ORC 3314.087(B) as enacted by Ohio HB 119, also have access to services provided by CTPDs. Ohio will allocate funds to all eligible recipients (CTPDs) with an approved five-year plan submitted in FY08, and extended beyond FY14, and a State-approved annual Perkins application that meet Ohio size and scope requirements, and all eligibility criteria in the Carl D. Perkins Act of 2006.

FY16 secondary allocations are included in Perkins Act Attachment 4.

(3) The State Plan must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. (section 122(c)(6)(A); section 202(c))

Ohio will allocate postsecondary funds to participating a) community and technical colleges and universities that have two-year career-technical programs that terminate in credentials and/or degrees that meet Ohio's size and scope requirements and b) full service Ohio Technical Centers that offer career development programming that terminates in credentials.

Allocations for postsecondary colleges and OTCs are included in Perkins Act Attachment 4.

(4) The State Plan must describe how the eligible State agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. (section 122(c)(6)(B); section 202(c))

The Perkins Act requires a minimum of $15,000 eligibility to qualify as a secondary Basic Grant sub-recipient. In FY17, no secondary Career-Technical Planning Districts (CTPD) allocations are estimated to be below $15,000.

If in the future, any potential sub-recipients do not meet the minimum, they will be able to form consortia, providing they meet state-approved criteria and establish accountability for meeting performance requirements. Allocations for secondary consortia will be the sum generated by applying the appropriate formula individually to each of the CTPDs forming the consortia. Consortia funds must be used for the mutual benefit of multiple members of the consortium and cannot be reallocated to individual members for purposes benefiting only one member of the consortium.

State-approved criteria for forming secondary consortia will include reporting on secondary performance indicators and meeting accountability expectations. The lead entity of each consortia, with the input of other consortia members, shall agree to accept the state adjusted level of performance or negotiate with the state to reach agreement on a new consortia adjusted level 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 learners. Like with all other local negotiations of levels of performance, the acceptance of a locally proposed performance level will be dependent upon the rationale for how the state level of performance will be met or exceeded by the consortia within the Perkins Act new four-year implementation period.

(5) The State Plan must describe how the eligible State agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations. (section 122(c)(6)(B); section 202(c))

The Perkins Act requires a minimum of $50,000 eligibility to qualify as a postsecondary Basic Grant sub-recipient.

Any potential sub-recipients that do not meet the minimum will be able to form consortia, providing they meet state-approved criteria and establish accountability for meeting performance requirements. Allocations for postsecondary consortia will be the sum generated by applying the appropriate formula individually to each of the institutions forming the consortia. Consortia funds must be used for the mutual benefit of multiple members of the consortium and cannot be reallocated to individual members for purposes benefiting only one member of the consortium.

State-approved criteria for forming postsecondary consortia will include reporting on all applicable performance indicators and meeting accountability expectations. The lead entity of each consortia, with the input of other consortia members, shall agree to accept the state adjusted level of performance or negotiate with the state to reach agreement on a new consortia adjusted level 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 learners. Like with all other local negotiations of levels of performance, the acceptance of a locally proposed performance level will be dependent upon the rationale for how the state level of performance will be met or exceeded by the consortia within the Perkins Act new four-year implementation period.

Consortia allocations are included in Perkins Act Attachment 4.

(6) The State Plan must describe how the eligible State agency will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. (section 131(a)(3))

The state will evaluate applicable boundary changes annually and update recipient eligibility and allocation calculations accordingly. All students attending local education agencies (LEAs) without geographical boundaries (e.g., charter schools/community schools) will have access to career-technical education and services through their resident district Career-Technical Planning Districts per ORC 3313.90 and ORC 3314.087(B) as enacted by Ohio HB 119.

(7) The State Plan must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary of Education as described in section 131(b) or 132(b). At a minimum, the eligible State agency must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2), together with an allocation run using the proposed alternative formula(s). Also the eligible State agency must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

An alternative allocation formula is proposed for distribution of the postsecondary allocations. The proposed formula creates a single formula for both higher education and Ohio Technical Center 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 a) learners who are Pell Grant eligible and b) learners who are documented as disadvantaged under other state and federal aid initiatives such as Title I employment and training or Temporary Assistance for Needy Families funding. In this alternative formula, all counts will be non-duplicative. See the "Postsecondary/College and Ohio Technical Center Formula" below for a full description of the formula.

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 actually collect the Pell Grant for reasons such as bureaucratic barriers (e.g., locating the business office) or lack of understanding about what they are signing for and obligating themselves to;

- Some learners have cultural prohibitions to accepting "charity;" and
- Ohio Technical Center data collections systems do not record receipt of the Pell Grant.

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 the Pell Grant. Those participating in the Ohio Technical Center system do not apply because often they do not qualify for Pell grants because the length of their credential-based education program (rather than degree-based educational program) does not qualify them for the Pell Grant. These individuals do, however, experience economic disadvantage and have other documentation of such.

Comparisons of allocations based on section 132(a)2, the proposed alternative formula and a definition of disadvantaged that serves as a basis for student identification, are included in Perkins Act Attachment 4.

(b) <u>Part B.</u>

(1) The State Plan must include a detailed project budget, using the forms provided in Part B of this guide.

Perkins Act Attachment 5 contains a detailed budget.

(2) The State Plan must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c).

Consortia are included in postsecondary allocations in Perkins Act Attachment 4.

(3) The State Plan must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a), as required by section 131(a) and 132(a).

The following formula will determine the secondary local eligible recipient level of funding.

Thirty percent shall be allocated to Career-Technical Planning Districts (CTPDs) based on the number of individuals aged five to 17 inclusive who were enrolled in the school districts served by such CTPD for the preceding fiscal year compared to the total number of such individuals who resided in the school districts served by all CTPDs in the preceding fiscal year.

Seventy percent shall be allocated to CTPDs in proportion to the number of individuals aged five to 17 inclusive who were enrolled in the school districts served by such CTPDs from families with incomes below the poverty line as defined by the most current census data report compared to the number of such individuals who resided in the school districts served by all CTPDs in the preceding fiscal year.

Postsecondary/Colleges and Ohio Technical Centers Formula
College recipients and Ohio Technical Center recipients will use a common formula that will enable each entity to reach the widest possible range of economically disadvantaged individuals. The postsecondary-college and postsecondary-Ohio Technical Center allocations will be based on three learner designations: 1) Pell Grant eligibility, 2) receipt of a Pell Grant or 3) other state-approved documented economic disadvantage (e.g., Title I employment and training or Temporary Assistance for Needy Families funding). The data used for the calculations will be from the year preceding the

fiscal year in which the determination is made, and the minimum grant size will be $50,000. The forming of consortia by recipients not meeting the minimum allotment will be subject to state-approved criteria and the establishment of a state-approved accountability approach.

Funds will be allocated based on the proportion of CTE concentrators or career development FTEs who are Pell Grant eligible, have received a Pell Grant or are documented as economically disadvantaged through other state-approved means at a given institution compared to the number of CTE concentrators or career development FTEs who are Pell Grant eligible, have received a Pell Grant or are documented as economically disadvantaged through other state-approved means statewide. The counts of CTE concentrators or career development FTEs across the three criteria (Pell Grant eligibility, Pell Grant receipt and other state-approved documented economic disadvantage) will be a non-duplicated count.

Calculation:

Numerator: Non-duplicated number of Career-Technical Concentrators or Career Development FTEs who are Pell Grant eligible + Number of Career-Technical Concentrators or Career Development FTEs who are Pell Grant recipients + Number of Career-Technical Concentrators or Career Development FTEs designated as economically disadvantaged through other state-approved means at a given two-year college or full service Adult Workforce Center

Denominator: Non-duplicated number of Career-Technical Concentrators or Career Development FTEs who are Pell Grant eligible + Number of Career-Technical Concentrators or Career Development FTEs who are Pell Grant recipients + Number of Career-Technical Concentrators or Career Development FTEs designated as economically disadvantaged through other state-approved means among all two-year colleges or full service Adult Workforce Centers

(4) The State Plan must describe the competitive basis or formula to be used to award reserve funds under section 112(c).

Ohio will allocate no Reserve funds.

(5) The State Plan must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c).

Ohio will allocate no Reserve funds.

(6) The State Plan must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

Eligibility is categorical, rather than geographical. Ninety-one CTPDs, each of which meets size and scope criteria, provide programming and services for all traditional school districts and all students in the state. All CTPDs are eligible to apply as a secondary sub-recipient, regardless of urban/rural location or sparse/dense population. There are 22 community colleges in the state and one university that offer career-technical programming. All 23 of these institutions are currently eligible as

postsecondary-college sub-recipients, regardless of urban/rural location or sparse/dense population. There are 36 Ohio Technical Centers in the state that meet size and scope criteria as full service centers. All 36 of these institutions are eligible as postsecondary-Ohio Technical Center sub-recipients, regardless of urban/rural location or sparse/dense population.

EDGAR CERTIFICATIONS AND OTHER ASSURANCES FOR THE PERKINS CAREER AND TECHNICAL EDUCATIONAL AND TECH PREP PROGRAMS

States must provide written and signed certifications stating that:	
Part A	
1.	(a) The plan is submitted by the State agency that is eligible to submit the plan. (34 CFR 76.104(a)(1)) (*Note: The term 'eligible agency' means a State board designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12);* (b) The State agency has authority under State law to perform the functions of the State under the program. (34 CFR 76.104(a)(2)); (c) The State legally may carry out each provision of the plan. (34 CFR 76.104(a)(3)); (d) All provisions of the plan are consistent with State law. (34 CFR 76.104(a)(4)); (e) 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. (34 CFR 76.104(a)(5)) (*Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual's title needs to be listed on this portion of the assurance;* (f) The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. (34 CFR 76.104(a)(6)); (g) The agency that submits the plan has adopted or otherwise formally approved the plan. (34 CFR 76.104(a)(7)); (h) The plan is the basis for State operation and administration of the program. (34 CFR 76.104(a)(8));
Part B	
1.	The eligible State agency must submit a copy of the State Plan to the State office responsible for the Intergovernmental Review Process if the State implements that review process under Executive Order 12372. (See 34 CFR Part 79);
2.	The eligible State agency must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; (See 34 CFR Part 82. To download ED Form 80-0013, and the SF LLL Form (Disclosure of Lobbying Activities) referred therein, See: http://www.ed.gov/fund/grant/apply/appforms/appforms.html);

3.	The eligible State agency must provide a complete and signed Assurance for Non-Construction Programs Form. (See http://www.ed.gov/fund/grant/apply/appforms/appforms.html;
4.	The eligible State agency must provide a signed assurance that the eligible State agency will comply with the requirements of the Act and the provisions of the State Plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. (section 122(c)(11));
5.	The eligible State agency must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (section 122(c)(12));
6.	The eligible State agency must provide a signed assurance that the State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area <u>or</u> is a public charter school operating secondary school career and technical education programs <u>and</u> demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. (section 131(c)(2));
7	The eligible State agency must provide a signed assurance that the State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. (section 323(a));
8.	The eligible State agency must provide a signed assurance that the State and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. (section 317(a));
9.	The eligible State agency must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. (section 317(b)(1)); and
10.	The eligible State agency must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. (section 317(b)(2)).

SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

(OMB Control No. 1205-0040)

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 their sister state agencies along with the local workforce and aging network partners will ensure that older job seekers receive workforce training and support through the Senior Community Service Employment Program (SCSEP) that will make them a workforce solution for employers.

The federally-funded SCSEP is a paid community service and work-based program for income eligible job seekers aged 55 and older. It provides service-based training at local nonprofit organizations and government agencies, preparing them for permanent employment. SCSEP remains the only federal workforce development program targeted to serve older workers. The Government Accountability Office has identified SCSEP as one of only three federal workforce programs with no overlap or duplication. In Ohio, SCSEP is administered by the Ohio Department of Aging and six national grantees that receive funds directly from the U.S. Department of Labor. Ohio SCSEP providers include: AARP Foundation, Experience Works, Senior Service America, Goodwill Easter Seals Miami Valley, Mature Services, and National Center and Caucus on Black Aged. Mature Services, as a sub-grantee, administers federal funds granted directly to the Ohio Department of Aging.

Strategies highlighted in this plan to support older workers and employers include:

- Engaging SCSEP operators in implementing WIOA and other workforce strategies;
- Aligning Ohio's ten workforce reforms, WIOA requirements, services of the OhioMeansJobs centers and SCSEP support of the centers into SCSEP operations. These strategies will be reflected in the next Request for Proposals to select sub-grantee(s) to administer the Ohio Department of Aging's SCSEP.
- Developing and implementing a survey to measure the experience/interaction SCSEP participants and other older job seekers have with OhioMeansJobs centers and using the results to support continuous improvement;
- Developing content for inclusion on OhioMeansJobs.com that highlights the benefits of hiring older workers (e.g., success stories) and supports the needs of older workers, workforce development professionals and employers;
- Developing strategies and pathways to ready older job seekers for in-demand jobs in Ohio and by region including targeted training and placements in specific business and industry sectors;
- Developing strategies to target supportive services and other resources to older workers, and working caregivers and their employers;
- Developing strategies to increase degree and certificate completion among older adults; and
- Hosting regional Older Worker Forums aimed at employers, workforce development professionals, economic development professionals and policy makers.

(a) <u>Economic Projections and Impact</u>

(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.)

(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))

(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 individuals. (20 CFR 641.325(c))

Long-term projections for jobs in industries and occupations that may provide employment opportunities for older job seekers is in Section II(a)(1).

Individuals in SCSEP arrive with a vast array of skills and educational backgrounds. For a large number of entering participants current marketable skills may be absent, especially technology skills. The transferable skills eligible individuals possess are as varied as the individuals themselves; among them, retail, basic clerical, and various manual labor skills are common. Many participants also have life skills, such as driving or caregiving, which can serve as a basis for occupational training.

Participants in the program have worked and/or retired and still have skills from industries such as:

- Construction, Installation and Repair;
- Food Preparation and Service;
- Maintenance and Custodial;
- Office and Administrative Support;
- Personal Care and Service;
- Production, Assembly and Light Industrial; and
- Transportation and Material Moving.

As is noted in Figure 34, a review of PY 2014 participant data for all Ohio SCSEP operators reveal that 43.7 percent have a high school diploma or equivalent and 24.3 percent have some (one to three years) college experience. Only 19 percent of the participants possess a degree or certification.

With less than 20 percent of SCSEP participants having a post-secondary certificate or degree, the Ohio SCSEP operators 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 operators will also pursue opportunities for SCSEP participants who are qualified for positions beyond entry level.

Although the number of SCSEP participants with post-secondary degrees and credentials is small, the Ohio Department of Aging's SCSEP administrator works with the respective licensing boards in Ohio, as needed, to provide support and guidance to policies and practices that may create barriers to employment for older professionals reentering the workforce.

Figure 34: Snapshot – SCSEP Participant Education, Age and Wages PY 14 (July 1, 2014 – June 30, 2015)

	ODA	AARP	EW	MS	NCBA	ES	SSA	All Ohio SCSEP	
Modified Slots	350	251	353	458	145	122	90	1,769	
Educational Attainment									
8th Grade & Under	6	1	7	7	0	1	1	23	0.9%
9th -11th Grade	43	32	87	61	19	34	21	297	11.1%
HS Diploma or Equivalent	218	196	214	263	116	87	73	1,167	43.7%
1-3 Years College	131	141	100	161	42	42	32	649	24.3%
Post-Sec. Certificate	7	4	7	25	2	1	5	51	1.9%
2-Yr Degree	33	6	38	49	9	7	10	152	5.7%
4-Yr Degree	48	54	39	60	15	9	9	234	8.8%
Some Graduate	4	5	1	4	1	3	0	18	0.7%
Masters	7	23	12	17	5	5	3	72	2.7%
Doctoral	1	3	1	2	0	0	1	8	0.3%
Age									
55-64	361	369	382	492	162	156	105	2,027	75.4%
65+	137	96	124	157	47	33	68	662	24.6%
Average Placement Wages and Hours									
Starting Wage	$10.66	$11.38	$10.90	$10.46	$11.32	$ 9.35	$ 9.48		
Hours Per Week	30.4	29.5	29.5	31.2	32.5	26.7	22.5		

Source: SCSEP Quarterly Progress Report, EAT 5140, Final PY14

The Ohio SCSEP operators pair experience and education attainment of SCSEP participants with data from workforce reports (i.e., SPARQ, OhioMeansJobs.com) when targeting jobs and host agency assignments for which SCSEP participants will be trained and the types of skill training to be provided. Figure 35 highlights the in-demand occupations identified in OhioMeansJobs.com that require a high school diploma or equivalent or some college or a certificate. Eight of the 19 occupations require only short-term on-the-job training.

Figure 35: In-Demand Occupations – Job Openings from OhioMeansJobs.com, Nov. 19, 2015

Ranking	Occupation Title	Starting Wage	Median Annual Wage	On-the-Job Training	Opening
High school diploma or equivalent					
2	Customer Service Representatives	$19,640	$31,170	Short-term	4,271
3	Office Clerks, General	$18,110	$27,780	Short-term	2,578
6	Heavy and Tractor-Trailer Truck Drivers	$25,340	$37,720	Short-term	1,684
7	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	$19,980	$31,660	Short-term	1,588
10	Medical Secretaries	$20,810	$29,730	Moderate-term	1,515
11	First-Line Supervisors of Office and Administrative Support Workers	$29,590	$47,040	None, 1 to 5 yrs	1,413
12	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific	$27,280	$51,140	Moderate-term	1,386
13	Maintenance and Repair Workers, General	$21,130	$35,800	Moderate-term	1,371
14	First-Line Supervisors of Food Preparation and Serving Workers	$18,610	$27,630	None 1 to 5 yrs	1,341
15	First-Line Supervisors of Retail Sales Workers	$21,180	$34,220	None 1 to 5 yrs	1,242
18	Sales Representatives, Services, All Other	$25,330	$46,770	Short-term	1,104
19	Bookkeeping, Accounting, and Auditing Clerks	$21,250	$35,130	Moderate-term	1,100
20	Tellers	$18,600	$23,400	Short-term	1,031
22	Shipping, Receiving, and Traffic Clerks	$19,520	$28,360	Short-term	960
23	Machinists	$24,160	$37,900	Long-term	937
24	Medical Assistants	$21,030	$27,980	Moderate-term	892
25	Receptionists and Information Clerks	$17,780	$24,050	Short-term	883
Certificate/Some College					
4	Nursing Aides, Orderlies, and Attendants (STNA)	$18,860	$23,740	None	2,373
5	Licensed Practical and Licensed Vocational Nurses	$31,870	$40,120	None	1,886

At the local level SCSEP operators will continue to work with OhioMeansJobs centers, host-agencies and employers to identify opportunities in these in-demand employment sectors. At the state level,

ODA will develop partnerships and initiatives targeting these in-demand occupations that will benefit SCSEP operators, participants and employers across the state. These initiatives will include:

Targeted Training and Placements in Health and Human Service Occupations
One of Ohio's fastest-growing entry-level occupations will continue to be in health care support and community and social services. Healthcare, comprised of ambulatory health care, hospitals, nursing, residential care, and home care, accounts for roughly one out of every eight payroll jobs in Ohio and is expected to be one of the fastest-growing sectors of the economy over the next 10 years.

Although there will be health care job openings at every level of education and training, the greatest employment growth and the largest number of openings that align with the majority of SCSEP participants will be in direct service. Direct service workers are at the foundation of many of Ohio's health and human service pathways. They are the primary providers of paid, hands-on assistance with instrumental activities of daily living, supervision and emotional support. Direct service workers' (DSW) job titles vary, but include direct support professionals, nurse aides, nursing assistants, home health aides, personal care assistants, dietary aides, and related occupations.

The Ohio Department of Aging (ODA) working with the Governor's Office of Health Transformation and its sister agencies will leverage existing partnerships with employers across acute and long-term care settings, the aging network, educational institutions and Ohio's SCSEP operators to implement health care pathways and lattice models to assist SCSEP participants interested in starting careers in health and human service.

Targeted Training and Placements in Small Business
Small businesses are some of the most important drivers of Ohio's economy, making up roughly 98 percent of all Ohio businesses and employing half of our state's private-sector workforce. Employment opportunities available within smaller enterprises mirror many in-demand jobs in Ohio.

Many small businesses get their start and/or are supported by local business incubators, chambers of commerce and small business development centers. ODA and Ohio's SCSEP operators will continue to cultivate relationships with these organizations at the local and state levels and where appropriate develop host-agency relationships. By serving as host agencies and utilizing SCSEP participates these organizations can highlight the benefits of older workers to their members and constituencies and make the SCSEP program a referral source for unsubsidized employment.

The state will identify and develop similar relationships with other trade associations that represent growth sectors and in-demand jobs.

In addition, many SCSEP participants who have the education, work ethic and experience needed for successful business startup may find self-employment to be a good fit. Research has found that, over the past decade or so, the highest rate of entrepreneurial activity belongs to the 55 to 64 age group. SCSEP operators will continue to refer interested SCSEP participants to Ohio's Small Business Development Centers for support and cultivate host agency assignments with local business incubators where participants can gain exposure to the business start-up process.

Targeted Training and Placements in Selected Not-for-Profit Sectors
Many not-for-profit organizations can provide experience and natural pathways into many of these in-demand occupations, especially retail, food service and customer service. ODA and the SCSEP

operators will work with the following not-for profit sectors to create model host agency and employment relationships.

Recycling and Waste Management

Occupation Linkages: Customer Service Representatives; Office Clerks; Maintenance and Repair Workers; and Shipping, Receiving and Traffic Clerks

Examples of Host Agency Assignments: Goodwill, Habitat for Humanity, Furniture Banks, Solid Waste Authorities

Potential Statewide Partnerships: Association of Ohio Recyclers, Ohio Association of Litter Prevention & Recycling, Solid Waste Authorities, Ohio EPA

Thrift Stores and Attraction Gift Shops

Occupation Linkages: First-line Supervisor of Retail Sales Workers; Customer Service Representatives; and Shipping, Receiving and Traffic Clerks

Examples of Host Agency Assignments: Thrift Stores, Hospitals, Museums

Potential Statewide Partnerships: Goodwill, Salvation Army, Volunteers of America, Ohio Association of Retail Merchant

Food Banks, Community Agriculture and Nutrition Programs

Occupation Linkages: Customer Service Representatives; Office Clerks; Maintenance and Repair Workers; and Shipping, Receiving and Traffic Clerks

Examples of Host Agency Assignments: Community Food Banks, Community Gardens, Farmers Markets

Potential Statewide Partners: Ohio Association of Food Banks, Ohio Grocers Association, Senior Farmers Market Nutrition Program

Hospitality and Visitor Services

Occupation Linkages: Receptionist and Information Clerks; Customer Service Representatives; and Office Clerks

Examples of Host Agency Assignments: Chambers of Commerce, Convention and Visitor Bureaus, Conventions Centers, Parks and Recreation Departments

Potential Statewide Partnerships: Ohio Association of Visitors Bureaus, Ohio Association of Camber Executives, TourismOhio

With statewide partners, ODA and Ohio's SCSEP operators will identify host agency partners, develop model training plans and job descriptions, and target employers for unsubsidized employment. Note that host agencies in these sectors have the potential of hiring SCSEP participants directly into unsubsidized employment.

Targeted Training & Placements through Civic Engagement (Encore and other programs)
Research from the Corporation for National and Community Service (CNCS) provides the following evidence of a relationship between volunteering and finding employment:

- Volunteers have a 27 percent higher likelihood of finding a job after being out of work than non-volunteers;
- Volunteers without a high school diploma have a 51 percent higher likelihood of finding employment; and
- Volunteers living in rural areas have a 55 percent higher likelihood of finding employment.

In addition to leveraging services, training and experience through OhioMeansJobs center partnerships and host agencies, SCSEP participants will also benefit from services leveraged through the civic engagement programming. For example, the Encore Career Network in partnership with Cleveland Foundation's Cleveland Encore Network will make available job search coaches to provide individualized assistance in finding unsubsidized employment and staff to support program management. The Encore movement is a nationwide effort to tap the talents and experience of retirees and near-retirees to help community agencies further their missions. Other potential civic engagement partners will include the Retired Senior Volunteer Program or in some locations VISTA.

(b) <u>Service Delivery and Coordination</u>

(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))

OhioMeansJobs Centers
The Ohio Department of Aging (ODA) collaborates with the Ohio Department of Job and Family Services (ODJFS) Office of Workforce Development (OWD) to ensure all SCSEP operators coordinate activities with Ohio's local OhioMeansJobs centers administered by local workforce development boards (WDBs) under the Workforce Innovation and Opportunity Act, through a Memorandum of Understanding (MOU).

ODA's SCSEP administrator will continue to represent the SCSEP in state level OhioMeansJobs center partners' meetings and initiatives. This group of program administrators ensures effective collaboration among seemingly disparate programs and constituencies. Each partner learns of the others' programs and goals and makes every effort to ensure regional operations are informed of such.

At the local level, SCSEP operators will continue to be active partners in OhioMeansJobs centers. 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. The SCSEP staff often serves as the primary point of contact for older job seekers. SCSEP participants are also assigned to the OhioMeansJobs centers to assist with administrative duties providing valuable assistance to the WDB while enhancing the participants' training for unsubsidized employment.

SCSEP operators will continue to identify potential applicants by accessing the Ohio Workforce Case Management System (OWCMS) Report. The Age Report allows SCSEP operators to identify individuals age 55 and older who are registered in OWCMS for the purposes of informing them about the training opportunities available through Senior Community Service Employment Program.

SCSEP operators will continue to assist the OhioMeansJobs centers by providing presentations to clients on various topics to enhance their chances of obtaining and retaining employment, and will assist with outreach to more rural residents of the state. Other collaborative efforts include using OhioMeansJobs centers for job orders, labor market information, and coordination on intensive services/training needed by specific participants, and other resources of value to the SCSEP.

SCSEP operators will continue to collaborate with OhioMeansJobs centers on joint training activities and job fairs, share job leads, and work together to engage the business community in initiatives that tap older workers in meeting employer needs. Where available, SCSEP operators will also provide opportunities for older workers to develop their job search strategies in peer-to-peer settings such as job clubs or job search cooperatives.

Ohio Department of Higher Education
ODA will help SCSEP operators continue to develop partnerships with regional training programs and initiatives within the University System of Ohio coordinated by the Ohio Department of Higher Education (ODHE). The University System of Ohio is one of the largest comprehensive systems of public higher education in the nation. Ohio's public colleges, universities, and adult education programs serve almost 600,000 students and offer every option from a GED to a Ph.D., ensuring that all Ohioans have easy access to a high-quality, affordable higher education. The system includes: 14 universities with 24 regional branch campuses, 23 community colleges, and over 120 adult workforce education and training centers statewide.

Partnering with the University System of Ohio to develop programming and services that meet the needs of SCSEP participants is part of a broader statewide system discussion that impacts students of all ages, colleges and universities, and the entire field of adult education. ODA will continue its work with ODHE and the Ohio Association of Gerontology and Education developing and implementing strategies to increase degree and certificate completion among older adults and to create a workforce for an aging society.

Adult Basic and Literacy Education
ODHE's network of Adult Basic and Literacy Education (ABLE) programs play a vital role in the economic advancement of SCSEP participants and all older adults with limited English proficiency, low literacy skills or both. There are currently 56 local ABLE providers serving all 88 Ohio counties. These free services assist adults in acquiring the skills they need to be successful in post-secondary education and training, and employment, and include:

- Basic math, reading and writing skills;
- Adult secondary education/GED preparation;
- English for Speakers of Other Languages (ESOL);
- Transition services to post-secondary and employment;
- Family literacy; and
- Workplace literacy.

Program 60: Audit Coursework as a Bridge to Credit Coursework for SCSEP Participants
Ohio's state universities and colleges provide Program 60. This unique program allows any person who is 60 years of age or older and who has resided in the state for at least one year to attend courses and classes without charging that person a tuition or matriculation fee provided the attendance is on a noncredit basis, is in courses where classroom space is available, and is approved by the instructors of the courses involved. The Ohio SCSEP will promote the use of Program 60 as a bridge to credit coursework for SCSEP participants. Auditing courses allows learners to become familiar with programs of study before making a financial investment. Additionally, participation in noncredit coursework has been recognized as a strategy to help learners who have been away from the classroom for a long period of time or were not successful during earlier classroom experiences.

GIVEback, GOforward: Fostering lifelong learning at any age
To connect young people with one of the state's most vast and valuable resources – Ohio's elders – and help them reach their highest levels of academic achievement, ODA partnered with ODHE, Youngstown State University, Eastern Gateway Community College and Mature Services, Inc. to launch the GIVEback, GOforward program. Through the project, elders who volunteer 100+ hours per year in approved community initiatives will earn a tuition waiver good for three credit-hours of instruction at either learning institution. Volunteers can use the tuition waiver toward their own education, or gift it to a currently enrolled college or high school student. This initiative launched in fall 2015. Following a pilot period, the project will be evaluated and plans for potential expansion to other areas of the state will be developed.

(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 Area Agencies on Aging (AAA) and OAA funded service providers. These partnerships will provide opportunities for cross referrals of eligible SCSEP participants and 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. Most OAA services are not means tested, but are targeted to populations with the greatest economic and social needs. In FFY 2014, OAA funds coupled with state and local resources served 334,000 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))

Within this plan there are many examples of how the Ohio Department of Aging (ODA) and SCSEP operators coordinate with public and private entities and programs to serve older Ohioans, including, but not limited to, the following:

Community, Faith-Based and Volunteer Organizations
Ohio SCSEP operators will continue to coordinate activities with local housing coalitions, faith-based organizations, mental health and drug addiction boards, ex-offender reentry coalitions and other entities that provide services that can connect participants with wrap-around services and supports.

At the state level, ODA is represented on the Governor's Office of Faith-Based and Community Initiatives, ServeOhio, Statewide Ex-offender Reentry Coalition and other statewide coalitions.

Transportation Programs
The SCSEP administrator will continue to coordinate with the Ohio Department of Transportation, sister health and human service agencies, area agencies on aging, transit authorities and transportation coordination programs to ensure local SCSEP operators are at the table to represent older workers in the development and implementation of local coordinated transportation plans and initiatives.

In June 2014, local partners in Cleveland, Toledo, Findlay/Lima and Columbus joined with ODA, the Ohio Department of Public Safety/Bureau of Motor Vehicles and the Ohio Department of Transportation/Office of Transit to offer community forums titled, "Elder Mobility: New Solutions for Ohio Communities." Attendees learned about: programs to help elders sharpen their skills, change their driving habits or decide to stop driving; strategies for using existing community transportation resources more efficiently; and new models to expand transportation capacity, featuring the research-based ITNAmerica® model. Many local SCSEP operators participated and continue to serve on committees and task forces that were launched as a result of the forums.

One example of a transit initiative that supports access to employment opportunities is the Central Ohio Transit Authority (COTA) new Groveport Rickenbacker Employee Access Transit (GREAT). GREAT, supported by the City of Groveport and Village of Obetz connects people to job sites in the Rickenbacker area. The GREAT service will help connect employees traveling to the Rickenbacker area on COTA Line 81 to various businesses located throughout the industrial park. The Rickenbacker area's warehouse and distribution business are sources of unsubsidized employment for many Columbus area SCSEP participants.

Programs for People with Disabilities
SCSEP provides priority of service to those most-in-need, including individuals with disabilities. SCSEP Figure 36 provides a snapshot of SCSEP participants with disabilities by SCSEP operator.

Figure 36: SCSEP Population Served in PY 2014 (July 1, 2014 – June 30, 2015)

	Individuals with Disabilities	**Individuals with Severe Disabilities**	**Individuals Who Are Frail**
State Grant	88	0	0
AARP	43	1	1
Experience Works	109	1	0
Mature Services	123	0	0
NCBA	10	0	0
Easter Seals	115	16	0
Senior Service America, Inc.	29	1	2
All Ohio SCSEP	517	19	3

Source: SCSEP Quarterly Progress Report, EAT 5140, Final PY14

The key to providing services for older adults with severe disabilities is partnership. SCSEP operators partner with local vocational rehabilitation (VR) providers to ensure VR qualified individuals have access to case management and wrap-around services. In a recent statewide assessment Opportunities for Ohioans with Disabilities (OOD) identified a need to partner with and increase collaboration with local SCSEP operators and host agencies where there is a shared goal to provide competitive employment for people with disabilities.

In 2011, the Ohio Department of Job and Family Services (ODJFS) received a three-year Disability Employment Initiative (DEI) demonstration grant project to improve the education, training, and employment opportunities and outcomes for adults who are unemployed, underemployed, and/or receiving Social Security disability benefits. ODA's SCSEP administrator served on the project's review team. Three OhioMeansJobs centers in Cleveland, Portsmouth and Toledo operated the DEI grant project. Disability resource coordinator staff in OhioMeansJobs centers implemented Ohio's strategic components, which included deploying integrated resource teams, leveraging partner funds and resources, customized employment, and asset development. Through this initiative OhioMeansAccessibility.com was added to OhioMeansJob.com.

ESOP's Senior Financial Empowerment Initiative
In 2014, Empowering and Strengthening Ohio's People (ESOP) re-tooled its staff, board of trustees and expanded its operational capacity to provide services and education specifically aimed at the growing senior population. Accordingly, ESOP also expanded its mission to "foster the economic empowerment of disenfranchised communities through outreach, education and advocacy," and thus, ESOP's Senior Financial Empowerment Initiative (SFEI) was born. ESOP's SFEI includes the following programs:

- Senior Financial Education Workshops: a six-module course that educates seniors on avoiding financial exploitation including scams, fraud, and financial abuse, coupled with the basics of financial goal-setting and budgeting;
- Financial Coaching and Counseling: assists seniors with developing an action plan to budget on a fixed income, increase savings, reduce debt, and understand and repair credit;
- Ohio Benefit Bank Site: assist seniors in applying for benefits and entitlements for which they may be eligible;
- Senior Property Tax Loan Program: provide senior homeowners in Cuyahoga County with loans to pay delinquent property taxes and avoid foreclosure; and
- Volunteer Income Tax Assistance (VITA): a free, year-round tax preparation service of ESOP.

This initiative fully integrates all of ESOP's senior programming to effect long-lasting behavioral change. Seniors, including SCSEP participants, are able to access one service and be connected with all other appropriate services to address the full spectrum of their financial needs.

(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 Ohio Department of Aging (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. The SCSEP operators 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. Once key industries and potential jobs are identified, service providers, including SCSEP operators, can use this information to build employer contacts, design training programs and create employment plans with goals that are consistent with regional job opportunities.

With increased understanding of workforce age demographics and impact on local economies, community partners will be better able to provide data that will help increase the effectiveness of the program and overall older worker outcomes. Ohio's SCSEP administrator, staff from ODJFS and the research partners, including the Scripps Gerontology Center at Miami University, will continue to share information and, if necessary, provide technical assistance about workforce data and tools. In addition, ODA, the Ohio Department of Job and Family Services (ODJFS) and the Scripps Gerontology Center at Miami University will develop content for inclusion on OhioMeanJobs.com that highlights the benefits of hiring older workers (e.g., success stories) and supports the needs of older workers, workforce development professionals and employers.

Ohio Civic Impacts of Criminal Convictions (CIVICC) Database
To enhance services to SCSEP participants who are ex-offenders, the Ohio SCSEP will promote the use of the new Ohio Civic Impacts of Criminal Convictions (CIVICC) Database (http://opd.ohio.gov/CIVICC) for job seekers. The CIVICC database is a web-based tool created by the Ohio Justice & Poverty Center and the Ohio Public Defender in partnership with the Ohio Department of Rehabilitation and Correction (ODRC) to determine what the collateral consequences are under Ohio law that are triggered by a specific conviction and what misdemeanor or felony offenses are likely to trigger a specific consequence. The CIVICC database is free and requires no special training to use.

Support of Ex-offender Reentry
ODA and SCSEP operators will continue its collaboration with Ohio Departments of Rehabilitation and Correction and Job and Family Services Office of Workforce Development to support reentry of older offenders into the workforce by supporting OhioMeansJobs centers located in prison pre-release centers through placement of SCSEP participants. Currently ODA is supporting two pre-release OhioMeansJobs centers (i.e., Grafton, Marysville) and anticipates working with other centers during the next year.

(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)

See Section (b)(1)(A) for information about coordination of activities.

(F) Efforts to work with local economic development offices in rural locations.

As noted throughout this Plan, Ohio's SCSEP Operators work with chambers of commerce, economic development offices and small business development centers across the state, especially in rural regions, to ready older job seekers for in-demand jobs, support education and training needs and promote the benefits of older workers. Several tools and activities developed through this Plan will support local business development efforts, including, but not limited to, older worker enhancements to OhioMeansJobs.com and regional Older Worker Forums.

(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.)

Local projects engage local economic development offices and chambers of commerce to assistance participants interested in starting their own business and to cultivate employment and host agency opportunities. As noted earlier, plans are in the works to develop chambers of commerce and business incubators as host agency sites. The Ohio Department of Aging's (ODA's) SCSEP administrator works with staff from the Ohio Development Services Agency (ODSA) to facilitate strategic partnerships to help SCSEP operators make connections with local business associations where appropriate.

Most importantly, to maintain employer relationships and assist participants in retaining their positions after job placement, SCSEP operators have ensured that follow-up retention and counseling after placement into unsubsidized employment activities are built in to their service delivery models. Effective employer and job retention activities include making quality initial placements; ensuring there are high quality matches between employer expectations and participant skill levels, interests, and work ethics; following up shortly after employment (and periodically thereafter) to ensure the employer is satisfied with the placement; providing counseling when issues or problems develop on the job; and providing additional supportive services as needed.

Other examples of how ODA, SCSEP operators and Ohio's aging network support employers include, but are not limited to the following:

Connecting Employers to Resources to Help Keep Employees Safe and Healthy
STEADY U Ohio is the state's coordinated response to the growing epidemic of falls among older adults, including in the workplace. It is a public-private partnership aimed at raising awareness of the falls epidemic while providing access to tools that can help individuals, families, businesses, providers and communities prevent falls among Ohio's elders. STEADY U relies heavily on public-private partnerships to reach Ohioans at every level of society. While the website (www.steadyu.ohio.gov) provides a wealth of tips, resources and tools for older adults, their families and their communities, the monthly newsletter to government and private-sector partner organizations arms them with timely messages and resources to promote falls prevention strategies and resources to their stakeholders.

Work-related slip, trip and fall incidents can frequently result in serious disabling injuries that impact workers' ability to do their job, often resulting in lost workdays, reduced productivity, and expensive

workers' compensation claims. STEADY U develops and distributes resources specifically designed for business through organizational partners. One of the STEADY U fact sheets includes information on How do falls impact businesses?, facts about slips, trips and falls in the workplace, the top 10 simple strategies to reduce falls at work, and Five focus areas for falls prevention.

Connecting Employers to the Resources in Ohio's Aging and Disability Resource Network
Many older workers, including SCSEP participants, are faced with the challenge of caring for their aging parents, spouses, siblings, and other relatives. ODA and SCSEP operators will help employers connect with and make the most out of the resources available for their staff through the Aging and Disability Resource Network (ADRN). The ADRN brings together the diverse organizations that play a role in long-term services and supports to streamline access to services, including caregiver support and respite, through the National Family Caregiver Support Program, for family caregivers that will allow them to go to work and participate in training programs that allow them to progress in career pathways.

(3) The State's long-term strategy for serving minority older individuals under SCSEP. (20 CFR 641.302 (c))

The Ohio Department of Again (ODA) and its sub grantee, Mature Services, Inc., continue to be responsive to the needs of minorities. The overall service level of minorities has expanded from 34.99 percent to 35.8 percent as depicted in Figure 37.

Figure 37: Description of Changes in Minority Levels and Outcomes from PY 2012 and PY2013

Minority Group	2012 Service Level	Less than 80% of Census Goal?	2013 Service Level	Less than 80% of Census Goal?
Overall	34.99%	N	35.8%	N
Hispanic	1.30%	N	1.0%	Y
Black	33.26%	N	33.2%	N
Asian	.43%	Y	.0%	Y
American Indian	.22%	N	.8%	N
Pacific Islander	.22%	N	.59%	N

Source: SCSEP Analysis of Service to Minority Individuals, PY12 and PY13

The groups that failed to meet 80 percent of the Census benchmarks were Hispanics, which met 78.4 percent of the goal, and Asians, which slipped statistically to 0 percent.

To increase participation of Hispanics and Asians, ODA and its sub grantee will focus on partnerships and strategies to expand services to minorities that include:

- Working with employers who are seeking diversity within the workplace such as those who advertise on OhioDiversity.com;
- Include more diversity in Business to Business Networks, Hispanic Chambers of Commerce Employer LinkedIn groups, etc.;

- Develop strategic partnerships with more non-profit and government agencies that serve minority populations, including: 1) network with current Hispanic service host agencies such as ElBario, 2) develop relationships with the Asian community in northeast Ohio through partnerships with Asia Services in Action, Inc. in Cleveland and Akron, and the Cleveland Chinese Senior Citizen Association, and 3) develop relationships with the Asian community in central Ohio through partnerships with Asian American Community Services, the Chinese Chamber of Commerce of Central Ohio and the National Association of Asian Professionals. ODA will also conduct outreach through Asian festivals in Cleveland and Columbus. These partnerships will provide opportunities for collaboration with organizations that provide services and networking opportunities to specific populations and cultures;
- Take advantage of on-the-job experiences (OJEs) and waiver training funds and market program participants to foster career pipelines and pathways to Hispanic and minority businesses in ODA areas such as western Cuyahoga County and Central Ohio;
- Where possible, identify bi-lingual participants that can help explain the SCSEP program to community members; and
- Identify and learn from best practices implemented by other SCSEP operators, area agencies on aging and aging network providers.

To help identify income eligible participants, ODA will also focus on developing collaborations with agencies providing services to low-income individuals such as employment services, English as a Second Language (ESL) classes and resettlement services such as Catholic Charities and Lutheran Social Services.

(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)

Data from the latest Ohio Poverty Report (January 2015, Ohio Development Services Agency) indicate that an estimated 1,797,000 people in Ohio were poor – that is 16.0 percent of all persons for whom poverty status was determined. An estimated 340,000, or 11.6 percent, of Ohio families were poor. Ohio's individual and family poverty rates typically were lower than the corresponding national rates in decades past, but gradually converged to the national rates by about 2005; Ohio's rates since then have been nearly equal to or a little higher than the national averages.

The latest American Community Survey data also show:

- 17.2 percent of the people in urban places (densely populated areas of 2,500 or more) were poor, and 27.8 percent of those living in the central or principal cites of metropolitan areas were poor;
- By contrast, 11.0 percent of those in rural areas (farms and smaller places) were poor, while 11.0 percent of metropolitan area residents outside of the principal and central cities were poor;
- 17.6 percent of the people in Appalachian Ohio, a band of 32 counties in the south and east, were poor; the poverty rate for the rest of Ohio averaged 15.4 percent;

- The counties with the lowest poverty rates were Delaware, Warren, Putnam, Medina and Union, ranging from 4.9 percent to 7.8 percent; all border or are part of metropolitan areas;
- The counties with the highest poverty rates were Athens, Jackson, Pike, Scioto and Adams, ranging from 22.7 percent to 31.7 percent; all are in Appalachia; and
- 79 of Ohio's 88 counties and the vast majority of its larger cities had significantly higher poverty rates during 2009 to 2013 than they had in 1999.

For more details about localities and populations with the most need see Section (c)(6).

Through feedback from SCSEP operators and aging network partners, ODA observed that the most common 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))

Recognizing both the importance of improving Ohio's workforce development system and the enormity of the challenge, in February 2012, Governor Kasich issued Executive Order 2012-02K, creating the Governor's Office of Workforce Transformation (OWT) to be headed by a director reporting directly to the Governor. Acknowledging the importance of continually improving Ohio's workforce development system, in June 2015, the Governor formally continued OWT with the issuance of Executive Order 2015-08K.

The Governor also established the Governor's Executive Workforce Board, comprised of business leaders and workforce development stakeholders, to guide OWT in its work and ensure that business needs are at the forefront of improvements made to the workforce system.

OWT's mission is to grow Ohio's economy by developing a skilled workforce, promoting effective training programs, and connecting Ohio employers with qualified workers. The office has prioritized its work with three strategic goals and a fourth priority that ensures Ohio is measuring its progress:

- Identify businesses most urgent job needs;
- Connect business and individuals;
- Align training to business needs; and
- Evaluate results.

The work of OWT is complemented and supported by the Governor's Offices of Health Care Transformation and Human Service Innovation.

The recognition of the contributions and importance of older workers to Ohio's workforce is evidenced by the ODA's involvement, both by the director and SCSEP administrator, in OWT and the inclusion of SCSEP in the State's Unified Workforce plan in 2014 and this Combined State Plan.

(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))

Local Strategies
SCSEP operators provide a variety of services to increase the likelihood of placement into unsubsidized employment. In Ohio, placements are now measured as part of an entered employment percentage to align the SCSEP program with USDOL 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.

Development of Job Opportunities and 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. Specific marketing strategies to develop jobs in high-growth areas include cold calling, group emails, targeted marketing through databases or OhioMeansJobs centers' listings and acquiring additional job orders during follow up and retention activities. Local projects focus on consultative marketing techniques to identify employer needs and respond to them with solutions.

On the Job Experience (OJE)
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 "door opener" or first step in developing relationships with employers through consultative marketing techniques.

Job Fairs for Mature Workers
Examples of these events include Mature Services' Annual Mature Workers' Job Fair in Akron and Employment for Seniors event in Columbus. In addition, SCSEP participants are encouraged to attend general job fairs help at OhioMeansJobs centers or other venues. These events are also excellent opportunities for program staff to get face time with employers and inform them of the services available.

Job Clubs for Mature Workers
Job clubs help participants develop proactive job search strategies including networking, cold calling, resume writing, mock interviews by guest employers, voicemail strategies, active listening and employer targeting. The job club is followed by weekly networking meetings to promote peer-to-peer support and collaborative job search practices. The networking group also encourages members to make cold calls and utilize the resources offered through the local workforce system.

Job Search Cooperatives
Job Search Cooperatives meet on a regular basis to encourage cold calling. Members form a job search firm and conduct marketing campaigns for fellow members. In the process of marketing other members, they improve their own job search skills.

LinkedIn Group
Individuals who have completed the job club or participants who have successfully completed job seeking skills training at OhioMeansJobs centers will be encouraged to join the Ohio Department of Aging's (ODA's) LinkedIn group. Access to the group is controlled by password and is administered by the local project staff. Employers interested in recruiting mature workers will also be encouraged to join. Members can upload profiles including resumes and job search goals. To maintain control, some features are read only. Employers can make announcements and contact staff for further screening of participants.

On-Site Hiring
On-site hiring events vary depending on the local project, but the goal of breaking down the barriers between employers and participants is a common theme. The following details some of the on-site hiring initiatives:

- Inviting employers to address quarterly participant meetings;
- Mini-job fairs or reverse job fairs; and
- Employer presentations or mock interviews conducted at job clubs.

Statewide Strategies
Ohio's statewide strategy to enhance SCSEP participants' entry into unsubsidized employment is three fold. First, in partnership with SCSEP operators and sister state agencies, ODA will focus on developing specific initiatives outlined in this plan. To facilitate this interaction ODA will increase the meetings with the national grantees from semi-annually to quarterly.

Secondly, ODA will work with state and local partners to develop a system for collecting and distributing more detailed community service needs data about in-demand jobs and age friendliness of the Ohio workforce development system. To facilitate this data collection ODA and ODJFS will:

- Develop and implement a survey to measure the experience/interaction SCSEP participants and older workers have with OhioMeansJobs centers; and
- In addition to the strategies discussed in (a)(2) and (a)(3), continue developing strategies and pathways to ready older workers for in-demand jobs in Ohio and by region.

This will allow SCSEP operators and their local partners to create community service positions and provide customer service that meets the needs of older workers and the communities they serve.

The third aspect of Ohio's strategy focuses on increasing awareness of SCSEP at the local, state and national levels. Unfortunately, very few of Ohio's employers, workforce development professionals, community service organizations and eligible population are aware of the benefits offered to them by SCSEP. To develop increased awareness of the SCSEP program, ODA and the Ohio Department of Job and Family Services (ODJFS) will:

- Partner with the Scripps Gerontology Center at Miami University to develop content for inclusion on OhioMeansJobs.com that highlights the benefits of hiring older workers (e.g., success stories) and supports the needs of older workers, workforce development professionals and employers; and
- Host regional older worker forums aimed at employers, workforce development and economic development professionals, media and policy makers. Forums will highlight the benefits of

hiring and retaining older workers, provide strategies to support the needs of older workers, and share how SCSEP can support their organization's needs.

By increasing awareness of the program and value in older workers among these groups, ODA and Ohio's SCSEP operators 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.

(c) <u>Location and Population Served, including Equitable Distribution</u>

(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))

(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.

(3) Describe current slot imbalances and proposed steps to correct inequities to achieve equitable distribution.

(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.

(B) Equitably serves rural and urban areas.

(C) Serves individuals afforded priority for service under 20 CFR 641.520. (20 CFR 641.302(a), 641.365, 641.520)

Section 507 of the Older Americans Act requires the Ohio Department of Aging (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 Ohio Region, SCSEP operators plan to increase collaborative efforts with regional stakeholders to obtain and retain host agencies, employers, transportation providers and other supportive services. These collaborative efforts will continue throughout the duration of this plan.

As evidenced through analysis in the plan, Ohio SCSEP operators have a long history of serving those eligible individuals who are most in need and; therefore, most at-risk. Ohio SCSEP operators 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 operators.

Figure 38 depicts the distribution of SCSEP operators by county as of Oct. 31, 2015. Note that 12 counties are served by ODA and National Mature Services, Inc. and six counties are served by ODA and another national operator. Cuyahoga County (Cleveland) is served by ODA, National AARP and National Center and Caucus on Black Aged, Inc.

Figure 38: Distribution of SCSEP Providers by County

Ohio Department of Aging	Mature Services, Inc.	Experience Works	Senior Service America	AARP Foundation WorkSearch	Goodwill Easter Seals Miami Valley	National Center and Caucus on Black Aged, Inc.
Adams**	Adams**	Allen	Athens*	Cuyahoga*	Greene	Cuyahoga*
Ashland**	Ashland**	Auglaize	Belmont	Delaware	Montgomery	
Athens*	Ashtabula	Champaign	Columbiana	Franklin*	Preble	
Brown**	Brown**	Clark*	Guernsey	Licking	Warren	
Carroll	Butler	Coshocton	Harrison	Madison		
Clark*	Clermont	Crawford	Jefferson			
Cuyahoga*	Clinton	Darke	Monroe			
Fairfield	Fayette	Defiance	Morgan			
Franklin*	Hamilton	Erie	Noble			
Gallia	Highland**	Fulton	Washington			
Geauga	Hocking**	Hancock				
Highland**	Jackson**	Hardin				
Hocking**	Lake&	Henry				
Holmes	Lawrence**	Huron				
Jackson**	Lorain	Knox				
Lake**	Mahoning	Logan				
Lawrence**	Medina**	Lucas				
Medina**	Perry	Marion				
Meigs	Ross**	Mercer				
Pickaway	Scioto	Miami				
Pike	Stark**	Morrow				
Portage	Summit**	Muskingum				
Richland*	Trumbull**	Ottawa				
Ross**		Paulding				
Scioto*		Putnam				
Stark**		Richland*				
Summit**		Sandusky				
Trumbull**		Seneca				
Tuscarawas		Shelby				
Vinton		Union				
Wayne		Van Wert				
		Williams				
		Wood				
		Wyandot				

* State and other national provider providing service in the county

** State and national Mature Services providing service in the county

http://aging.ohio.gov/services/seniorcommunityserviceemploymentprogram/scsepproviders.aspx

Figure 39 summarizes the variance between authorized and current enrollment by those counties that were under/over served on Oct. 31, 2015. A full report analyzing equitable distribution by county and SCSEP operator is contained in SCSEP Attachment 1.

Figure 39: Summary of Variance Authorized/Modified Participant Slots

Total counties: 88 Authorized positions: 1,907	**Number of Counties**		**Percent of All Counties**		**Average Percentage of Variance**	
	PY 14	PY 15	PY 14	PY 15	PY 14	PY 15
Under-service	71	62	80.7%	70.5%	26.35%	24.6%
Over-service	14	21	16.0%	23.9%	26.68%	29.4%
Combined total under- and over-service	85	83	96.6%	94.3%	26.63%	28.2%

Ohio's Equitable Distribution remains similar to PY 14 with a slight increase in collective enrollments and counties that are over-enrolled.

In analyzing this Equitable Distribution data, ODA received input from its six national grantees (Mature Services, Senior Service America, Easter Seals, Experience Works, AARP, and National Center and Caucus on Black Aged). The reasons for and significance of the variance include:

Under-Served
Ohio's high number of under-served counties is based in part on the fact that Ohio's minimum wage is higher than the federal minimum wage. USDOL does not apply the performance modification factor at a county level. When the high minimum wage and modified positions are accounted for, the variance towards equality improves. For example, on Oct. 31, 2015, SCSEP had a 21.6 percent enrollment based on authorized positions, with nine counties over served, 21 counties underserved and one county with no variance. When modified positions are accounted for, the program had 12.9 percent enrolled with 10 counties over served, 20 counties underserved and one county with no variance.

A number of Ohio's national grantees cited a change in the duration limit policy from granting waivers to participants who qualified for any of the waivers to no waivers as a factor for an increase in under-served counties.

Other issues impacting Equitable Distribution cited by grantees included change in staffing and staffing patterns, high turnover due to participants exiting for employment, lack of host agencies, limited outreach opportunities especially in rural counties, lack of transportation, and improving economies in some counties resulting in more job opportunities as factors influencing under servicing of many counties.

Over-Served
Basing Equitable Distribution on authorized slots rather than modified slots also over estimates over-served conditions.

Reasons cited for over services include the lack of awareness on the part of some sub grantees of their enrolled number versus their modified positions; staffing patterns (e.g., counties where the sub

grantee has an office tend to have higher enrollments); and focus on increasing the number of minorities enrolled in SCSEP (e.g., minority applicants tend to be centered in urban areas).

Plan to improve statewide Equitable Distribution
Each grantee included strategies to improve Equitable Distribution in their respective Equitable Distribution reports. There are also several strategies in this plan that support improved Equitable Distribution.

Collectively, the state will work to improve statewide outreach for both host agencies and potential participants especially in under-served counties, including strengthening existing partnerships (e.g., OhioMeansJobs centers, Aging and Disability Resource Centers), creating new partnerships (e.g., food banks, small business, faith-based organizations), and reaching out through sister state agencies (e.g., health, mental health, corrections, job and family services).

At this time there does not appear to be a need or interest in realigning sub grantee territories to address under/over service conditions.

(5) The ratio of eligible individuals in each service area to the total eligible population in the State. (20 CFR 641.325(a))

Through data in the U.S. Census Bureau, 2013 American Community Survey, SCSEP has 1,907 slots to accommodate the 429,082 Ohioans over the age of 55 living at or below 125 percent of poverty. Based on these figures, the Ohio SCSEP has one slot for every 219 eligible individuals accommodating less than one half of one percent of the eligible population.

(6) The relative distribution of eligible individuals who:
(A) Reside in urban and rural areas within the State
(B) Have the greatest economic need
(C) Are minorities
(D) Are limited English proficient.
(E) Have the greatest social need. (20 CFR 641.325(b))

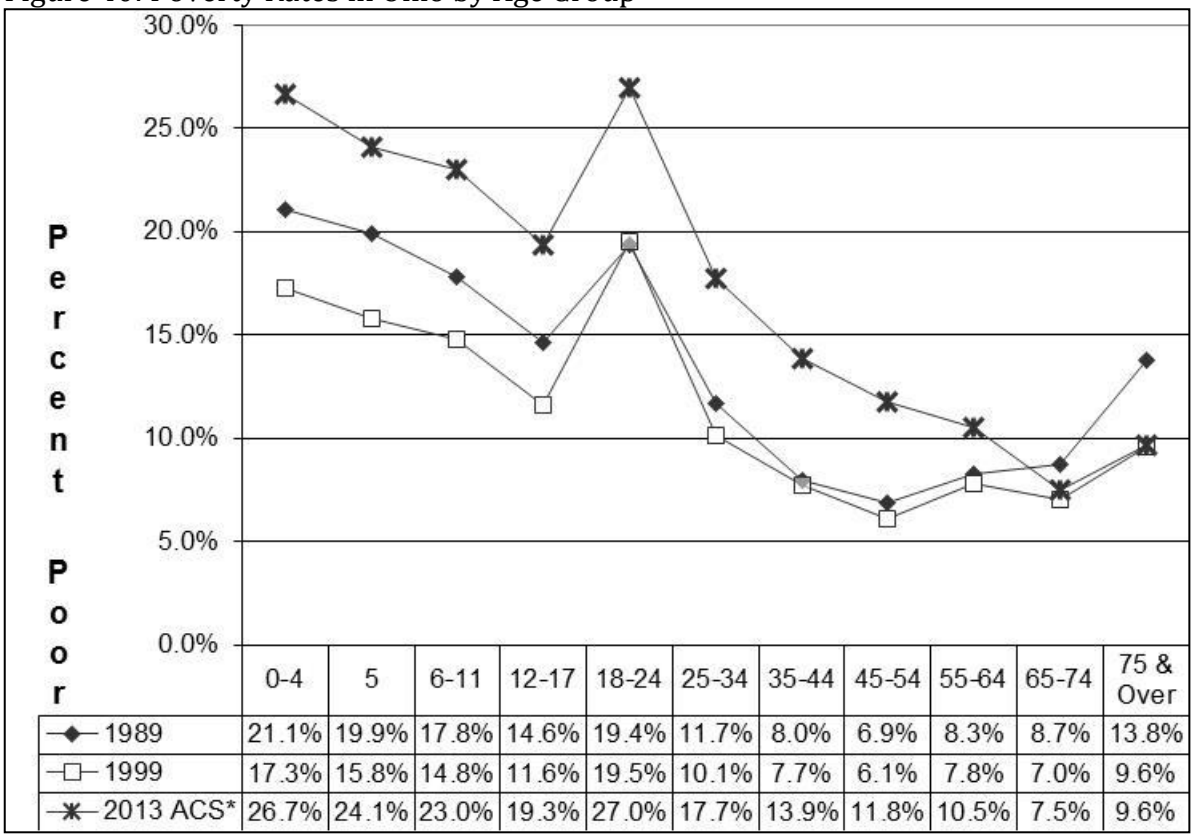
Poverty in Ohio
According to the Ohio Poverty Report Poverty (January 2015, Ohio Development Service Agency) and depicted in Figure 40, poverty rates drop substantially with progressively older age groups. This probably reflects the fact that these groups may be older, have fewer or no children at home, which simultaneously lowers the poverty thresholds for families and enables more adults (and even older children) to earn more money. People also earn more with work experience, seniority or career advancement, and older adults are more likely to be married. This trend holds until late middle-age (55 to 64) or early old-age (65 to 74), when people are less likely to work and increasingly likely to have lost a spouse and any associated income.

In this context, the most surprising change evident above may be the reduced poverty rates of the elderly, especially those age 75 and older. For most age groups, the poverty rate fell from 1989 to 1999 and rose from 1999 to 2013. However, the 2013 poverty rates for people 65-plus remains close to 1999 levels. What makes this remarkable is that the number of people age 75-plus for whom poverty status was determined rose from 501,000 to about 726,000 in 24 years.

The report noted how the poverty rates for those not working became much higher after people receiving social security and retirement income were removed from the work/marital/poverty status analysis. The report also notes the importance of retirement and social security income in reducing poverty rates for those ages 65-plus. Analysis of the 2013 ACS Public Use Microdata Sample for Ohio estimates the poverty rate for the latter at 8.2 percent. However, removing retirement income alone increases the poverty rate to 43.4 percent; removing social security alone increases the rate to 55.8 percent, and removing both increases it to 63.1 percent.

Poverty rates are higher among women ages 65 and older than men in this age group.

Figure 40: Poverty Rates in Ohio by Age Group

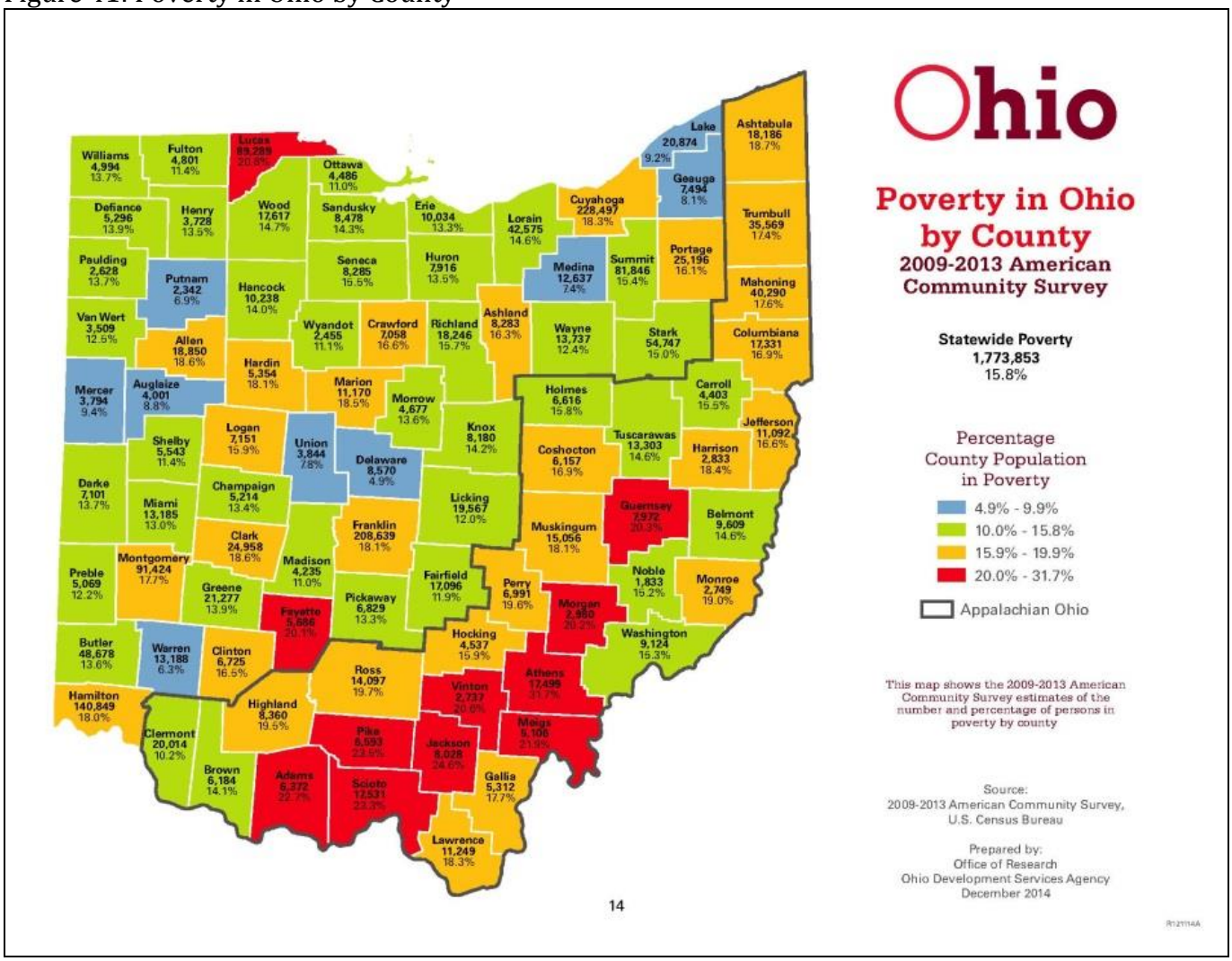


	0-4	5	6-11	12-17	18-24	25-34	35-44	45-54	55-64	65-74	75 & Over
1989	21.1%	19.9%	17.8%	14.6%	19.4%	11.7%	8.0%	6.9%	8.3%	8.7%	13.8%
1999	17.3%	15.8%	14.8%	11.6%	19.5%	10.1%	7.7%	6.1%	7.8%	7.0%	9.6%
2013 ACS*	26.7%	24.1%	23.0%	19.3%	27.0%	17.7%	13.9%	11.8%	10.5%	7.5%	9.6%

*2013 ACS covers January 2012 through November 2013
Source: U.S. Census Bureau

The map in Figure 41 shows the variation in poverty rates across Ohio during the 2009-2013 period according to the latest American Community Survey dataset. The rates ranged from 4.9 percent in Delaware to 31.7 percent in Athens. Altogether, nine counties had poverty rates less than 10 percent, 40 had rates ranging from 10 to 15.8 percent (the state poverty rate for this period), 28 counties had rates above the state average but less than 20 percent, and 11 counties had rates greater than 20 percent. The median county poverty rate in the state was 15.35 percent; 44 counties were below that mark and 44 were above.

Figure 41: Poverty in Ohio by County



Some types of areas had poverty rates higher than other types. Most notably, the 32-county Appalachian area, outlined above in Figure 41, had a poverty rate of 17.6 percent – about 345,700 of its 1,969,500 people in Ohio. Although poverty rates among Appalachian counties range from 10.2 to 31.7 percent, nine of the 10 counties with the highest poverty rates in Ohio were Appalachian. The poverty rates for counties in the remainder of Ohio ranged from 4.9 to 20.8 percent, with an area average of 15.4 percent – about 1,428,100 people out of 9,261,200.

A closer look at the map above also reveals relatively high poverty rates in most of the counties with metropolitan area central cities. Allen (Lima), Clark (Springfield), Cuyahoga (Cleveland-Elyria), Franklin (Columbus), Hamilton (Cincinnati), Jefferson (Steubenville), Lucas (Toledo), Mahoning (Youngstown), Montgomery (Dayton) and Trumbull (Warren) all had poverty rates higher than the state average of 15.8 percent. The remaining counties with metropolitan area central cities – Richland (Mansfield), Stark (Canton) and Summit (Akron) – had poverty rates below, but within a point of the state average.

The 14 counties collectively had almost 1,093,000 poor out of 6,242,100 people for whom poverty status was determined – a poverty rate of 17.5 percent. The 1,093,000 also comprise 61.6 percent of all poor people in Ohio.

Characteristics of Age 55 Plus Population
Figure 42 highlights selected characteristics of Ohio residents age 55 and older at or below 125 percent of poverty, the financial eligibility threshold for eligibility in SCSEP. These characteristics outlined in this section and others represent individuals afforded priority for service under SCSEP.

As noted earlier, the percentage of individuals age 55 and over living at or below 125 percent of poverty begins to increase at age 55. Note that the percentage of individuals age 55 and over and the percentage of individuals at or below the 125 percent of poverty is higher in Ohio's urban and Appalachian counties.

Highlighted in the table below and in sections (a)(2) and (a)(3) respectively are the higher percentage of individuals age 55 living at or below 125 percent of poverty both in the community and participating in SCSEP that have limited post-secondary education and live with a disability.

While not highlighted on Figure 42, minorities comprise a significant number of individuals living at or below 125 percent of poverty. Details about SCSEP service to minority populations is detailed in Section (b)(3) of this plan and in the SCSEP Minority Report.

These characteristics are taken into consideration when targeting occupation options, host agency assignments and needed supportive services for SCSEP participants.

Figure 42: Selected Characteristics of Ohio Residents Age 55 Years and Older and At or Below 125 Percent of the Ratio of Income to the Poverty Level#, 2013

Characteristic		Population Estimates		Sample Size Basis for Population Estimates
		Number	Percent	
Total		429,082	100.0	4,958
Disability	With^	202,890	47.3	2,333
	Without	226,192	52.7	2,625
Ability to Speak English	Speak Only English	400,961	93.5	4,672
	Well or Very Well	16,293	3.8	181
	Not Well or Not At All	11,828	2.8	105
Veteran Status*	Civilian Veteran	52,402	12.2	614
	Non-Veteran	376,680	87.8	4,344
Educational Attainment	Less Than 9th Grade	42,048	9.8	478
	9th-12th Grade, No Diploma	77,227	18.0	903
	High School Diploma or GED	174,541	40.7	2,052
	Some College, No Degree	73,601	17.2	821
	Associate Degree	21,851	5.1	231
	Bachelor's Degree	26,223	6.1	300
	Graduate or Professional Degree	13,591	3.2	173
Total		428,214		
	Urban	352,067	82.2%	n.a.
	Rural	76,147	17.8%	n.a.

Notes:

- Poverty status is determined for all persons except those in institutions, military group quarters, college dormitories and unrelated children less than 15 years of age; the last typically are foster children for whom some extra-familial financial support may be provided.

^ - Self-described disabilities may include those related to self-care, hearing, vision, independent living, ambulatory and/or cognitive abilities.

* - "Civilian Veteran" refers only to those on active military duty at some time in the past; "Non-Veteran" includes those who never served in the military or who only trained for the Reserves or National Guard.

Source: 2013 American Community Survey Public-Use Microdata Sample [machine-readable data file] / prepared by the Census Bureau. Washington, D.C.: the Bureau [producer & distributor], 2014.

Prepared by: Office of Research, Ohio Development Services Agency.

(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 introduction of competition for the national grants and the institution of performance standards have introduced the possibility for SCSEP position redistribution. Should such occur, every effort will be made to ensure seamless transition to the new SCSEP operator. 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.

(d) <u>SCSEP Operations</u>

The state has six SCSEP (i.e., AARP, Experience Works, Senior Service America, Easter Seals, Mature Services, National Center and Caucus on Black Aged) providers operating in Ohio. All six providers are federal U.S. Department of Labor (USDOL) national grantees.

The Ohio Department of Aging (ODA) currently operates its SCSEP program under a sub-grant to Mature Services, Inc., a national grantee based in Akron, Ohio. Mature Services, Inc. operates both its state sub-contract and its USDOL contract directly with eight regional offices.

Each national grantee has oversight responsibilities for their programs and provides local training and monitoring of program and fiscal operations. ODA's responsibilities include sub-grantee selection, sub grantee oversight, program monitoring, data validation review, performance monitoring, statewide strategic planning, coordination of equitable distribution process, maintaining an older worker clearinghouse of the ODA website, and convening regular meetings of Ohio's SCSEP providers and other older worker resources.

The responses contained in (d) SCSEP operations focuses on the administration of funds that ODA receives from USDOL, including its sub grantee relationship with Mature Service, Inc. to implement SCSEP in 31 of Ohio's 88 counties.

(1) *Administrative*: describe the organizational structure of the project and how subprojects will be managed, including:

(A) identification of the key staff, including the primary responsibilities and the amount of time assigned to the SCSEP grant;

Marcus J. Molea, the Ohio Department of Aging's (ODA's) Chief of the Strategic Partnership and SCSEP Program Administrator, spends 50 percent of his time on administering Ohio's SCSEP program. Mr. Molea's responsibilities include sub grantee selection, sub grantee oversight, program monitoring, data validation review, performance monitoring, and coordinating with federally funded SCSEP providers that operate in Ohio. Mr. Molea advocates for older workers at the state level through participation in state workforce committees, civic engagement and economic growth initiatives and other ad-hoc workforce efforts. He also coordinates workforce development activities, including development and implementation of Ohio's Combined State Plan and WIOA deployment, with ODA's

sister state agencies, including, but not limited to, the Governor's Office of Workforce Transformation and Ohio Department of Job and Family Services, Development Services Agency, Ohio Department of Veterans Services, and Opportunities for Ohioans with Disabilities.

Mr. Molea has been part of ODA's leadership team over 20 years and has had the responsibility of administering Ohio's SCSEP program, either directly or as a supervisor, for 13 years. Prior to coming to ODA, he served in leadership positions in several chambers of commerce where he was active in workforce and economic development initiatives.

Fiscal/Legal support staff spends 13 percent of their time supporting SCSEP. Fiscal/Legal support staff is responsible for cash flow planning, monitoring sub grantee fiscal functions, federal financial reporting and ensuring that cash-flow functions run smoothly. They also alert the SCSEP program administrator if expenditures appear to be falling below expected levels. In PY 14, staff took on the added responsibility of conducting data validation activities of ODA's sub grantee.

(B) Include an organization chart depicting any subgrantees or local affiliates implementing the grant. Include a table with authorized positions for each subgrantee or affiliate, if applicable;

The Ohio Department of Aging (ODA) utilizes a sub-recipient referred to as the sub-grantee to support implementation of the Ohio's SCSEP grant. ODA utilizes a single sub grantee, Mature Services, Inc., to administer all of Ohio's 389 unmodified slots. Mature Services has significant experience operating SCSEP programs including as a federal grantee and for the last 10 years as the sole SCSEP sub grantee for ODA. The sub grantee's administrative functions are centralized in Akron, Ohio and the SCSEP program is managed through seven project offices in northeast, southeast, north central, central and southwest Ohio. Projects are locally operated by a project director.

In fall 2016, ODA is scheduled to conduct a Request for Proposal (RFP) process to select sub grantee(s) to support administration of Ohio's SCSEP program in PY 17 and potentially beyond. ODA and the Ohio Department of Job and Family Services (ODJFS) will incorporate strategies to better align WIOA requirements, services of OhioMeansJobs centers, and support of the OhioMeansJobs centers in SCSEP operations, including the next state SCSEP RFP.

See SCSEP Attachment 2 for an organization chart depicting sub grantees project offices and respective authorized positions.

(C) describe training that will be provided to local staff;

The Ohio Department of Aging (ODA) sub grantee, Mature Services, Inc., management meets with local project staff on a quarterly basis to provide training in SCSEP regulations. Some of the topics include Individual Employment Plan (IEP) training, monitoring, job development, and case management. Other topics throughout the year include: confidentiality and Health Insurance Portability and Accountability Act (HIPAA), cultural diversity, safety practices, infection and disease control, Code of Ethics, workplace violence and drug free workplace policies.

ODA's SCSEP administrator attends at least two of the quarterly local project staff meetings annually. He also has weekly calls scheduled with sub grantee management staff.

(D) describe how projects will be monitored for program and financial compliance, including audit plans; and

The Ohio Department of Aging (ODA) engages in both an annual and periodic fiscal and programmatic monitoring of its sub-grantee. The fiscal review includes:

- Monthly Financial Report Review;
- Participant Payment Review;
- Program Match Requirements Review;
- Administrative Costs Review; and
- Prior Year Follow-Up/Financial Statement Analysis.

ODA uses a modified monitoring tool based on one developed by the U.S. Department of Labor (USDOL) to guide the review. ODA completes the tool based on interviews with Mature Services staff; a review of Mature Services' program handbooks and documents; a review of SPARQ data; and a review of a sample of participant files. The programmatic review includes:

- Review of selected policies and procedures relevant to coordination with the Workforce Innovation and Opportunity Act, State Senior Employment Services Coordination Plan, Services to Participants, Performance Accountability, and Administrative Requirements;
- Review of a sample of SCSEP participant files, including Individual Employment Plans (IEP). Files are selected at random and represent files from each of Mature Services' regional offices;
- Review of Mature Services' monitoring of regional programs and project directors;
- Review of regional project director's meeting and training agendas;
- Review of written comments on the SCSEP consumer and host agency satisfaction surveys;
- Results of the previous year data validation process;
- Review of workforce development board MOUs;
- Review of Mature Services' Participant and Host Agency Handbook; and
- Review of previous year Monitoring Areas of Concern and Improvement.

(E) describe how the State will manage its providers and how it will transfer participants if new providers are selected to serve in the State.

The Ohio Department of Aging (ODA) has quarterly meetings/calls with SCSEP operators that serve Ohio. As new national grantees are announced, ODA proactively reaches out to the new grantee to offer assistance during the transition period. ODA maintains a web page with up-to-date information including contacts for each SCSEP operator.

(2) *Recruitment*: describe how grantee will recruit and select of participants will be achieved. The eligibility of participants is described under 20 CFR 641.500 and 641.525.

Local project offices implement outreach plans to ensure they have adequate numbers of potential participants age 55 and older who meet federal low-income level of 125 percent of poverty. The following strategies represent the most prevalent and successful strategies for recruiting individuals:

- Identify individuals age 55 and older directly from OhioMeansJobs.com through the Age List Report;
- Cultivate partnerships with OhioMeansJobs center staff and partners to generate referrals;
- Engage in community events such as Mature Worker Job and Career Fairs or similar events and community resource fairs;
- Continue partnerships with community agencies geared towards placement of individual to identify opportunities for dual enrollment;
- Promote services through traditional as well as social media;
- Maintain an active website presence with links to other partners including OhioMeansJobs.com and ODA;
- Continue engagement with Ohio Benefits Bank to identify potential applicants;
- Develop resources on OhioMeansJobs.com for older workers; and
- Distribute flyers at point of contact locations such as libraries, stores, OhioMeansJobs centers.

As noted earlier, during the coming year to facilitate outreach and recruitment the Ohio Department of Aging (ODA), Ohio Department of Job and Family Services (ODJFS) and the Scripps Gerontology Center at Miami University will develop content that highlights the benefits of hiring older workers (e.g., success stories) and supports the needs of older workers, workforce development professionals and employers. In addition, ODA will host regional older worker forums aimed at employers, workforce development and economic development professionals, media and policy makers.

Once participants are recruited, the following criteria are applied to determine their selection:

- The applicant must be willing to actively engage in job search along with their work experience and training activities;
- Priority is given to individuals who are identified as most in need such as individuals who have failed to find employment after utilizing services under WIOA, veterans, limited English proficiency or low literacy skills; and
- In addition to being low-income, the applicant must be unemployed.

(3) *Income Eligibility*: describe how participant income will be recertified each year, including where eligibility records will be maintained.

Local project offices recertify eligibility for all SCSEP participants on an annual basis. Local projects are given a due date by which all of their counties/participants must have been recertified in CRM and

ready for verification. Once verification of files has been completed, the documentation is saved to the participant's file in CRM/SharePoint. The following information is collected:

- All income documentation, which is then calculated;
- Family size, for which a Third Party Attestation of Number in Family form is completed; and
- Both of these are then matched against the Income Eligibility Guidelines.

In addition, the Work Training Assignment Description is reviewed to make sure it matches what the participant is doing at the HA training site, and the participant's contact information is reviewed and updated, as necessary.

(4) *Orientation*: describe the orientation procedures for:
(A) Participants

Depending on the critical mass of positions available at the local level, the initial orientation is conducted in group or individual setting. During the initial orientation, the individual is screened for eligibility and the applicant has an opportunity to ask questions. During the initial session, the local project representative provides the applicant with an overall explanation of the goals of the program and provides the applicant with information on what documentation is needed to complete a final eligibility review which takes place during a more in-depth assessment. Participants are also provided with a handbook that explains SCSEP policies and procedures.

(B) Host Agencies

First-time host agencies receive a site visit to review the SCSEP policies and regulations. Time is also spent reviewing the types of training opportunities that are offered by the potential host agency and explain how the SCSEP system works. Local project offices provide yearly meetings with supervisors to review any changes and provide new supervisors with training. These policies and regulations are also reviewed during regular monitoring visits when appropriate.

(5) *Duration Limits*: describe any policy for maximum duration of enrollment or maximum time in community service and provide a copy of the current Duration Limit policy.

Eligible individuals may participate in the program for a life-time maximum of 48 months. Upon enrollment, participants are informed of the 48-month limit and the possibility of extensions if available.

The Ohio Department of Aging (ODA) has elected not to use the waiver option available from USDOL for extensions because the focus of the program is to move participants to unsubsidized employment. Mature Services, Inc., ODA's sub-grantee has established a system to transition participants to unsubsidized employment or other assistance before each reaches their life-time limit.

Several national providers are approved by USDOL to allow extensions. Typically extensions are approved for individuals who meet one or more of the following criteria:

- Have a severe disability;
- Are frail or are age 75 or older;

- Meet the eligibility requirements to age for, but do not receive benefits under Title II of the Social Security Act;
- Live in an area with persistent unemployment and are individuals with severely limited employment prospects; or
- Have limited English proficiency or low literacy skills.

See SCSEP Attachment 3 for copy of the current Duration of Program Participation policy.

(6) ***Assessments*: describe the procedures for assessing job aptitudes, job readiness, and job preferences of participants and their potential to transition into unsubsidized employment. Also describe how the assessment will be used to develop the participant's Individual Employment Plan (IEP).**

The process for assessing job aptitudes, job readiness and job preferences begins with the initial assessment, which gives local project a snapshot of the following:

- Work history, educational background, and job preferences;
- Method of transportation and number of miles willing to travel for work;
- Types of jobs recently applied for, type of training needed to become employed; and
- Barriers to employment, strengths and skill sets, need for supportive services.

Additional resources such as ONET.org, OhioMeansJobs.com, literacy assessments, and Job Information Seeking & Training (JIST) may be used to determine job readiness and job preferences for program participants. In addition to this, job readiness skill training and regular monitoring is conducted to determine potential for transition into unsubsidized employment.

The assessment plays an essential role in the development of the Individual Employment Plan (IEP). It is used to determine the following:

- Employment goal;
- Barriers to employment;
- Strengths and weaknesses;
- Criteria for selection for a Community Service Work-Training Assignment;
- The skills needed to obtain employment goal;
- Additional training needed outside of host agency assignment to become more marketable such as computer skills, certificate training, or soft skills; and
- Supportive services to remain active at Community Service Assignment or to obtain unsubsidized employment.

An action plan is established with specific goals to help each participant obtain the services they need to transition to unsubsidized employment. Realistic timelines are established for each goal, progress is documented, and each goal is updated as it is successfully completed.

(7) *Community Service Assignments*: describe how the participant will be assigned to community service including:

(A) the types of community service activity that will be emphasized and how they were chosen; methods used to match participants with community service training;

Local project offices give priority to assignments in host agencies that are demand-driven with career pathways tied to the implementation of the participant's Individual Employment Plan (IEP). Host agency requests for participants are accompanied with details on the types of training opportunities offered at their site. This allows the program staff to tailor the assignment to career pathways identified in IEPs.

(B) the extent to which participants will be placed in the administration of the project itself;

Local project offices may utilize SCSEP participants to assist them in operating the program. These assignments are subject to all the regulations of any host agency. However, it is permissible to provide additional hours or in some cases, an elevated wage rate. Types of activities include job development, outreach services at OhioMeansJobs centers or other access points, data entry, clerical support, monitoring/safety inspections or other assignments deemed appropriate for fulfillment of the mission of SCSEP. While they serve as staff participants, they are restricted from performing staff functions and management of programs. The degree of use of staff participants varies with the local project operator.

(C) the types of host agencies used and the procedures and criteria for selecting the assignments;

Local project offices partner with 501 (c)(3) nonprofit and government agencies to provide community service based training experience to SCSEP participants. Priority is given to training sites that provide excellent training that leads to unsubsidized employment especially in-demand occupations. Host agencies are ranked by the following: quality of training they provide, type of training options available including traditional and employer based training (EBT) assignments, capacity to support participant goals, hiring practices, and capacity to match training assignments with jobs in the community.

(D) the average number of hours in a participant's training week;

Typically, the average hours per week for SCSEP participants is 20 hours per week. They get paid at Ohio's minimum wage that includes annual cost of living adjustments.

(E) the fringe benefits offered (if any); and

Participants' fringe benefits also include Workers' Compensation and Federal Insurance Contributions Act (FICA). Participants do not receive unemployment benefits. Local payroll taxes are also deducted based on where the host agency assignment occurs.

(F) procedures for ensuring adequate supervision.

The requirement to provide adequate supervision in reinforced in the Host Agency Handbook as well as the Host Agency Agreement. The annual host agency meetings provide opportunities to show

specific examples on inadequate supervision or highlight best practices of good supervision and training. Questions designed to reveal potential issues are embedded in the monitoring checklists.

(8) *Training*: describe the training that will be provided during community service assignments and any other types of training provided, including linkages with local one-stop centers, and Registered Apprenticeship.

Local project offices will provide training to complement and enhance the work experience provided through the host agency assignment and increase the likelihood of unsubsidized placement. The following details the types of training activities:

Skill Development

- In-Service Training: Host agencies are encouraged to allow participants to attend agency sponsored training.
- Community-Based Training: This includes partnerships with public libraries to provide training in popular software; specialized training provided by the network of aging services such as ombudsman training and allied healthcare training.

Customized Training

- On-the-Job Experience: Through this service, wages are covered full or in part for up to 12 weeks in exchange for employers training SCSEP participants for openings within their company.
- Customized or Certificate Based Training: SCSEP programs have the opportunity to apply to waive the requirement of spending 75 percent of the funds on wages and fringes and allocate up to an additional 10 percent to cover the training costs. These "waiver funds" can provide funds for individualized or group training or to cover staff or other approved costs associated with training.

Dual-Enrollment Training

- Core or Career Services at the OhioMeansJobs centers: Examples include workshops on job search skills or career planning.
- Individual Training Accounts (ITAs): Local projects will continue to access training with partnerships with local workforce agencies to access certificate based training in demand industries.
- Dual-Enrollment with Agencies Addressing Barriers to Employment: This includes other specialized services such as ex-offender employment programs or programs specializing in job training service for non-English speaking or programs serving individuals with disabilities as accessed through the Disability Program Navigator. While these programs offer similar services to the program participants, their staff and community partnerships are focused on their particular barrier.
- Registered Apprenticeship Programs: While these programs have traditionally been more youth focused, Ohio's SCSEP program operators will explore opportunities where available.

Due to the U.S. Department of Labor's recent interpretation of regulations regarding the use of Training and Supportive Services Waiver funds, job search skills strategies, training, and coaching will be included as programmatic costs. The Ohio Department of Aging (ODA) and its sub grantee, Mature Services Inc., will take advantage of training funds to provide classroom training to program participants. The purpose of the training is:

- Supplement the skill training that SCSEP participants receive through their community service work experience with customized, contextual training in computers/software applications; and
- Provide access to industry specific training and certification in in-demand industries such as allied health care, ServSafe and building maintenance.

(9) *Supportive Services*: describe the supportive services that will be offered to help participants obtain and retain an unsubsidized job, including transportation assistance (if applicable).

The primary tool for accessing supportive services is through active case management. Such services are coordinated through the OhioMeansJobs centers and participating partners as well as through a variety of local community resources. For example, individuals may get transportation assistance through the OhioMeansJobs center and local transit system, professional attire through a Dress for Success program, eyeglasses through the Lions Clubs, and disease self-management training and caregiver support through area agencies on aging and senior centers.

(10) *Termination*: describe procedures for terminating a participant, including IEP terminations. Please provide a copy of the current termination procedures.

Participants may be terminated from SCSEP for any of the following reasons:

- The participant was incorrectly declared eligible as a result of false information knowingly given by that individual. The SCSEP provider will give the participant immediate written notice explaining the reason(s) for termination and may terminate the participant 30 days after it has provided the participant with written notice.
- The participant is found to be ineligible for enrollment during the eligibility verification, the SCSEP provider will give the participant written notice explaining the reason(s) for termination and may terminate the participant 30 days after it has provided the participant with written notice.
- The SCSEP provider determines at any time that it incorrectly determined a participant to be eligible for the program through no fault of the participant, the SCSEP provider will give the participant immediate written notice explaining the reason(s) for termination and may terminate the participant 30 days after it has provided the participant with written notice.
- A participant may be terminated for cause based on policies that have been approved by USDOL. The SCSEP provider will give the participant written notice explaining the reason (s) for the termination and may terminate the participant 30 days after it has provided the participant with written notice.
- The participant refuses to accept a reasonable number of job offers or referrals to unsubsidized employment consistent with the IEP and there are no extenuating circumstances that would hinder the participant from moving to unsubsidized employment. The SCSEP

provider will give the participant written notice explaining the reason(s) for termination ad may terminate the participant 30 days after it has provided the participant with written notice.

In the event of termination, efforts will be made to refer an individual to other potential sources for supportive services and job search assistance, including the OhioMeansJobs centers as may be appropriate. All individuals are provided a copy of the grievance procedure during the enrollment process and during an involuntary termination from SCSEP.

See Attachment 4 for copy of the current termination procedures.

(11) *Complaints & Grievances*: describe the procedures for addressing and resolving participant complaints and grievances related to program termination. Please provide a copy of the current complaint/grievance policies.

Participant complaints are best resolved at the local level through project staff; however, a formal grievance procedure process has been established and approved by USDOL. Each person named in the process has a specific number of working days to act on or resolve the grievance. If he/she fails to do so, or if the issue is not resolved to the satisfaction of the complainant, the grievance must be submitted in writing to the next designated person in the process. Typically, the grievance procedure is a progressive process beginning with local project directors and then progressing to the Ohio Department of Aging's (ODA's) SCSEP administrator, ODA's director or designee, USDOL, and, where appropriate, the Office of Civil Rights.

See Attachment 5 for copy of the current grievance policy.

(12) *Maximizing enrollment*: describe procedures for fully enrolling all available slots, including over enrolling participants, and how over-enrollments will be balanced with equitable distribution requirements.

Ohio has traditionally conformed to equitable distribution requirements and does not have any outstanding inequities. Local project staff is encouraged to enroll participants according to the number of allocated slots awarded through equitable distribution. Over-enrollment in counties will be handled through unsubsidized placement and attrition.

(13) *Performance*: include a proposed level for each performance measure for each of the program years covered by the plan. While the plan is under review, the State will negotiate with the Employment and Training Administration to set the appropriate levels for the next year. The State may also negotiate performance levels in a subsequent modification. At a minimum, States must identify the performance indicators required under the SCSEP Final Rule published on September 1, 2010, and, for each indicator, the State must develop an objective and quantifiable performance goal for the next year. The performance measures include:

Performance goals are negotiated each year with the U.S. Department of Labor. The aim for each new goal is continuous improvement. Grantees who perform below the national average receive a goal at 75 percent of the distance between their own baseline and the national average. Grantees who exceed the national average, receive a small increment added to most goals.

(A) entered employment,

PY 15 goal for Entered Employment is 50.2 percent. In PY 14 the goal was 39 percent, goal performance 121 percent.

(B) employment retention,

PY 15 goal for Employment Retention is 78.0 percent. In PY 14 the goal was 65.8 percent, goal performance 113 percent.

(C) average earnings,

PY 15 goal for Average Earnings is $7,026. In PY 14 the goal was $7,207, goal performance 96 percent.

(D) service level,

PY 15 goal for Service Level is 152.3 percent. In PY 14 the goal was 150.4 percent, goal performance 95 percent.

(E) service to most-in-need, and

PY 15 foal for Service to Most-In-Need is 2.90. In PY 14 the goal was 2.9, goal performance 105 percent.

(F) community service

PY 15 goal for Community Service is 75 percent. In PY 14 the goal was 75 percent, goal performance 104 percent.

(14) *Administrative Costs*: describe any request for an increase in administrative costs consistent with section 502(c)(3) of the Older Americans Act.

Historically, the Ohio Department of Aging (ODA) and its sub grantee(s) budget and expend funds for administrative costs that are less than the 13.5 percent allowed under section 502(c)(3) of the Older Americans Act and during this plan period do not anticipate the need to request an increase in the amount of SCSEP funds, per section 502(c)(3)(A), that are available for administrative cost above the 13.5 percent cap.

SCSEP ASSURANCES

The State Plan must include assurances that:	
1.	Where SCSEP is included in the Combined Workforce Plan, the State established a written policy and procedure to obtain advice and recommendations on the State Plan from representatives of the State and area agencies on aging; State and local boards under WIOA; public and private nonprofit agencies and organizations providing employment services, including each grantee operating a SCSEP project within the State, except as provided under section 506(a)(3) of OAA and 20 CFR 641.320(b); Social service organizations providing services to older individuals; Grantees under Title III of OAA, Affected Communities, Unemployed older individuals, Community-based organizations serving older individuals; business organizations; and labor organizations.

	SCSEP Policy 104.0 – Obtaining Advice and Recommendation on SCSEP State Plan
	
	The Ohio Department of Aging is required by the Department of Labor (20 CFR Part 641.315) to obtain advice and recommendations on the SCSEP State Plan contained in the State's Combined WIOA Plan. During the plan review process the Ohio Departments of Aging and Job and Family Services used the following means to obtain advice and recommendations on the SCSEP State Plan:
	• Posting on ODA and ODJFS websites, list serves and social media, including OhioMeansJobs.com.
	• Meetings and/or conference calls with:
	  ○ Grantees operating a SCSEP project within the State (January 20, 2016);
	  ○ Ohio Association of Area Agencies on Aging (January 12, 2016);
	  ○ Ohio Association of Senior Centers (January 14, 2016);
	  ○ State Workforce Development Board;
	  ○ Ohio Association of Local Workforce Investment Boards; and
	  ○ Other groups deemed appropriate.
	• WIOA Combined State Plan Regional Hearings: Terra State Community College, Fremont, OH 43420 (Jan. 26, 2016); Tallmadge High School, Tallmadge, Ohio 44278 (Jan. 26, 2016); Eastland Career Center, Groveport, Ohio 43125 (January 27, 2016); Great Oaks Institute of Technology, Cincinnati, OH 45241 (January 28, 2016); and Shawnee State University, Portsmouth, OH 45662 (January 28, 2016).

JOBS FOR VETERANS STATE GRANTS

(OMB Control Number: 1225-0086)

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 ODJFS Bureau of Veterans Workforce Services is to have the top veterans' employment program in the nation. To accomplish this, Ohio utilizes JVSG funding to determine the optimal staff alignment and resource distribution. This methodology is based on U.S. Census data showing the number of veteran job seekers in each county versus the number of veteran job seekers 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 maintain high-quality customer service, Ohio increased the current full-time DVOP staff to 62 specialists and has planned an aggressive training plan for all DVOP specialists and lead LVER staff. This approach will ensure that services received by qualified veterans are delivered by competent, well-trained staff. Ohio will conduct this training through webinar, face-to face discussion, teleconference, and videoconference, using capabilities that already are in place.

(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 intensive services to eligible veterans and spouses (covered 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 U.S. Department of Labor's Veterans' Employment and Training Service (DOL/VETS): To provide meaningful and successful careers for eligible veterans. In particular, JVSG staff 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 to employers, employer associations, and business groups the advantages of hiring veterans. Lead LVERs are also known as veteran program managers (VPMs); they serve a vital role in the program and report directly to the state veterans' coordinator.

(c) **The manner in which DVOP specialists and LVER staff are integrated into the State's employment service delivery system or one-stop delivery system partner network;**

To integrate the DVOP specialists, lead LVERs and OhioMeansJobs center partner staff's delivery of services to veterans, several areas of collaboration have been identified and are, or will be, part of the operating procedure. Specific partner services are defined, and the shared services and costs of the Veterans Program as it pertains to the local workforce systems are identified and remain consistent with Title 38, PL 107-288, VPL 03-14, and the special grant provisions.

(d) **The Incentive Award program implemented using the 1% grant allocation set aside for this purpose, as applicable;**

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 up to six 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 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 and LVERS 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 intensive services as outlined in Veteran Program Letter 03-14. The DVOP specialists assigned to the 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 the Veteran Program Letter 01-09, National Implementation of the Department of Veterans Affairs Vocational Rehabilitation and Employment and Veterans' Employment and Training Service Partnership Project.

(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) was updated in support of WIOA implementation. This policy directly adheres to DOL/VETS directives issued in 2014. State monitoring and educating OhioMeansJobs center partners in reference to priority of service, to include covered persons monitoring, is a shared responsibility between ODJFS Veteran Program 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. 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 Intake Questionnaire."

(g) **How the State provides or intends to provide and measure, through both the DVOP and one-stop delivery system partner 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 intensive 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 regional LVER, an active member of the OhioMeansJobs center's Business Service Team, to include the veteran in marketing efforts. Lead LVERs provide and facilitate a full range of employment, training and placement services to meet the needs of veterans, with priority given to targeted categories identified in this state plan. Lead LVER staff advocate for veterans for employment and training opportunities with business, industry and community-based organizations through outreach activity.

The LVER accomplishes this effort through the utilization of dedicated labor market research and electronic tools, such as the Analyst Resource Center (ARC) database, and further strengthened by a dedicated personalized outreach plan to individual employers. Lead LVERs 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 opportunities for veterans. 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.

(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 lead LVER staff will receive training from the National Veterans' Training Institute within 18 months of assignment. Ohio will do this by scheduling mandated courses at the time the DVOP/lead LVER has successfully completed their initial six month probation period upon hire.

Carl Perkins Attachment 1:

LOCAL APPLICATIONS
LOCAL PLAN GUIDANCE
STATE CCIP ASSURANCES

Carl D. Perkins IV FY16 Local Application From the Comprehensive Continuous Improvement Plan (CCIP)

Note: A similar application to be used in FY17

Secondary

DRAFT

CCIP can be accessed at:

http://education.ohio.gov/Topics/School-Improvement/Student-Improvement/IMPACT-%E2%80%93-Integrated-Monitoring-Process-and-Continu

Application

- 2016 - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins Secondary

Introduction/Purpose:

According to Section 135 of the reauthorized Perkins legislation, districts are to use funds to reach required performance levels by focusing on the nine "Requirements for Uses of Funds." Funding amounts for any selected Use of Funds should be adequate to directly impact student performance.

Use disaggregated data from the most recent Perkins performance report and the district needs assessment to decide which strategies to select. In the "Estimated Cost" field, include an estimate amount of Perkins funds that will be used to implement each strategy. Write an action step(s) that identifies the performance indicator(s) being addressed; including the job title of the person responsible for implementation and what will be accomplished.

Each Adult Workforce, Secondary and Post-Secondary (college) recipient shall earmark at least 3% of the grant amount for "Support for Learner Success" activities. This strategy is required and has been pre-selected from the "Requirements for Uses of Funds" section below. Perkins grant recipients assure that all career-technical programs provided are of a size, scope and quality to bring about improvement in the quality of career-technical education programs.

Performance Indicators

1S1: Academic Attainment - Reading/Language Arts

1S2: Academic Attainment - Mathematics

2S1: Technical Skill Attainment

3S1: Secondary School Completion

4S1: Student Graduation Rates

5S1: Student Placement

6S1: Nontraditional Participation

6S2: Nontraditional Completion

Requirements for Uses of Funds.

- ☐ Strengthen academic, career and technical skills.
- ☐ Link secondary and postsecondary education.
- ☐ Provide experience and understanding of an industry.
- ☐ Develop, improve or expand use of technology.
- ☐ Provide in-service and preservice professional development.
- ☐ Evaluate programs/assess impact on special populations.
- ☐ Initiate, improve, expand and modernize quality programs.
- ☐ Provide effective services in size, scope and quality.
- ☐ Prepare special populations for economic self-sufficiency.

Permissive.

- ☐ Promote stakeholder involvement in design, implementation and evaluation of CTE Programs.
- ☐ Provide career guidance and academic counseling.
- ☐ Promote education and business partnerships.
- ☐ Provide programs for special populations.
- ☐ Assist career and technical student organizations.
- ☐ Provide mentoring and support services.
- ☐ Lease, purchase, upgrade or adapt equipment, including instructional aids and publications.
- ☐ Prepare teachers, including candidates from business and industry.
- ☐ Develop and expand postsecondary program access including through distance education.

- [ ] Develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs.
- [ ] Provide activities to support entrepreneurship education and training.
- [ ] Improve or develop new CTE courses, including new programs of study for consideration by the State, courses that prepare for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.
- [ ] Develop and support small, personalized career-themed learning communities.
- [ ] Support family and consumer sciences programs.
- [ ] Provide CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.
- [ ] Assist individuals who have participated in services or activities under this Act in continuing their education/training or finding an appropriate job.
- [ ] Support training and activities (such as mentoring or outreach) in nontraditional fields.
- [ ] Support training programs in automotive technologies.
- [ ] Pool a portion of funds with a portion of funds from other eligible recipients for innovative measures.
- [ ] Support other CTE activities that are consistent with the purpose of this Act.

Plan Relationships

- 2016 - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins Secondary

Go To

Related Goals

Expand All Collapse All

G 4) Career-Technical Education

Related District/Agency Plan Action Steps

Expand All Collapse All

G 4) Career-Technical Education

- S 4.1) Dedicate at least 3% of the grant amount to support for learner success activities, including assessment and intervention services.
- S 4.2) Strengthen academic, career and technical skills.
- S 4.3) Link secondary and postsecondary education.
- S 4.4) Provide experience and understanding of industry.
- S 4.5) Develop, improve and expand the use of technology
- S 4.6) Evaluate programs/assess impacts on special populations.
- S 4.7) Support family and consumer sciences programs.

Budget

. - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins

U.S.A.S. Fund #: 524

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction							
Support Services							
Governance/Admin							
Prof Development							
Family/Community							
Safety							
Transportation							
Nonpublic							
Total							
						Adjusted Allocation	
						Remaining	

Carl D. Perkins IV FY16 Local Application From the Comprehensive Continuous Improvement Plan (CCIP)

Note: A similar application to be used in FY17

Adult

CCIP can be accessed at:

http://education.ohio.gov/Topics/School-Improvement/Student-Improvement/IMPACT-%E2%80%93-Integrated-Monitoring-Process-and-Continu

DRAFT

Go To

Introduction/Purpose:

According to Section 135 of the reauthorized Perkins legislation, districts are to use funds to reach required performance levels by focusing on the nine "Requirements for Uses of Funds." Funding amounts for any selected Use of Funds should be adequate to directly impact student performance.

Use disaggregated data from the most recent Perkins performance report and the district needs assessment to decide which strategies to select. In the "Estimated Cost" field, include an estimate amount of Perkins funds that will be used to implement each strategy. Write an action step(s) that identifies the performance indicator(s) being addressed; including the job title of the person responsible for implementation and what will be accomplished.

Each Adult Workforce, Secondary and Post-Secondary (college) recipient shall earmark at least 3% of the grant amount for "Support for Learner Success" activities. This strategy is required and has been pre-selected from the "Requirements for Uses of Funds" section below. Perkins grant recipients assure that all career-technical programs provided are of a size, scope and quality to bring about improvement in the quality of career-technical education programs.

Performance Indicators

1A1: Technical Skill Attainment

2A1: Credential, Certificate or Degree

3A1: Student Retention or Transfer

4A1: Student Placement

5A1: Nontraditional Participation

5A2: Nontraditional Completion

Requirements for Uses of Funds.

- [ ] Strengthen academic, career and technical skills.
- [ ] Link secondary and postsecondary education.
- [ ] Provide experience and understanding of an industry.
- [ ] Develop, improve or expand use of technology.
- [ ] Provide in-service and preservice professional development.
- [ ] Evaluate programs/assess impact on special populations.
- [ ] Initiate, improve, expand and modernize quality programs.
- [ ] Provide effective services in size, scope and quality.
- [ ] Prepare special populations for economic self-sufficiency.

Permissive.

- [ ] Promote stakeholder involvement in design, implementation and evaluation of CTE Programs.
- [ ] Provide career guidance and academic counseling.
- [ ] Promote education and business partnerships.
- [ ] Provide programs for special populations.
- [ ] Assist career and technical student organizations.
- [ ] Provide mentoring and support services.
- [ ] Lease, purchase, upgrade or adapt equipment, including instructional aids and publications.
- [ ] Prepare teachers, including candidates from business and industry.
- [ ] Develop and expand postsecondary program access including through distance education.

- ☐ Develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs.
- ☐ Provide activities to support entrepreneurship education and training.
- ☐ Improve or develop new CTE courses, including new programs of study for consideration by the State, courses that prepare for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.
- ☐ Develop and support small, personalized career-themed learning communities.
- ☐ Support family and consumer sciences programs.
- ☐ Provide CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.
- ☐ Assist individuals who have participated in services or activities under this Act in continuing their education/training or finding an appropriate job.
- ☐ Support training and activities (such as mentoring or outreach) in nontraditional fields.
- ☐ Support training programs in automotive technologies.
- ☐ Pool a portion of funds with a portion of funds from other eligible recipients for innovative measures.
- ☐ Support other CTE activities that are consistent with the purpose of this Act.

- 2016 - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins Adult

Go To

Related Goals

Expand All Collapse All

G 2) Career Technical Education

Related District/Agency Plan Action Steps

Expand All Collapse All

G 2) Career Technical Education

- S 2.1) Prepare special populations for economic self- sufficiency
- S 2.2) Develop, improve and expand the use of technology
- S 2.3) Decdicate at least 3% of the grant amount to support for learner success.
- S 2.4) Provide effective size, scope, and quality.

Budget

. - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins

U.S.A.S. Fund #: 524

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction							
Support Services							
Governance/Admin							
Prof Development							
Family/Community							
Safety							
Transportation							
Nonpublic							
Total							
						Adjusted Allocation	
						Remaining	

Carl D. Perkins IV FY16 Local Application From the Comprehensive Continuous Improvement Plan (CCIP)

Note: A similar application to be used in FY17

2-Year College

CCIP can be accessed at:

http://education.ohio.gov/Topics/School-Improvement/Student-Improvement/IMPACT-%E2%80%93-Integrated-Monitoring-Process-and-Continu

DRAFT

Go To

Introduction/Purpose:

According to Section 135 of the reauthorized Perkins legislation, districts are to use funds to reach required performance levels by focusing on the nine "Requirements for Uses of Funds." Funding amounts for any selected Use of Funds should be adequate to directly impact student performance.

Use disaggregated data from the most recent Perkins performance report and the district needs assessment to decide which strategies to select. In the "Estimated Cost" field, include an estimate amount of Perkins funds that will be used to implement each strategy. Write an action step(s) that identifies the performance indicator(s) being addressed; including the job title of the person responsible for implementation and what will be accomplished.

Each Adult Workforce, Secondary and Post-Secondary (college) recipient shall earmark at least 3% of the grant amount for "Support for Learner Success" activities. This strategy is required and has been pre-selected from the "Requirements for Uses of Funds" section below. Perkins grant recipients assure that all career-technical programs provided are of a size, scope and quality to bring about improvement in the quality of career-technical education programs.

Performance Indicators

1P1: Technical Skill Attainment

2P1: Credential, Certificate or Degree

3P1: Student Retention or Transfer

4P1: Student Placement

5P1: Nontraditional Participation

5P2: Nontraditional Completion

Requirements for Uses of Funds.

- [ ] Strengthen academic, career and technical skills.
- [ ] Link secondary and postsecondary education.
- [ ] Provide experience and understanding of an industry.
- [ ] Develop, improve or expand use of technology.
- [ ] Provide in-service and preservice professional development.
- [ ] Evaluate programs/assess impact on special populations.
- [ ] Initiate, improve, expand and modernize quality programs.
- [ ] Provide effective services in size, scope and quality.
- [ ] Prepare special populations for economic self-sufficiency.

Permissive.

- [ ] Promote stakeholder involvement in design, implementation and evaluation of CTE Programs.
- [ ] Provide career guidance and academic counseling.
- [ ] Promote education and business partnerships.
- [ ] Provide programs for special populations.
- [ ] Assist career and technical student organizations.
- [ ] Provide mentoring and support services.
- [ ] Lease, purchase, upgrade or adapt equipment, including instructional aids and publications.
- [ ] Prepare teachers, including candidates from business and industry.
- [ ] Develop and expand postsecondary program access including through distance education.

- [ ] Develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs.
- [ ] Provide activities to support entrepreneurship education and training.
- [ ] Improve or develop new CTE courses, including new programs of study for consideration by the State, courses that prepare for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.
- [ ] Develop and support small, personalized career-themed learning communities.
- [ ] Support family and consumer sciences programs.
- [ ] Provide CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.
- [ ] Assist individuals who have participated in services or activities under this Act in continuing their education/training or finding an appropriate job.
- [ ] Support training and activities (such as mentoring or outreach) in nontraditional fields.
- [ ] Support training programs in automotive technologies.
- [ ] Pool a portion of funds with a portion of funds from other eligible recipients for innovative measures.
- [ ] Support other CTE activities that are consistent with the purpose of this Act.

Plan Relationships

Cuyahoga Community College (063404) - Cuyahoga County - 2016 - Career-Technical and Adult Education - Rev 1 - Carl D. Perkins 2-Year College

Go To

Related Goals

Expand All Collapse All

G 1) Career Technical Education

Description:

Students will be prepared with the academic and technical skills needed to be successful in postsecondary education and the workplace; all students will be provided the career knowledge needed to make informed career-decisions.

Performance Measure:

1.1 The percentage of students who are at or above academic and technical proficiency. 1.2 The percentage of career-technical students who continue their education and/or enter the workplace. 1.3 The percentage of students who have access to and utilize career-development resources to support their education and career transitions.

Fiscal Resources

S 1.1) Dedicate at least 3% to "support for learner success" activities.

S 1.2) Provide experience and understanding of all aspects of an industry for students.

S 1.3) Provide in-service and pre-service professional development

S 1.4) Initiate, improve, expand and modernize quality programs

S 1.5) Prepare special populations for economic self- sufficiency

Budget

. - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins

U.S.A.S. Fund #: 524

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction							
Support Services							
Governance/Admin							
Prof Development							
Family/Community							
Safety							
Transportation							
Nonpublic							
Total							
						Adjusted Allocation	
						Remaining	

Carl D. Perkins IV FY16 Local Application from the Comprehensive Continuous Improvement Plan (CCIP)

Note: A similar application to be used in FY17
Note: Same application to be used in FY17

1% Corrections

DRAFT

Application

2016 - Career-Technical and Adult Education - Rev 1 - Carl D. Perkins 1% Corrections

Go To

Introduction/Purpose:

According to Section 135 of the reauthorized Perkins legislation, districts are to use funds to reach required performance levels by focusing on the nine "Requirements for Uses of Funds." Funding amounts for any selected Use of Funds should be adequate to directly impact student performance.

Use disaggregated data from the most recent Perkins performance report and the district needs assessment to decide which strategies to select. In the "Estimated Cost" field, include an estimate amount of Perkins funds that will be used to implement each strategy. Write an action step(s) that identifies the performance indicator(s) being addressed; including the job title of the person responsible for implementation and what will be accomplished.

Each Adult Workforce, Secondary and Post-Secondary (college) recipient shall earmark at least 3% of the grant amount for "Support for Learner Success" activities. This strategy is required and has been pre-selected from the "Requirements for Uses of Funds" section below. Perkins grant recipients assure that all career-technical programs provided are of a size, scope and quality to bring about improvement in the quality of career-technical education programs.

Performance Indicators

Secondary Indicators

- 1S1: Academic Attainment - Reading/Language Arts
- 1S2: Academic Attainment - Mathematics
- 2S1: Technical Skill Attainment
- 3S1: Secondary School Completion
- 4S1: Student Graduation Rates
- 5S1: Student Placement
- 6S1: Nontraditional Participation
- 6S2: Nontraditional Completion

Adult Indicators

- 1A1: Technical Skill Attainment
- 2A1: Credential, Certificate or Degree
- 3A1: Student Retention or Transfer
- 4A1: Student Placement
- 5A1: Nontraditional Participation
- 5A2: Nontraditional Completion

Requirements for Uses of Funds.

- ☐ Strengthen academic, career and technical skills.
- ☐ Link secondary and postsecondary education.
- ☐ Provide experience and understanding of an industry.
- ☐ Develop, improve or expand use of technology.
- ☐ Provide in-service and preservice professional development.
- ☐ Evaluate programs/assess impact on special populations.
- ☐ Initiate, improve, expand and modernize quality programs.
- ☐ Provide effective services in size, scope and quality.
- ☐ Prepare special populations for economic self-sufficiency.

Permissive.

- ☐ Promote stakeholder involvement in design, implementation and evaluation of CTE Programs.
- ☐ Provide career guidance and academic counseling.
- ☐ Promote education and business partnerships.
- ☐ Provide programs for special populations.
- ☐ Assist career and technical student organizations.
- ☐ Provide mentoring and support services.
- ☐ Lease, purchase, upgrade or adapt equipment, including instructional aids and publications.
- ☐ Prepare teachers, including candidates from business and industry.
- ☐ Develop and expand postsecondary program access including through distance education.

- [ ] Develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs.
- [ ] Provide activities to support entrepreneurship education and training.
- [ ] Improve or develop new CTE courses, including new programs of study for consideration by the State, courses that prepare for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.
- [ ] Develop and support small, personalized career-themed learning communities.
- [ ] Support family and consumer sciences programs.
- [ ] Provide CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.
- [ ] Assist individuals who have participated in services or activities under this Act in continuing their education/training or finding an appropriate job.
- [ ] Support training and activities (such as mentoring or outreach) in nontraditional fields.
- [ ] Support training programs in automotive technologies.
- [ ] Pool a portion of funds with a portion of funds from other eligible recipients for innovative measures.
- [ ] Support other CTE activities that are consistent with the purpose of this Act.

Plan Relationships

- 2016 - Career-Technical and Adult Education - Rev 1 - Carl D. Perkins 1% Corrections

Go To

Related Goals

Expand All Collapse All

G 3) The Buckeye United School District will receive quality Career-Technical Programming.

Description:

The Buckeye United School District will provide students access to Career Technical programming. The program design for Career-Technical programming will include classes designed to meet student future career goals and meet future job market projections.

Performance Measure:

Career Technical programs within the school district will be reviewed by the Ohio Department of Education as well as internal reviews to ensure student needs are being met.

Fiscal Resources

S 3.1) Provide programs that address all aspects of an industry

S 3.2) Develop, improve and expand the use of technology

S 3.3) Provide professional development

S 3.4) Develop and upgrade programs/expand enrollment

S 3.5) 3%Earmark "Support for Learner Scuccess"

Budget

. - Career-Technical and Adult Education - Rev 0 - Carl D. Perkins

U.S.A.S. Fund #: 524

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction							
Support Services							
Governance/Admin							
Prof Development							
Family/Community							
Safety							
Transportation							
Nonpublic							
Total							
						Adjusted Allocation	
						Remaining	

[redacted] Assurances

The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United State Department of Health and Human Services and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the Ohio Department of Education, herein referred to as the "ODE," and the local educational agency, herein referred to as the "SUBGRANTEE." ODE may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-85, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

1. That the local educational agency is in compliance with Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965 as amended by the No Child Left Behind Act of 2001 and the district has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools dated February 7, 2003.
2. That the control of funds provided to the SUBGRANTEE under each program and title to property acquired with those funds will be in a designated eligible recipient and that a designated eligible recipient will administer those funds and property.
3. That the SUBGRANTEE will accept funds in accordance with applicable Federal and State statutes, regulations, program plans, and applications, and administer the programs in compliance with all provisions of such statutes, regulations, applications, policies and amendments thereto.
4. That the SUBGRANTEE has the necessary legal authority to apply for and receive the proposed grant or subgrant and enter into the contract.
5. That the SUBGRANTEE will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996, OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations" and Ohio Revised Code Section 117.11 utilizing generally accepted accounting principles (GAAP). The SUBGRANTEE will furthermore utilize competitive bidding practices in compliance with applicable procurement regulations. Additionally, the SUBGRANTEE will submit to ODE the aforementioned audit reports required in accordance with OMB Circular A-133 Section 300 (e) within the timeframes required by OMB Circular A-133 Section 320.
6. That the SUBGRANTEE will make reports to ODE and to the DEPARTMENT as may reasonably be necessary to enable ODE and DEPARTMENT to perform their duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by ODE and/or the DEPARTMENT and shall be supported by appropriate documentation.
7. That the SUBGRANTEE will maintain records, including the records required under Section 437 of the General Education Provisions Act ("GEPA"), 20 U.S.C. Section 1221, and provide access to those records as ODE or the DEPARTMENT and the Comptroller General or any of their authorized representatives in the conduct of audits authorized by Federal Law or State Statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information.
8. That the SUBGRANTEE will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of each program, as may be necessary according to statute.
9. That any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and to other members of the general public.
10. That in the case of any project involving construction, the project is not inconsistent with overall State plans for the construction of school facilities, if applicable; and in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under Section 504 of the Rehabilitation Act of 1973, in order to ensure that facilities constructed with Federal (which become subsequently State) funds are accessible to and usable by handicapped individuals.
11. That the SUBGRANTEE has adopted effective procedures for:

    (A) Acquiring and disseminating to teachers and administrators participating in each program, significant information resulting from educational research, demonstration and similar projects; and

    (B) Adopting, if appropriate, promising educational practices developed through those projects.
12. That no person shall, on the ground of race, color, national origin, handicap, or sex be excluded from participation, be denied the benefits, or be otherwise subjected to discrimination under any program or activity for which the SUBGRANTEE receives Federal financial assistance. Admissions policies for private schools are understood and agreed to be part of such programs. In this vein, the SUBGRANTEE agrees to assure compliance with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.); Title IX of the Education Amendments of 1972 (20 U.S.C. Section 1681-1683); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794); the Age Discrimination Act (42 U.S.C. Section 6101 et seq.); and the Americans with Disabilities Act ("ADA") (42 U.S.C. Section 12101 et seq.).
13. That the SUBGRANTEE may not use its Federal or State funding to pay for any of the following:

    (A) Religious worship, instruction, or proselytization.

    (B) Equipment or supplies to be used for any of the activities specified in this assurance, herein.
    (C) Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified

	in this assurance, herein. (D) An activity of a school or department of divinity. A school or department of divinity is defined in 34 CFR 76.532(b).
14	That no Federal funding may be used for the acquisition of real property unless specifically permitted by the authorizing statute or implementing regulations for the program.
15	That the SUBGRANTEE may not count tuition and fees collected from students toward meeting matching, cost sharing or maintenance of effort requirements of a program.
16	That the SUBGRANTEE shall, to the extent possible, coordinate each of its projects with other activities that are in the same geographic area served by the project and that serves similar purposes and target groups.
17	That the SUBGRANTEE shall continue its coordination with ODE during the length of the project period.
18	The SUBGRANTEE shall cooperate in any evaluation by the DEPARTMENT.
19	That if a program so requires, provisions shall be made for the participation of children enrolled in private schools in the area to be served. Such provision shall: (A) Provide private school students with a genuine opportunity for equitable participation. (B) Provide an opportunity to participate in a manner that is consistent with the number of eligible private school students and their needs. (C) Maintain continuing administrative direction and control over funds and property that benefit students enrolled in private schools. (D) Comply with the requirements of 34 C.F.R. Section 76.652 through 76.662.
20	That no provision of any law shall be construed to authorize the consolidation of any applicable program with any other program, such as the commingling of funds derived from one appropriation with those derived from another appropriation, except as specifically authorized by statute.
21	That funds will be used to supplement and not supplant State and local funds expended for educational purposes and, to the extent practicable, increase the fiscal effort that would, in the absence of such funds, be made by the SUBGRANTEE for educational purposes.
22	That the SUBGRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).
23	That the SUBGRANTEE will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project.
24	That it shall maintain records for 3 years following completion of the activities for which the SUBGRANTEE uses the federal or state funding and which show: (A) The amount of funds under the subgrant or grant. (B) How the SUBGRANTEE uses the funds. (C) The total cost of the project. (D) The share of that total cost provided from other sources.
25	If real property or structures are provided or improved with the aid of Federal financial assistance, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer or sale of such property or structure. If personal property is so provided, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer, disposal and sale of such property.
26	That in the event of a sustained audit exception, and upon demand of ODE, the SUBGRANTEE shall immediately reimburse ODE for that portion of the audit exception attributable under the audit to the SUBGRANTEE. The SUBGRANTEE agrees to hold ODE harmless for any audit exception arising from the SUBGRANTEE's failure to comply with applicable regulations.
27	That the SUBGRANTEE is aware all Federal and state funds granted to it are conditioned upon the availability and appropriation of such funds by the United States Congress and the Ohio General Assembly. These funds are subject to reduction or elimination by the United States Congress or Ohio General Assembly at any time, even following award and disbursement of funds. Except as otherwise provided by law, the SUBGRANTEE shall hold ODE harmless for any reduction or elimination of Federal or state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the SUBGRANTEE shall immediately cease further expenditures under any Federal or state project.
28	The SUBGRANTEE will adopt and use the proper methods of administering the subgrants, including, but not limited to: (A) The enforcement of any obligations imposed by law. (B) The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation.

	(C) The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
29	The SUBGRANTEE will comply with the Safe and Drug Free Schools Act (as amended) and the Pro-Children Act of 1994 (as amended).
30	Personnel employed as teachers and instructional aides by the SUBGRANTEE or personnel contracted to provide such service to the SUBGRANTEE shall be certified as required by Ohio Revised Code Section 3319.22, 3319.30 and 3319.088.
31	The SUBGRANTEE, by submission of a grant proposal, agrees that the DEPARTMENT or ODE have the authority to take administrative sanctions, including, but not limited to, suspension of cash payments for the project, suspension of program operations and/or, termination of project operations, as necessary to ensure compliance with applicable laws, regulations and assurances for any project. The SUBGRANTEE acknowledges this authority under 34 CFR 80.43, 34 CFR 74.62 and Ohio Revised Code Section 3301.07 (C), as applicable.
32	For the construction of facilities with Federal funds, the SUBGRANTEE will comply with the provisions of the Davis-Bacon Act.
33	When funded on an advance basis by ODE, the SUBGRANTEE agrees to minimize the time between the transfer of funds and the disbursement by the local entity in accordance with the Cash Management Improvement Act (31 CFR part 205). Additionally, the SUBGRANTEE agrees to maintain cash balances which meet their immediate cash needs only. Any interest earnings by the SUBGRANTEE will require repayment in accordance with OMB Circular A-102 Section __.21 (i) or OMB Circular A-110 Section __.22 (l), as applicable.
34	In the purchase of equipment and supplies, the SUBGRANTEE will comply with local, state and Federal procurement policies. In addition, equipment and supplies purchased for use in a Federal or state program will comply with the provisions of OMB Circular A-102 or OMB Circular A-110, as applicable, and any individual program regulations.
35	The SUBGRANTEE will comply with the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, as amended.
36	That the SUBGRANTEE will acquire, use, maintain and dispose of equipment purchased for the approved project in accordance with 34 CFR 80.32.
37	That the SUBGRANTEE will have effective financial management systems which conform to the standards present in 34 CFR 80.20, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
38	That the SUBGRANTEE will conform all activities conducted under the approved grant to the provisions contained within OMB Circular A-87, A-21 and/or A-122, as applicable.
39	That the SUBGRANTEE will obligate funds within the approved project period as set forth in the approved application and will liquidate said obligations not later than 90 days after the end of the project period for grants applied for electronically. For purposes of approved projects, obligations have the same meaning as contained in 34 CFR 76.707.
40	That no SUBGRANTEE will subgrant the approved project to another entity without the express written consent of ODE.
41	Additionally, to certify compliance with requirements regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and, Drug-Free Workplace, as prescribed in 34 C.F.R. Part 82 and Part 85, and 7 C.F.R. Part 3017, and the required regulations implementing Executive Order 12549. The SUBGRANTEE assures that (see "Document Library - Consolidated Application - Guidelines" for explanation of requirements): (A) All fund participants certify, by submission of this statement, that project funds will not, in any way, be used for the purpose of Lobbying or other wise influencing decisions supporting the granting of funds administered by the Ohio Department of Education (ODE). (B) The prospective lower tier participant certifies, by submission of this statement, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency. (C) If the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this statement. (D) That subgrantees receiving ODE administered funds will provide a drug-free workplace.
42	Any additional assurances listed within the document library for a specific application as required by the ODE program office administering the program.
43	The SUBGRANTEE will comply with the requirements of the Boy Scouts of America Equal Access Act (Boy Scouts Act), 20 U.S.C. 7905, 34 C.F.R. Part 108, and with other federal civil rights statuses enforced by OCR.

Local Perkins 5-Year Plan Submission/Approval Procedure

Ohio Perkins IV Local Five-Year Performance Plan Submission and Approval Procedure for Secondary, Adult Workforce and Postsecondary (College) Recipients

1. The individual(s) responsible at the Career-Technical Planning District (CTPD) or college for completing the Local Five-Year Performance Plan will download a copy of the plan template to their desktop from the Ohio Department of Education (ODE), Office of Career-Technical and Adult Education, Administrative Field Services (AFS) Web site. Separate plan documents are required for Secondary, Adult and Postsecondary (college) recipients.

2. Each applicable section of the plan must be addressed, making sure that the appropriate check boxes are selected and/or that the expandable text boxes for additional information are completed.

3. A draft plan version is to be e-mailed to the ODE or the ODHE representative (see list below) responsible for approving the plan.

4. The ODE/ODHE contact will review the draft plan according to an established rubric. The state contact will note any plan revisions that are required for final approval in an e-mail to the primary local contact. Revisions will be made at the local level. The revised plan will be e-mailed by the local contact to the appropriate ODE/ODHE contact. When the revised plan is approved by the state contact, it is sent to the AFS assistant director for final review and approval.

5. Once approved by the assistant director, an e-mail will be sent to the primary local contact confirming approval by both the initial state contact and assistant director.

6. A hard copy of the approved plan document must be printed and be signed by the CTPD Superintendent/College President and the Treasurer/College Fiscal Representative on the Signature Page.

7. By regular mail, the recipient will send the original hard copy of the approved plan to the appropriate ODE/ODHE contact, to secure remaining signatures.

8. A plan approval letter signed by the AFS assistant director and a hard copy of the signed, approved Five-Year Plan will be mailed to the CTPD contact and the superintendent/college president. **Secondary and Adult Workforce** plans are to be forwarded to your assigned contact at ODE:

Tawanna Fields-Mphande –tawanna.fields-mphande@education.ohio.gov
Michelle Ward- michelle.ward@education.ohio.gov (614) 466-5576
Raymond Timlin-raymond.timlin@education.ohio.gov (614) 644-0627

Postsecondary (College) plans are to be forwarded to Tony Landis at the Ohio Department of Higher Education at alandis@highered.ohio.gov or (614) 387-1214.

DRAFT

Perkins Act
Attachment 2
STATE QUALITY INDICATORS
CAREER-TECHNICAL EDUCATION REPORT CARD

STATE QUALITY INDICATORS

State quality indicators were established by the State Board of Education in May 2009, per CTE Administrative Rule 3301-61-03 *Criteria for Secondary Workforce Development Programs*. There are no performance targets for these indicators.

STATE OR INDUSTRY-RECOGNIZED CERTIFICATE OR LICENSE
(State Quality Indicator 1 (SI1) — NEW in FY2010)

Working Definition:
Percentage of CTE Concentrators who left secondary education the previous year, and who obtained a State or industry-recognized certificate or license

Measurement Definitions:

Numerator: Number of CTE Concentrators who left secondary education the previous year and obtained a State or industry-recognized certificate or license

Denominator: Number of CTE Concentrators who left secondary education the previous year

Target Population:
CTE Concentrators who left secondary education the previous year (NOTE: This includes summer graduates.)

Aggregation Levels:
CTPD and state

Data Collection Process and Timing:
CTE *certificate/license* data reported in current year EMIS March (D) reporting period

COMPLETION OF COURSE AWARDING POSTSECONDARY CREDIT
(State Quality Indicator 2 (SI2) — NEW in FY2010)

Working Definition:
Percentage of CTE Concentrators who left secondary education the current year, and who successfully completed a course that awarded postsecondary credit for secondary students

Measurement Definitions:

Numerator: Number of CTE Concentrators in the current year, and who successfully completed a course that awarded postsecondary credit for secondary students

Denominator: Number of CTE Concentrators who left secondary education in the current year

Target Population:
CTE Concentrators who left secondary education the current year (NOTE: This includes summer graduates.)

DRAFT

Aggregation Levels:
CTPD and state

Data Collection Process and Timing:
Course data and student *high school credit earned* data reported in current year EMIS Yearend (N) reporting period

DRAFT

CAREER-TECHNICAL EDUCATION REPORT CARD

Understanding Ohio's Career-Technical Education Report Card

Component:	**Achievement**

Measures: **Technical Skill Attainment**

Description: Students in most Ohio Career-Tech programs take a series of assessments to gauge their knowledge and skill in their field of study. The results of these assessments can be reported to potential employers as evidence of competency and experience. Technical Skill Attainment measures how many students passed the relevant Ohio Career Technical Competency Assessments or Industry Assessments for their career-technical program. This measure is also calculated for federal accountability requirements, and reported on the Perkins Performance Reports. Each assessment has a passing benchmark score, listed on the Career- Technical Assessment System Matrix. The proportion of students who took assessments and passed is reported in this measure.

Technical Facts: The Technical Skill Attainment calculation includes only students who took CTE assessments, and assessment scores are included in the calculation only in the year that students leave school. This ensures that the scores included in the calculation reflect only students who have completed a full assessment series.

In addition to being reported on the CTE Report Card, Career- Technical Planning Districts also have local targets for this measure. Whether or not they met this local target is reported in the Federal Accountability Results component.

A-F Rating: Technical Skill Attainment is not subject to an A-F Rating on the 2012-2013 CTE Report Card.

Component:	**Graduation Rate**

Measures: **Four-Year Graduation Rate**
Five-Year Graduation Rate

Description: The Four-Year Graduation Rate includes as graduates only those students who earn a diploma within four years after entering the ninth grade for the first time and were CTE Concentrators. The Five-Year Graduation Rate includes those students who graduate within five years after entering ninth grade for the first time and were CTE Concentrators by the end of their fourth year.

Technical Fact: Ohio recently transitioned to a new method of calculating the graduation rate set by the federal government. This will allow comparisons between Ohio and other states.

A-F Rating: The ranges for the graduation rate measures are different and mirror the ranges used on the Local Report Card for traditional schools.

<u>Four-Year Graduation Rate</u>

DRAFT

Score	Letter Grade
93% - 100%	A
89% - 92.9%	B
84% - 88.9%	C
79% - 83.9%	D
Less than 79%	F

Five-Year Graduation Rate

Score	Letter Grade
95% - 100%	A
90% - 94.9%	B
85% - 89.9%	C
80% - 84.9%	D
Less than 80%	F

Component: **Post-Program Outcomes**

Measure: **Post-Program Placement**

Description: Because Career-Technical Education programs are preparing students for transitioning to careers and postsecondary education, post-program placement is an important indicator of success. **Post-Program Placement data** is collected via follow-up survey with career-tech students who left high school the previous year. Specifically, students are asked if they were employed, in an apprenticeship, in postsecondary education or advanced training, or in the military during the first 3-6 months after leaving school. These subgroups are combined to create the numerator for the post-program placement measure.

Technical Fact: Only students that districts were able to locate participate in the follow-up survey are included in the Post-Program Placement calculation. The percentage of students located for survey is called the Status Known Rate. Both the Post-Program Placement Calculation and the Status Known Rate are used in determining the letter grade for this measure.

In addition to being reported on the CTE Report Card, Career- Technical Planning Districts also have local targets for this measure. Whether or not they met this local target is reported in the **Federal Accountability Results** component.

A-F Rating: There are two pieces to the Post-Program Placement grade.

The Post-Program Placement rate places CTPDs into an initial grade band, shown below.

Placement Rate

Score	Letter Grade
93% - 100%	A
89% - 92.9%	B
84% - 88.9%	C
79% - 83.9%	D
Less than 79%	F

DRAFT

Grades then may be increased or decreased, depending on the Status Known Rate for the CTPD.

Status Known Rate	**Effect**
95%-100%	Letter grade increased one level
85%-94.9%	No change to initial letter grade
0%-84.9%	Letter grade decreased one level

Component:	**Post-Program Outcomes**

Measures: **Industry Credentials**

Description: Students in many Ohio Career-Tech programs are working towards earning an industry credential, certification, or license in their program area of study. These credentials can be crucial to gaining entry into employment or advanced training. The proportion of students who left school and who earned industry credentials is reported in the Industry Credentials measure.

Technical Facts: The Industry Credentials calculation only includes students in the year that students leave school. This ensures that the scores included in the calculation reflect only students who have had optimum opportunities to earn a credential.

Industry credential data is collected during the school year, as well as via follow-up survey administered to students several months after leaving school. This ensures that students have the opportunity to earn credentials that require a high school diploma, and that these credentials will be counted in the Industry Credential calculation.

Rating: The Industry Credentials measure is not subject to an A-F Rating on the 2012-2013 CTE Report Card.

DRAFT

Component:	**Prepared for Success**

Measures: **Dual Enrollment**

Description: Dual Enrollment reports the proportion of students who successfully completed a course that awarded postsecondary credit. These courses could include AP, IB, PSEO, or Career- Technical courses that colleges have agreed to recognize for postsecondary credit.

Technical Facts: This measure is only calculated for students in the year that they leave school. This allows students to take advantage of all opportunities to complete these courses before being included in the Dual Enrollment measure.

Students do not need to cash in the credit at the postsecondary level to be included in this measure. They need only complete a course in high school that could be counted for credit at the postsecondary level.

A-F Rating: Dual Enrollment is not subject to an A-F Rating on the 2012-2013 CTE Report Card.

Component:	**Federal Accountability Results**

Measures: Academic Attainment – Reading Academic Attainment – Mathematics Technical Skill Attainment Secondary School Completion Single Year Graduation Rate Post-Program Placement Nontraditional Participation Nontraditional Completion

Description: These eight measures comprise the federal accountability system for the Carl D. Perkins Career and Technical Education Act of 2006. Career-technical planning districts negotiate local targets for each measure with the Ohio Department of Education. These targets are designed to encourage continuous improvement.

Academic Attainment – Reading measures the proportion of students who passed the Reading portion of the Ohio Graduation Test before leaving school.

Academic Attainment – Mathematics measures the proportion of students who passed the Mathematics portion of the Ohio Graduation Test before leaving school.

Technical Skill Attainment measures how many students passed the relevant Ohio Career Technical Competency Assessments or Industry Assessments for their career technical program. This measure is also part of the Achievement Component.

Secondary School Completion measures the proportion of students who left school in a single year with a diploma or GED (as opposed to dropping out).

Single Year Graduation Rate measures the proportion of students who left school in a single year who graduated from high school (as opposed to obtaining a GED or dropping out).

DRAFT

Post-Program Placement measures the proportion of students who were employed, enrolled in postsecondary education, participating in advanced training or an apprenticeship program, or in the military in the 3 to 6 months after leaving school. This measure is also part of the Post Program Outcomes Component.

Nontraditional Participation measures the proportion of students participating in Career-Tech programs that lead to employment in nontraditional fields. Nontraditional fields are defined by gender only. For example, engineering is currently defined as a nontraditional field for females, while early childhood education qualifies as a nontraditional field for males.

Nontraditional Completion measures the proportion of students who completed Career-Tech programs that lead to employment in nontraditional fields. Nontraditional fields are defined by gender only. For example, engineering is currently defined as a nontraditional field for females, while early childhood education qualifies as a nontraditional field for males. A full list of nontraditional programs is available on the Ohio Department of Education website.

Technical Facts: These measures, with the exception of Nontraditional Participation, are calculated once students leave school. They represent the cumulative results of coursework and assessments taken during high school, and their post-high school educational and employment choices.

Nontraditional Participations captures all students participating in Career-Technical education during the school year.

A-F Rating: The measures contained in the Federal Accountability Results component are not subject to an A-F Rating on the 2012-2013 CTE Report Card.

DRAFT

(FY14 CTE Accountability Manual, Section 4.4)

Perkins Act Attachment 3:
TECHNICAL ASSESSMENTS

2015-16 Career-Technical Education (CTE) Assessment System Matrix

State Career-Technical Education Tests and Portfolio

All students, including students with disabilities, enrolled in a career-technical education pathway program must participate in the required CTE assessment aligned to the pathway. All required tests and the Education and Training portfolio are reportable in EMIS and can be used in the calculation of the state technical skill attainment indicator of performance (2S1). There are cases where programs have no required test listed and as such nothing is required to be reported in EMIS.

End of Course Tests (EoC)

Most career field pathways now have courses and end-of-course tests available. For these pathways, most every course has an end-of-course test that is required for all students enrolled in the course. For the 2015-16 school year, the Business Administration, Finance, Marketing and Art and Communications career fields introduce new pathway courses and end-of-course tests. As new tests become available, programs should transition students to the new tests. For the 2015-16 school year, tests used in 2014-15 will be retained so that seniors in existing programs may complete their required testing. Freshman, sophomores, juniors and any student in a new program in 2015-16 are encouraged to begin testing with the new end-of-course tests. The old pathway test will remain available for the 2015-16 school year to allow existing seniors in the program to finish the test sequence. These tests will be phased out for the 2016-17 school year.

Field Testing

Field testing occurs when a NEW or revised test is first released for districts to deliver to students. It is a live beta test format and typically occurs during the first year students are able to take a new test. The purpose is to gather real, student test-taker data to be analyzed along with teacher judgments to create final test forms.

Students taking tests in live beta format will require double the amount of time as they will answer the entire set of test questions created during test development (~80-100). Students who take a test in live beta format will receive a raw score but not a pass/fail score. When field testing is completed, students' test scores will be rescored based on the final set of test questions chosen (~40). Districts are then provided with final scores and pass/fail indicators. Results are included in the end-of-year score output provided through Information Technology Centers (ITC) to local districts for EMIS reporting purposes.

Performance Standards

As end-of-course tests replace old tests, it becomes possible for individual students to take different technical courses than their classmates. To accommodate this evolution in CTE program design, standard total test performance scores will no longer be reported in EMIS. The testing system will calculate a student's performance score based on the end-of-course tests or modules on older tests that a student is required to take. A student will receive a total test score based on the average of their performance across the end-of-course tests or test modules that they take.

Students will also receive notice that their performance on the pathway is Not Proficient, Proficient, Advanced or Incomplete. For EMIS reporting, schools will only report Not Proficient, Proficient, Advanced or Incomplete.

Industry Credential and Governmental Licensure Assessments

Among the list of required tests, there are a few cases where an industry assessment or governmental licensure assessment may be used in lieu of the State CTE assessment. All such exams have met minimum standards established by the CTE Office and can be reported in EMIS for the calculation of the technical skill attainment indicator of performance (2S1). Note that industry credential exams are not used when end-of-course exams are in place.

State or Industry Recognized Certificate or Governmental License Attainment (State Report Card & 1STP3)

Having students earn industry credentials continues to be a goal for CTE programs. Criteria for reporting industry credential attainment for the State Report Card are developed and the criteria and guidance for reporting this information can be found in the Ohio Department of Education's EMIS Manual.

Students with Disabilities

Students with disabilities are required to participate in CTE technical assessments and must be provided the proper accommodations as outlined in the individualized education program (IEP) and implemented by the assessment vendor. A student shall not be prohibited from graduation due to the failure to pass a CTE technical assessment.

Family and Consumer Science End-Of-Course Tests

It is highly recommended that Family and Consumer Science programs administer EoC tests. These valid and reliable tests are a beneficial tool that can be used for continuous improvement of courses offered. Because these courses are not classified as workforce development, the tests are not used in calculating the state technical skill attainment indicator of performance (2S1).

CTE Pathway Program Name		Subject Code	Test Name - EMIS Code *Assessment Vendor*	
Agricultural and Environmental Systems (01)			**Required Tests** **For SENIORS in Existing Programs** **Before 2015-16 School Year**	**Required Tests** **For Student in Grades 9-11 and** **SENIORS in New FY16 Programs**
A0	Agribusiness and Production Systems	NA	Agribusiness and Production Systems - 03MC *ODE/Ohio State University-CETE*	
A1	Industrial Power Technology	NA	Agricultural and Industrial Power 05MC *ODE/Ohio State University-CETE*	
A2	Animal Science and Management	NA	Animal Science and Management - 08MC *ODE/Ohio State University-CETE*	
A3	Agriculture, Food and Natural Resources Bioscience	NA	AFNR Bioscience - 46MD *ODE/Ohio State University-CETE*	
A5	Horticulture	NA	Horticulture - 53MC *ODE/Ohio State University-CETE*	
A6	Natural Resource Management	NA	Natural Resources and Management– 39MC *ODE/Ohio State University-CETE.*	
Arts and Communication (02)			**Required Tests** *Note: A&C Pathway tests will have End-of-Course tests available in FY16.*	
B0	Media Arts	340015	Media Arts – 19MC ODE/Ohio State University-CETE	Media Arts – 19MD *ODE/Ohio State University-CETE*
B1	Performing Arts	340020	Performing Arts – 38MC ODE/Ohio State University-CETE	Performing Arts – 38MD *ODE/Ohio State University-CETE*
B2	Visual Design and Imaging	340005	Visual Design and Imaging 18MC ODE/Ohio State University-CETE	Visual Design and Imaging 18MD *ODE/Ohio State University-CETE*

CTE Pathway Program Name		Subject Code	Test Name - EMIS Code *Assessment Vendor*	
Business and Administrative Services (03) Note: Business Pathway tests will have End-of-Course tests available in FY16			**Required Tests** **For SENIORS in Existing Programs** **Before 2015-16 School Year**	**Required Tests** **For Student in Grades 9-11 and** **SENIORS in New FY16 Programs**
C0	Administrative and Professional Support	140300	Administrative Office Technology – 02MC *ODE/Ohio State University-CETE*	Note: C0 is phased out as a program in FY17. For 2016-17 year the program must operate as C4. Refer to End of Course Tests on cover page for further explanation.
C1	Business Management	140800	Business Management – 13MC *ODE/Ohio State University-CETE*	Note: C1 is phased out as a program in FY17. For 2016-17 year the program must operate as C4. Refer to End of Course Tests on cover page for further explanation.
C2	Legal Management and Support	140310	Legal Management and Support – 17MC *ODE/Ohio State University-CETE*	Note: C2 is phased out as a program in FY17. For 2016-17 year the program must operate as C4. Refer to End of Course Tests on cover page for further explanation.
C3	Medical Management and Support	140320	Medical Management and Support – 11MC *ODE/Ohio State University-CETE*	Note: C3 is phased out as a program in FY17. For 2016-17 year the program must operate as C4. Refer to End of Course Tests on cover page for further explanation.
C4	Business and Administrative Services	NA	NA	Business and Administrative Services – 02MD *ODE/Ohio State University-CETE*
Construction Technologies (04)			**Required Tests**	
DD	Structural Systems	NA	Structural Systems – 45MC *ODE/Ohio State University-CETE*	
DE	Mechanical, Electrical and Plumbing Systems	NA	Mechanical, Electrical and Plumbing – 27MC *ODE/Ohio State University-CETE*	
DF	Construction Design and Management	NA	Construction Design & Management – 15MC *ODE/Ohio State University-CETE*	
Education and Training (05)			**Required Tests** *Note: The Education and Training test will have End-of-Course tests available in FY17.*	
E0	Early Childhood Education	350201	Early Childhood Education – 16MC *ODE/Ohio State University-CETE*	
E1	Teaching Professions	350011	State Developed Portfolio - 14TP *ODE/Ohio State University-CETE*	
Engineering and Science Technologies (06)			**Required Tests**	
F6	Engineering and Design	NA	Engineering Design – 26MC *ODE/Ohio State University-CETE*	

CTE Pathway Program Name		Subject Code	Test Name - EMIS Code *Assessment Vendor*	
Finance (07) Note: Finance Pathway test (G2) will have End-of-Course tests available for the FY16.			**Required Tests** **For SENIORS in Existing Programs** **Before 2015-16 School Year**	**Required Tests** **For Student in Grades 9-11 and** **SENIORS in New FY16 Programs**
G0	Accounting	140100	Accounting – 01MC *ODE/Ohio State University-CETE*	Note: G0 is phased out as a program in FY17. For 2016-17 year the program must operate as G2. Refer to End of Course Tests on cover page for further explanation.
G1	Financial Services	140110	Financial Services – 04MC *ODE/Ohio State University-CETE*	Note: G1 is phased out as a program in FY17. For 2016-17 year the program must operate as G2. Refer to End of Course Tests on cover page for further explanation.
G2	Finance	NA	NA	Finance – 01MD *ODE/Ohio State University-CETE*
Government and Public Administration (08)			**Required Tests**	
H0	Government and Public Administration	360230	None Available – No Programs	
Health Science (09)			**Required Tests**	
J0	Medical Bioscience	NA	Biomedical – 47MC *ODE/Ohio State University-CETE*	
J6	Exercise Science and Sports Medicine	NA	Exercise Science – 23MC *ODE/Ohio State University-CETE*	
J7	Health Information Management	NA	Health Information Management – 22MC *ODE/Ohio State University-CETE*	
JM	Allied Health and Nursing	NA	Allied Health and Nursing – 25MC *ODE/Ohio State University-CETE*	
Hospitality and Tourism (10) Note: Hospitality and Tourism Pathway tests will have End-of-Course tests available for FY17.			**Required Tests** **For SENIORS in Existing Programs** **Before 2015-16 School Year**	**Required Tests** **For Student in Grades 9-11 and** **SENIORS in New FY16**
L0	Culinary and Food Service Operations	330005	Culinary and Food Service Operations – 34MC *ODE/Ohio State University-CETE* Or ProStart Certificate of Achievement Final Assessments- 480 *National Restaurant Association Education Foundation (NRAEF) (Required for all ProStart Programs)* *(Passage of both Year 1 Final Assessment + Year 2 Final Assessment is required to report passing the ProStart test)*	
L1	Lodging and Travel Services	330010	Lodging and Travel Services – 40MC *ODE/Ohio State University-CETE*	

CTE Pathway Program Name		Subject Code	Test Name - EMIS Code *Assessment Vendor*
Human Services (11)			**Required Tests**
M0	Barbering Note: No End-of-Course tests available – *No Programs*	172601	Barbering Examination License – 540 Ohio State Barber Board
M1	Cosmetology	NA	Cosmetology – 21MC *ODE/Ohio State University-CETE* And Cosmetology License Examination - 560 Ohio State Board of Cosmetology
M2	Family and Community Services	172605	None Available – No Programs
Information Technology (12)			**Required Tests**
N0	Information Support and Services	NA	Information Support Services – 81MD *ODE/Ohio State University-CETE*
N1	Interactive Media	NA	Interactive Media – 84MD *ODE/Ohio State University-CETE*
N2	Network Systems	NA	Network Systems– 82MD *ODE/Ohio State University-CETE*
N3	Programming and Software Development	NA	Programming and Software Development – 83MD *ODE/Ohio State University-CETE*
Law and Public Safety (13)			**Required Tests** *Note: Both Law and Public Safety Pathways use a test comprised of End-of-Course tests.* *Note: Fire Fighter and EMT exams must be administered within 12 months of when the program started.* *Note: Both Firefighter exams must be taken sequentially.* *Note: Students must test in every course taken. This includes Emergency Medical Services.*
P1	Criminal Justice	NA	Criminal Justice – 43MC *ODE/Ohio State University-CETE*
P6	Firefighting and Emergency Medical Services	NA	Firefighting and Emergency Medical Services – 41MC *ODE/Ohio State University-CETE* and Fire Fighter I & II Certification – 630 *Ohio Emergency Medical Services* and EMT Certificate -640 *Ohio Emergency Medical Services*
Manufacturing (14)			**Required Tests**
R7	Manufacturing Operations	NA	Manufacturing Operations – 28MC *ODE/Ohio State University-CETE*

	CTE Pathway Program Name	Subject Code	Test Name - EMIS Code *Assessment Vendor*	
Marketing (15) Note: Finance Pathway test (G2) will have End-of-Course tests available for the FY16.			**Required Tests** **For SENIORS in Existing Programs** **Before 2015-16 School Year**	**Required Tests** **For Student in Grades 9-11 and** **SENIORS in New FY16 Programs**
S0	Acquisition and Logistics	041900	Supply Chain Management 35MC *ODE/Ohio State University-CETE*	Note: S0 is phased out as a program in FY17. For 2016-17 year the program must operate as S5. Refer to End of Course Tests on cover page for further explanation.
S1	Entrepreneurship	044110	None Available	Note: S1 is phased out as a program in FY17. For 2016-17 year the program must operate as S5. Refer to End of Course Tests on cover page for further explanation.
S2	High School of Business	042010 thru 042045	None Available	Note: S2 is phased out as a program in FY17. For 2016-17 year the program must operate as S5. Refer to End of Course Tests on cover page for further explanation.
S3	Marketing Communications	040815	Marketing Communications 37MC *ODE/Ohio State University-CETE*	Note: S3 is phased out as a program in FY17. For 2016-17 year the program must operate as S5. Refer to End of Course Tests on cover page for further explanation.
S4	Marketing Management	040810	Marketing Management 36MC	Note: S4 is phased out as a program in FY17. For 2016-17 year the program must operate as S5. Refer to End of Course Tests on cover page for further explanation.
S5	Marketing	NA	NA	Marketing – 36MD *ODE/Ohio State University-CETE*
Transportation (16)			**Required Tests**	
T9	Ground Transportation	NA	Ground Transportation – 10MC *ODE/Ohio State University-CETE*	
TA	Air Transportation	NA	Air Transportation – 09MC *ODE/Ohio State University-CETE*	
Other (17)			**Required Tests**	
N/A	Entrepreneurship	990361	None Required	None Required
N/A	Employability	990362	None Required	Note: Subject Code will be deleted in FY17
N/A	Essential Skills for Business	990363	None Required	None Required
N/A	Career Connections	990364	None Required	None Required
N/A	Pre-Apprenticeship	990365	None Required	None Required

Family and Consumer Science (FCS) End of Course Tests
Note: FCS will have *NEW* End-of-Course tests available for the FY17.

Subject Code	Subject Name	Recommended Assessments EMIS Code - (Cutoff Score) Assessment Vendor
091050	Financial Management I	None Available
091051	Financial Management II	Financial Management II - 98WA - (74) *ODE/Ohio State University-CETE*
091025	Child Development	Child Development - 97WB - (76) *ODE/Ohio State University-CETE*
091200	Healthy Living	None Available
091300	Manage Transitions	Manage Transitions - 93WB - (74) *ODE/Ohio State University-CETE*
091400	Career Search I	Career Search I - 94WB - (74) *ODE/Ohio State University-CETE*
091401	Career Search II	Career Search II - 94WC - (74) *ODE/Ohio State University-CETE*
091077	Healthy and Safe Foods	Healthy and Safe Foods - 95WB - (76) *ODE/Ohio State University-CETE*

Ohio Technical Centers Assessments and Credentials
Post-Secondary

Industry Credential Type	Industry Credential Description	Industry Credential Code
Technical Assessment	API Welding Certificate	API 1104
Technical Assessment	ASE Automatic Transmission/Transaxle (A2)	ATT
Technical Assessment	ASE Brakes A5	ASEB
Technical Assessment	ASE Brakes Certification T4	BC
Technical Assessment	ASE Damage Analysis & Estimating B6	DAE
Technical Assessment	ASE Diesel Engines T2	DE
Technical Assessment	ASE Drive Train T3	DT
Technical Assessment	ASE Electrical/Electronic Systems A6	ASEE
Technical Assessment	ASE Electrical/Electronic Systems T6	ES
Technical Assessment	ASE Engine Repair A1	ER
Technical Assessment	ASE Gasoline Engines T1	GE
Technical Assessment	ASE Heating & Air Conditioning A7	HAC
Technical Assessment	ASE Heating Ventilation & A/C T7	HVAC
Technical Assessment	ASE Light Vehicle Diesel Engine A9	LVDE
Technical Assessment	ASE Manual Drive Train & Axles A3	MDTA
Technical Assessment	ASE Mechanical & Electrical Components B5	MEC
Technical Assessment	ASE Non-Structural Analysis & Damage Repair B3	NSAD
Technical Assessment	ASE Painting & Refinishing Certification Exam B2	PR
Technical Assessment	ASE Preventative Maintenance Inspection T8	PMI
Technical Assessment	ASE Structural Analysis & Damage Repair B4	SADR
Technical Assessment	ASE Suspension & Steering A4	ASES
Technical Assessment	ASE Suspension & Steering T5	SS
Technical Assessment	Accounting	01EA
Technical Assessment	Accounting	01MC
Technical Assessment	Administrative Office Technology	02EA
Technical Assessment	Administrative Office Technology	02MA
Technical Assessment	Administrative and Professional Support	02MC
Technical Assessment	Agriculture Production Core	03DA
Technical Assessment	Agriculture Production Core and Beef and Sheep Production	03DB
Technical Assessment	Agriculture Production Core and Dairy Production	03DC
Technical Assessment	Agriculture Production Core and Poultry Production	03DD
Technical Assessment	Agriculture/Industrial Mechanical Technician	05DA
Technical Assessment	Animal Management Technician	08DA
Technical Assessment	Animial Science and Management	08MC
Technical Assessment	Auto Collision Technician	09EA

DRAFT

Technical Assessment	Automotive Technician	10DA
Technical Assessment	Building and Property Maintenance	12EA
Technical Assessment	CARPENTRY	NOCTI 1001-01
Technical Assessment	Carpentry	15EA
Technical Assessment	Carpentry	15MA
Technical Assessment	City of Zanesville Journeyman's Test	Zanesville Journeyman Test
Technical Assessment	Commercial Photography	19DA
Technical Assessment	Computer Integrated Manufacturing	28MC-175006
Technical Assessment	Computer Numerical Control Technology with Industrial Mills and Lathes	28MC-176007
Technical Assessment	Core and Swine	03DE
Technical Assessment	Criminal Justice	43EA
Technical Assessment	Criminal Justice	43FA
Technical Assessment	Culinary and Foodservice Operations	34MC
Technical Assessment	Dental Assistant	23EA
Technical Assessment	Dental Assistant	23MA
Technical Assessment	Diesel Mechanics	24EA
Technical Assessment	Digital Electronics	28MC-175007
Technical Assessment	Diversified Health Occupations	25HA
Technical Assessment	Drafting	26EA
Technical Assessment	Drafting	26MA
Technical Assessment	EEI CAST Exam	CAST
Technical Assessment	EEI POSS Exam	POSS
Technical Assessment	Early Childhood Education	16MP
Technical Assessment	Early Childhood Education	16MC
Technical Assessment	Early Childhood Education and Care	16FA
Technical Assessment	Electrical Trades	27EA
Technical Assessment	Electrical Trades	27MB
Technical Assessment	Electronics	28EA
Technical Assessment	Electronics	28MA
Technical Assessment	Employability	99DA
Technical Assessment	Entertainment Marketing	30EA
Technical Assessment	Entertainment Marketing	30FA
Technical Assessment	Flux Core Arc Welding	28MC-176002
Technical Assessment	Food Production Management and Services	34EA
Technical Assessment	Gas Metal Arc Welding	28MC-176000
Technical Assessment	Gas Tungsten Arc Welding	28MC-176003
Technical Assessment	Graphic Communications	38EA
Technical Assessment	Graphic Communications	38MA
Technical Assessment	Heating, Ventilation, Air-Conditioning, and Refrigeration	07EA
Technical Assessment	Heavy Equipment Operator	NCCER HEO 1003
Technical Assessment	Heavy Transportation Equipment Technology	10MP
Technical Assessment	Horticulture	53MC
Technical Assessment	Horticulture Core and Floriculture and Greenhouse Worker	53DA

DRAFT

Technical Assessment	Horticulture Core and Nursery and Garden Worker	53DC
Technical Assessment	Horticulture Core and Turf and Landscape Worker	53DB
Technical Assessment	Hospitality and Facility Care Services	40EA
Technical Assessment	IT Core + Programming & Software Development Modules	73MA
Technical Assessment	Industrial Maintenance	42EA
Technical Assessment	Information Support & Services	81MB
Technical Assessment	Information Support and Services	81.MC
Technical Assessment	Information Technology Core Modules	80MB
Technical Assessment	Interactive Media	84MB
Technical Assessment	Interactive Media	84MC
Technical Assessment	Legal Management and Support	17MC
Technical Assessment	Lodging and Travel Services	40MC
Technical Assessment	Machine Tools	28MC-176004
Technical Assessment	Machining with Industrial Lathes	28MC-176005
Technical Assessment	Machining with Industrial Milling Machines	28MC-176006
Technical Assessment	Marketing Technology	36EA
Technical Assessment	Marketing Technology	36MB
Technical Assessment	Masonary	45DA
Technical Assessment	Meat Processor	46DA
Technical Assessment	Medical Assistant	47FA
Technical Assessment	Medical Management and Support	11MC
Technical Assessment	NABCEP PV Entry Level Exam	PVEX
Technical Assessment	NCCER CONSTRUCTION TECHNOLOGY	NCCER 1001-08
Technical Assessment	NCCER CORE CONSTRUCTION CURRICULUM	NCCER 1001-09
Technical Assessment	NCCER Carpentry Core	NCCER Carpentry Core 0401
Technical Assessment	NCCER Carpentry Level 1	NCCER C 1001
Technical Assessment	NCCER Carpentry Level 1	NCCER1001-06
Technical Assessment	NCCER Construction Technology	NCCER CT 1001
Technical Assessment	NCCER Construction Technology	NCCER CT 1017
Technical Assessment	NCCER Core - Heavy Equipment Operations	NCCER 0202
Technical Assessment	NCCER Core - Plumbing	NCCER 0503
Technical Assessment	NCCER Core Construction	NCCER CCC 1001
Technical Assessment	NCCER Core Curricula	NCCER Core
Technical Assessment	NCCER ELECTRICAL	NCCER 1002-10
Technical Assessment	NCCER Electricity Core	NCCER Electricity Core 0302
Technical Assessment	NCCER Electricity Level 1	NCCER Electricity Level 1 0302
Technical Assessment	NCCER Electricity Level 2	NCCER Electricity Level 2 0302
Technical Assessment	NCCER Electronic Systems Technician	NCCER EST 1002
Technical Assessment	NCCER HVAC Core	NCCER HVAC 0201
Technical Assessment	NCCER HVAC Level 1	NCCER HVAC 1 0201
Technical Assessment	NCCER Highway/Heavy Construction	NCCER H/HC 1003
Technical Assessment	NCCER Hydraulics (15409-08)	NCCER H 15409

DRAFT

Technical Assessment	NCCER Hydraulics (15410-08)	NCCER H 15410
Technical Assessment	NCCER Industrial Maintenance E & I Technician Level 1	NCCER IM E&I 1
Technical Assessment	NCCER Industrial Maintenance E & I Technician Level 2	NCCER IM E&I 2
Technical Assessment	NCCER Industrial Maintenance Electrical & Instrumentation Level 1	NCCERIME L10303
Technical Assessment	NCCER Industrial Maintenance Mechanic Core	NCCER IMMLC
Technical Assessment	NCCER Industrial Maintenance Mechanic Level 1	NCCER IMML1 0303
Technical Assessment	NCCER Industrial Maintenance Mechanic Level 2	NCCER IMML2 0303
Technical Assessment	NCCER Industrial Maintenance Mechanic Level 3	NCCER IMML3 0303
Technical Assessment	NCCER Introduction to Solar Photovoltaics (P/V)	NCCER ISP
Technical Assessment	NCCER Introduction to Wind Energy	NCCER IWE
Technical Assessment	NCCER Introduction to the Power Industry	NCCER IPI
Technical Assessment	NCCER Level I - HEO	NCCER 0202 I
Technical Assessment	NCCER Level I - Plumbing	NCCER 0503 PI
Technical Assessment	NCCER Level II - Carpentry	NCCER 0201 II
Technical Assessment	NCCER Level II - HEO	NCCER 0202 II
Technical Assessment	NCCER Level II - Plumbing	NCCER 0503 II
Technical Assessment	NCCER Level III - Carpentry	NCCER 0201 III
Technical Assessment	NCCER Level III - HEO	NCCER 0202 III
Technical Assessment	NCCER Level III - Plumbing	NCCER 0503 III
Technical Assessment	NCCER Level IV - Carpentry	NCCER 0201 IV
Technical Assessment	NCCER Level IV - Plumbing	NCCER 0503 IV
Technical Assessment	NCCER MASONRY	NCCER 1004-16
Technical Assessment	NCCER Maintenance/Industrial	NCCER MI 1012
Technical Assessment	NCCER Managing Electrical Hazards	NCCER MEH
Technical Assessment	NCCER Module Certification	NCCER MOD CERT
Technical Assessment	NCCER Plumbing	NCCER P 1007
Technical Assessment	NCCER Power Generation Maintenance Mechanic	NCCER PGMM 1402
Technical Assessment	NCCER Power Line Worker Level 2	NCCER PLWL2
Technical Assessment	NCCER Power Line Worker Level 3	NCCER PLWL3
Technical Assessment	NCCER PowerLine Worker Core	NCCER PL Core 0303
Technical Assessment	NCCER PowerLine Worker Level 1	NCCER PL Level 1
Technical Assessment	NCCER Sheet Metal	NCCER SM 2305
Technical Assessment	NCCER Welding Core	NCCER Welding Core 0508
Technical Assessment	NCCER Welding Level 1	NCCER WELD1
Technical Assessment	NCCER Welding Level 2	NCCER WELD2
Technical Assessment	NCCER Your Role in the Green Environment	NCCER Green E
Technical Assessment	NIMS Machine Maintenance, Service and Repair	NIMS MM 1012
Technical Assessment	NIMS Machining (Level I, II, or III)	NIMS ML 1012
Technical Assessment	NIMS Machining Level I	NIMS ML I 2302

DRAFT

Technical Assessment	NIMS Machining Level II	NIMS ML II 2302
Technical Assessment	NIMS Machining Level III	NIMS ML III 2302
Technical Assessment	NIMS PRECISION MACHINING	NIMS 2302
Technical Assessment	NIMS Precision Machining	NIMS PM 2302
Technical Assessment	NOCTI Automotive Technician 3008	3008
Technical Assessment	NOCTI Automotive Technician 4008	4008
Technical Assessment	NOCTI Building Construction Occupations 1011	1011
Technical Assessment	NOCTI Building Trades Maintenance	2012
Technical Assessment	NOCTI Building Trades Maintenance 3012	3012
Technical Assessment	NOCTI Cabinetmaking 2014	2014
Technical Assessment	NOCTI Carpentry 3015	3015
Technical Assessment	NOCTI Collision Repair/Refinishing Technology 1083	1083
Technical Assessment	NOCTI Collision Repair/Refinishing Technology 2083	2083
Technical Assessment	NOCTI Computer Repair Technology	2415
Technical Assessment	NOCTI Construction Masonry - Blocklaying 3025	3025
Technical Assessment	NOCTI Construction Masonry - Bricklaying 3125	3125
Technical Assessment	NOCTI ELECTRONIC TECHNOLOGY 3035	3035
Technical Assessment	NOCTI Electrical Construction 3030	3030
Technical Assessment	NOCTI Electrical Construction 4030	4030
Technical Assessment	NOCTI Electronics 1034	1034
Technical Assessment	NOCTI Graphic Communications Technology 4042	4042
Technical Assessment	NOCTI Graphic Communications Technology 4142	4142
Technical Assessment	NOCTI HVAC & Refrigeration 3064	3064
Technical Assessment	NOCTI Heavy Equipment Maintenance Repair 2046	2046
Technical Assessment	NOCTI Heavy Equipment Maintenance Repair 3046	3046
Technical Assessment	NOCTI Industrial Electronics	2051
Technical Assessment	NOCTI Industrial Maintenance Mechanic	1074
Technical Assessment	NOCTI Industrial Maintenance Mechanic 2074	2074
Technical Assessment	NOCTI Metalworking & Fabrication 2056	2056
Technical Assessment	NOCTI Painting & Decorating 2060	2060
Technical Assessment	NOCTI Plumbing 3061	3061
Technical Assessment	NOCTI Precision Machining 3052	3052
Technical Assessment	NOCTI Precision Machining 4052	4052
Technical Assessment	NOCTI Welding 3072	3072
Technical Assessment	NOCTI Welding 4072	4072
Technical Assessment	NOCTI-HVAC 3045	3045
Technical Assessment	Natural Resources and Forest Industry Worker	39DA
Technical Assessment	Natural Resources and Resource Conservation	39DB
Technical Assessment	Network Systems	82MB

DRAFT

Technical Assessment	Network Systems	82MC
Technical Assessment	Office Proficiency Assessment Certification (OPAC)	OPAC 0401
Technical Assessment	PET Manufacturing/C-TEC of Licking County	PET MAN 1700
Technical Assessment	PET Patient Care Technician/C-Tec of Licking County	PET PCT 994
Technical Assessment	PLTW Module Exams	PLTW
Technical Assessment	PSA Graduate Technician Rating Exam	GCAP
Technical Assessment	Power Equipment Technology	56DA
Technical Assessment	Precision Machine Technologies	44EA
Technical Assessment	Program Assessment Exam	PAE
Technical Assessment	Programming & Software Development	83MB
Technical Assessment	Ramsay ChemTEST, Form AC, RR97-C	RCT
Technical Assessment	Ramsey Electrician Chemical (Chemical RR 105-C	REC
Technical Assessment	Ramsey Instrument Test Refinery (RR81-C)C	RITR
Technical Assessment	Ramsey Millright Form MWB-IC	RMWB
Technical Assessment	Shielded Metal Arc Welding	28MC-176001
Technical Assessment	Travel and Tourism Marketing	41DA
Technical Assessment	Visual Communication Art	18EA
Technical Assessment	Visual Communication Art	18MA
Technical Assessment	Welding	59EA
Technical Assessment	Welding	NCCER W 2306
State License	Boiler Operator License	ODC BO 3201
State License	CDL - Truck Driver Endorsement	OBM CDL 1200
State License	CDL Truck Driver Endorsement	OBMCDL-TD 2814
State License	Certification by Accountancy Board of Ohio	ABO C 110
State License	Certification by the Accountancy Board of Ohio	ABO 100
State License	Esthetician	OSCB ESTH 2602
State License	Fire Safety Inspector	FSI 0203
State License	Firefighter 1 Transition	ODPS-T 0203
State License	First Class Engineer's License	ODC FCE 3201
State License	Licensed Massage Therapist	SOMB LMT 498
State License	Licensed Ohio Dental Radiographer	OSDB LODR 101
State License	Licensed Practical Nurse	NCLEX-PN 302
State License	Licensed Registered Nurse	NCLEX-RN 302
State License	Low Pressure Boiler Operator License	ODC LPBO 3201
State License	Managing Cosmetologist	OSCB MC 2602
State License	Manicurist	OSCB MANI 2602
State License	Mortgage Broker	ODC MB 110
State License	Nail Technician (COS)	NT 0401
State License	ODPS FireFighter 1	FF1 0203
State License	ODPS Volunteer FireFighter	VFF 203
State License	OHIO BUREAU of APPRENTICESHIP TRAINING - MAINTENANCE MECHANIC	OBAT 1012

DRAFT

State License	OHIO BUREAU of APPRENTICESHIP TRAINING - MOLD MAKER	OBAT 2302
State License	OHIO COSMETOLOGY BOARD	OHCB 2602
State License	OPOTA Basic Law Enforcement Test	OPOTA BLE 2802
State License	OPOTA LAW ENFORCEMENT	OPOTA 2802
State License	Ohio Certified Dental Assistant	CODA 101
State License	Ohio Certified Dialysis Technician	OBN OCDT 003
State License	Ohio Certified Nursery Technician - Garden Center	ONLA GC 601
State License	Ohio Certified Nursery Technician - Grower	ONLA G 601
State License	Ohio Certified Nursery Technician - Landscape	ONLA L 601
State License	Ohio Certified Nursery Technician - Master Technician	ONLA MT 601
State License	Ohio Department of Agriculture License - Commercial Pesticide Applicator	ODA CPA 601
State License	Ohio Department of Agriculture License - Private Applicator (Pesticide)	ODA PA 601
State License	Ohio Firefighter 2 Exam	ODPS FF2 2801
State License	Ohio State Barber Board	OSBB 2601
State License	Ohio Temporary Hemodialysis Certification	HEMO Cert 0805
State License	Second Class Engineer's License	OCD SCE 3201
State License	State Tested Nurse Aid (STNA)	ODH STNA 303
State License	State Tested Nurse Aid (STNA)	ODH STNA 601
State License	State Tested Nurse Assistant	ODH STNA 994
State License	State of Ohio Fire Alarm License	OH FAL
State License	Stationery Steam Engineer License	ODC SSE 3201
State License	Third Class Engineer's License	ODC TCE 3201
Industry Credential	A+ CERTIFICATION	A+ Core 220
Industry Credential	ABC Carpentry	ABC C 1001
Industry Credential	ABC Carpentry	ABC C 1011
Industry Credential	ABC Electrical	ABC E 1002
Industry Credential	ABC Electrical	ABC E 1011
Industry Credential	ABC HVAC	ABC HVAC 100
Industry Credential	ABC HVAC	ABC HVAC 1011
Industry Credential	ABC Plumbing	ABC P 1011
Industry Credential	ABC Sheet Metal	ABC SM 1011
Industry Credential	ABO- National Opticianry Competency Exam	ABO NOCE 1802
Industry Credential	ACCA-HVAC UNIVERSAL	ACCA 100-00
Industry Credential	ACT National Career Readiness Credential	ACT NCR
Industry Credential	ADDA Drafter Certification	ADDA D 1300
Industry Credential	ADOBE Certified Associate - Dreamweaver (ACA-D)	ADOBE ACA-D 240
Industry Credential	ADOBE Certified Associate - Flash (ACA-F)	ADOBE ACA-F 240
Industry Credential	ADOBE Certified Associate - Photoshop (ACA-P)	ADOBE ACA-P 240
Industry Credential	ADOBE Certified Expert - Illustrator (ACE-	ADOBE ACE-I 240

DRAFT

	I)	
Industry Credential	AHLEI Certifications - Line Level	AHLEI LL 1118
Industry Credential	AHLEI Certifications -Management	AHLEI M 1118
Industry Credential	AMERICAN HEART ASSOCIATION - FIRST AID	FIRST AID - AMERICAN HEART
Industry Credential	AMERICAN HEART ASSOCIATION CPR	CPR- AMERICAN HEART
Industry Credential	AMERICAN SAFETY AND HEALTH INSTITUTE - BLOODEBORNE PATHOGENS	ASHI - BLOODBORNE PATHOGENS
Industry Credential	AMERICAN SAFETY AND HEALTH INSTITUTE - EMERGENCY OXYGEN ADMINISTRATION	ASHI - EMERGENCY OXYGEN ADMINISTRATION
Industry Credential	ASE BRAKES	ASE 302-02
Industry Credential	ASE C1 Automobile Service Consultant	ASE-C1 0604
Industry Credential	ASE COLLISION REPAIR/REFINISH	ASE 301-04
Industry Credential	ASE Certification - Medium Heavy Truck Technician Training (Student/Master)	ASE Medium/Heavy Truck
Industry Credential	ASE DRIVE TRAIN	ASE 302-06
Industry Credential	ASE ELECTRONICS	ASE 302-04
Industry Credential	ASE REFRIGERANT RECOVERY/RECYCLING	ASE 302-08
Industry Credential	ASE STEERING/SUSPENSION	ASE 302-03
Industry Credential	ASE-A1 Engine Repair	ASE ER 302
Industry Credential	ASE-A2 Automatic Transmission/Transaxle	ASE ATT 302
Industry Credential	ASE-A3 Manual Drive Train & Axles	ASE MDTA 302
Industry Credential	ASE-A4 ASE Suspension & Steering	ASE SS 302
Industry Credential	ASE-A5 Brakes	ASE B 302
Industry Credential	ASE-A6 Electrical/Electronic Systems	ASE E 302
Industry Credential	ASE-A7 Heating & Air Conditioning	ASE HAC 302
Industry Credential	ASE-A8 Engine Performance	ASE EP 302
Industry Credential	ASE-A9 Light Vehicle Diesel Engines	ASE LVDE 302
Industry Credential	ASE-B2 Painting & Refinishing	ASE PR 301
Industry Credential	ASE-B3 Non-Structural Analysis & Damage Repair	ASE NSADR 301
Industry Credential	ASE-B4 Structural Analysis & Damage Repair	ASE SADR 301
Industry Credential	ASE-B5 Mechanical and Electrical Components	ASE MEC 301
Industry Credential	ASE-B6 Damage Analysis & Estimating	ASE DAE 301
Industry Credential	ASE-G1 Maintenance and Light Repair	ASE G1 MLR
Industry Credential	ASE-P2 Automobile Parts	ASE P2 0604
Industry Credential	ASE-RR Refrigerant Recovery	ASE RR 301
Industry Credential	ASE-RR Refrigerant Recovery	ASE RR 302
Industry Credential	ASE-T1 Gasoline Engines	ASE GE 1200
Industry Credential	ASE-T2 Diesel Engines	ASE DE 1200
Industry Credential	ASE-T3 Drive Train	ASE DT 1200
Industry Credential	ASE-T4 Brakes	ASE B 1200
Industry Credential	ASE-T5 Suspension & Steering	ASE SS 1200
Industry Credential	ASE-T6 Electrical/Electronic Systems	ASE ES 1200

DRAFT

Industry Credential	ASE-T7 Heating, Ventilation & A/C	ASE HVAC 1200
Industry Credential	ASE-T8 Preventative Maintenance Inspection	ASE PMI 1200
Industry Credential	ASHI - First Aid/CPR	ASHI
Industry Credential	ASME SECTION IX PRESSURE PIPE (WELDING)	ASME PIPE WELDING
Industry Credential	AWS Certified Senior Welding Inspector	AWS CSWI 2306
Industry Credential	AWS Certified Welder	AWS CW 1012
Industry Credential	AWS Certified Welder	AWS CW 2306
Industry Credential	AWS Certified Welder D1.1	AWS CW 1011
Industry Credential	AWS Certified Welder D1.1	AWS GTAW 0508
Industry Credential	AWS Certified Welder D1.1 FCAW	AWS FCAW 0508
Industry Credential	AWS Certified Welder D1.1 GMAW	AWS GMAW 0508
Industry Credential	AWS Certified Welder D1.1 SMAW	AWS SMAW 0508
Industry Credential	AWS Certified Welder D1.2 GMAW	AWS GMAW.2 0508
Industry Credential	AWS Certified Welder D1.2 GTAW	AWS GTAW.2 0508
Industry Credential	AWS Certified Welder D1.5 FCAW	AWS FCAW
Industry Credential	AWS Certified Welding Educator	AWS CWEd 2306
Industry Credential	AWS Certified Welding Engineer	AWS CWEn 2306
Industry Credential	AWS Certified Welding Fabricator	AWS CWF 2306
Industry Credential	AWS Certified Welding Inspector	AWS CWI 2306
Industry Credential	AWS Pipe Welding Certification	AWS Pipe 0508
Industry Credential	Adobe Certified Expert	ACE 240
Industry Credential	American Academy of Professional Coders/Certified Professional Coder	AAPC/CPC 0401
Industry Credential	American Association for Laboratory Animal Sciences Certifications:(LAT & LATG)	AALAS 0901
Industry Credential	American Heart Refresher	Refresher - American Heart
Industry Credential	American Safety Health Institute â€“ CPR	ASHI - CPR
Industry Credential	American Safety Health Institute â€“ First Aid	ASHI - First Aid
Industry Credential	American Society of Phlebotomy Technicians	ASPT ASPT 904
Industry Credential	American Society of Phlebotomy Technicians - EKG Technician	ASPT 0902
Industry Credential	Billing and Coding	AAPC CPC
Industry Credential	Bobcat Enterprises Skid Steer Certification	BE SSC 1001
Industry Credential	Building & Property Maintenance Apprenticeship (Approved) Year 1	BAT 1011/1
Industry Credential	Building & Property Maintenance Apprenticeship (Approved) Year 2	BAT 1011/2
Industry Credential	Building & Property Maintenance Apprenticeship (Approved) Year 3	BAT 1011/3
Industry Credential	Building & Property Maintenance Apprenticeship (Approved) Year 4	BAT 1011/4
Industry Credential	CBP Business Communications	CBP C50-510
Industry Credential	CBP Business Etiquette	CBP C40-509
Industry Credential	CBP Customer Service	CBP C20-507
Industry Credential	CERTIFIED MEDICAL ASSISTANT	CMA 904-01

DRAFT

Industry Credential	CISCO CERTIFICATION NETWORK ASSOCIATE	CISCO 200-02
Industry Credential	CISCO Certified Network Associate (CCNA)	C CCNA 220
Industry Credential	CPT/CD-9 Coding	ACA CPT/CD-9 911
Industry Credential	Carpenter Apprenticeship (Approved) Year 1	BAT 1001/1
Industry Credential	Carpenter Apprenticeship (Approved) Year 2	BAT 1001/2
Industry Credential	Carpenter Apprenticeship (Approved) Year 3	BAT 1001/3
Industry Credential	Carpenter Apprenticeship (Approved) Year 4	BAT 1001/4
Industry Credential	Cement Mason Apprenticeship (Approved) Year 1	BAT 1004/1
Industry Credential	Cement Mason Apprenticeship (Approved) Year 2	BAT 1004/2
Industry Credential	Cement Mason Apprenticeship (Approved) Year 3	BAT 1004/3
Industry Credential	Cement Mason Apprenticeship (Approved) Year 4	BAT 1004/4
Industry Credential	Certification of Homecare and Hospice Executives	NAHC CHHE 994
Industry Credential	Certified Billing & Coding Specialist (CBCS)	NHA CBCS 911
Industry Credential	Certified Cardiographic Technician	CCI CCT 902
Industry Credential	Certified Coding Associate	AHIMA CCA 994
Industry Credential	Certified Coding Associate (CCA)	AHIMA CCA 911
Industry Credential	Certified Coding Specialist Physician	AHIMA CCS-P 911
Industry Credential	Certified Culinarian (CC)	ACF CC 203
Industry Credential	Certified Dietary Manager	DMA CDM 203
Industry Credential	Certified EKG Technician	NHA EKG 902
Industry Credential	Certified EKG Technician (CET)	NHA CET 994
Industry Credential	Certified Electronic Health Records Specialist (CEHRS)	NHA CEHRS 911
Industry Credential	Certified Electronics Technician (CET)	ETA CET 1503
Industry Credential	Certified Employee Benefits Specialist (CEBS)	IFEBP CEBS M300
Industry Credential	Certified Financial Analyst (CFA)	FC CFA 110
Industry Credential	Certified Financial Management (CFM)	IMA CFM 110
Industry Credential	Certified Financial Management Analyst (CFMA)	AAFM CFMA 110
Industry Credential	Certified Financial Planner (CFP)	CFPBS CFP 110
Industry Credential	Certified Health Unit Coordinator	NAHUC CHUC 913
Industry Credential	Certified Legal Assistant (CLA)	NALA CLA L800
Industry Credential	Certified Management Accountant (CMA)	IMA CMA 100
Industry Credential	Certified Management Accountant (CMA)	IMA CMA 110
Industry Credential	Certified Medical Administrative Assistant(CMAA)	AMT CMAS 911
Industry Credential	Certified Medical Administrative Assistant(CMAA)	NHA CMAA 904
Industry Credential	Certified Medical Assistant (CMA)	AAMA CMA 904
Industry Credential	Certified Medical Billing Specialist (CMBS)	MAB CMBS 911

DRAFT

Industry Credential	Certified Medical Practice Coder Hospital (CMPC Hosp)	CMPC-H 911
Industry Credential	Certified Medical Practice Coder POL (Physician Office Laboratory)	ACA CMPC 904
Industry Credential	Certified Medical Transcriptionist (CMT)	AAMT CMT M300
Industry Credential	Certified Medical Transcriptionist (CMT)	NHA CMT 911
Industry Credential	Certified Operating/Surgical Room Technician (CORT)	AHA CORT 305
Industry Credential	Certified Ophthalmic Assistant	JCAH COA 603
Industry Credential	Certified Paraoptometric Assistant	CPC CPOA 603
Industry Credential	Certified Paraoptometric Technician	CPC CPO 603
Industry Credential	Certified Pastry Culinarian (CPC)	ACF CPC 203
Industry Credential	Certified Patient Care Technician	ACAHP PCT 994
Industry Credential	Certified Patient Care Technician (CPCT)	NHA CPTT 994
Industry Credential	Certified Payroll Professional (CPP)	APA CPP 110
Industry Credential	Certified Payroll Professional (CPP)	APA CPP 100
Industry Credential	Certified Personal Trainer (CPT)	NSCA CPT 410
Industry Credential	Certified Pharmacy Technician (CPhT)	PTCB CPhT 912
Industry Credential	Certified Phlebotomy Technician	ACA CPT 904
Industry Credential	Certified Phlebotomy Technician	ACAHP CPT 994
Industry Credential	Certified Production Technician	MSSC CPT 1002
Industry Credential	Certified Production Technician	MSSC CPT 1012
Industry Credential	Certified Production Technician (CPT)	MSSC CPT 2306
Industry Credential	Certified Professional Coder (CPC)	AAPC CPC 904
Industry Credential	Certified Professional Coder (CPC)	AAPC CPC 911
Industry Credential	Certified Professional Coder (CPC)	AAPC CPC 994
Industry Credential	Certified Professional Secretary (CPS)	IAAP CPF A300
Industry Credential	Certified Professional Secretary (CPS)	IAAP CPS L300
Industry Credential	Certified Public Accountant (CPA)	AICPA 100
Industry Credential	Certified Public Accountant (CPA)	AICPA CPA 110
Industry Credential	Certified Quick Book User (CQBU)	INTUIT CQBU 100
Industry Credential	Certified Realtime Reporter (CRR)	NCRA CRR L300
Industry Credential	Certified Registered Central Service Technician (CRCST)	IAHCS CRCST 905
Industry Credential	Certified Reporting Instructor (CRI)	NCRA CRI L300
Industry Credential	Certified Respiratory Therapist	NBRC CRT 903
Industry Credential	Certified Safety Professional (CSP)	BCSP CSP M300
Industry Credential	Certified Travel Associate (CTA)	TI CTA 1118
Industry Credential	Chartered Financial Consultant (ChFC)	AC CFC 110
Industry Credential	Chartered Life Underwriter (CLU)	AC CLU 110
Industry Credential	Chartered Property & Casualty Underwriters (CPCU)	SCPCU CPCU 110
Industry Credential	Chartered Property and Casualty Underwriter (CPCU)	AICPCUP CPCU 110
Industry Credential	Child Development Associate Credential	CPR CDA 201
Industry Credential	Class D Level Certification for Pole Climbers (AEP)	PCC 1402
Industry Credential	Class D Level Certification for Power Lineman	PCL 1402

DRAFT

Industry Credential	Clinical Nephrology Technician	NNCO CNT 003
Industry Credential	CompTIA A+ Certification	CompTIA 200-01
Industry Credential	CompTIA A+ Practical Application 220-802	A+ Prac App 220-802
Industry Credential	CompTIA A+PC 220-801	A+PC 220-801
Industry Credential	CompTIA Certificates	CompTIA 200
Industry Credential	CompTIA Network + Certrification	CompTIA Netw 210
Industry Credential	CompTIA Strata IT Fundamentals	CompTIA Strata 210
Industry Credential	Corrective Exercise Specialist (CES)	CES 0507
Industry Credential	DENTAL ASSISTING NATIONAL BOARD EXAM	DANBE 101
Industry Credential	Dental Assisting National Board Exam	DANB DANBE 101
Industry Credential	EMT - Intermediate	NREMT I 947
Industry Credential	EMT - Paramedic	NREMT P 987
Industry Credential	EMT-Basic	EMTB-0810
Industry Credential	EPA Refrigerant Recovery Core + Level 1 (Small Appliances)	EPA RR 1-100
Industry Credential	EPA Refrigerant Recovery Core + Level 2 (High Pressure)	EPA RR 2-100
Industry Credential	EPA Refrigerant Recovery Core + Level 3 (Low Pressure)	EPA RR 3-100
Industry Credential	EPA Refrigerant Recovery Core + Level I	EPA RR1 1011
Industry Credential	EPA Refrigerant Recovery Universal	EPA RR U 100
Industry Credential	EPA Section 608 Residential & Commercial for Air Conditioning & Refrigeration	ESCO RCACR 100
Industry Credential	Electrician (Chemical RR 105-C)	RC E1002
Industry Credential	Electrician Apprenticeship (Approved) Year 1	BAT ELEC 1002/1
Industry Credential	Electrician Apprenticeship (Approved) Year 2	BAT ELEC 1002/2
Industry Credential	Electrician Apprenticeship (Approved) Year 3	BAT ELEC 1002/3
Industry Credential	Electrician Apprenticeship (Approved) Year 4	BAT ELEC 1002/4
Industry Credential	Entry-Level Tractor-Trailer Driver	PTDI ELTTD 2814
Industry Credential	FAA Airframe Mechanic	FAA AM 400
Industry Credential	FAA Airframe Mechanic	FAA AM 401
Industry Credential	FAA Power Plant Mechanic	FAA PPM 400
Industry Credential	FAA Power Plant Mechanic	FAA PPM 401
Industry Credential	FIRE FIGHTER PROFESSIONAL	NFPA1001
Industry Credential	FORD SERVICE TECHNICIAN SPECIALIST	FSTS 302
Industry Credential	Financial Risk Manager (FRM)	GARP FRM 110
Industry Credential	Fire/EMS Instructor	FireFighter Instructor
Industry Credential	Fitness Nutrition Specialist (FSN)	FNS 0507
Industry Credential	Food Service Management Professional (FMP)	NRA FMP 1118
Industry Credential	Ford Service Technician Specialist	FACT FSTS 302
Industry Credential	Fork Lift SafetyTraining	0302 ForkLift
Industry Credential	Forklift	150501
Industry Credential	Forklift	480508

DRAFT

Industry Credential	Four County Forklift Safety Certification	Forklift Safety
Industry Credential	Fundamental Payroll Certification (FPC)	APA FPC 100
Industry Credential	Fundamental Payroll Certification (FPC)	APA FPC 110
Industry Credential	GasTite Certification	GasTite
Industry Credential	HVAC Apprenticeship (Approved) Year 1	BAT 0100/1
Industry Credential	HVAC Apprenticeship (Approved) Year 2	BAT 0100/2
Industry Credential	HVAC Apprenticeship (Approved) Year 3	BAT 0100/3
Industry Credential	HVAC Apprenticeship (Approved) Year 4	BAT 0100/4
Industry Credential	HVAC EXCELLENCE	HVAC 100
Industry Credential	HVAC Excellence Technician Certification	ESCO HVAC 100
Industry Credential	Heavy Equipment Operator	Forklift
Industry Credential	I-CAR Platinum Individual Designation	I-CAR PI 301
Industry Credential	IC3	IC3 0200
Industry Credential	ICE Air Conditioning And Heating	ICE HVAC 100
Industry Credential	ICE Commerical Refrigeration	ICE CR 100
Industry Credential	ICE RESIDENTIAL HVAC	ICE100-06
Industry Credential	INDUSTRIAL MAINTENANCE MECHANIC	NOCTI 012-637
Industry Credential	Industrial Maintenance Apprenticeship (Approved) Year 1	BAT 1012/1
Industry Credential	Industrial Maintenance Apprenticeship (Approved) Year 2	BAT 1012/2
Industry Credential	Industrial Maintenance Apprenticeship (Approved) Year 3	BAT 1012/3
Industry Credential	Industrial Maintenance Apprenticeship (Approved) Year 4	BAT 1012/4
Industry Credential	Instrument Test Refinery (RR81-C)	RC IRT 1002
Industry Credential	International Academy of Phlebotomy Sciences	IAP PHLEB 1009
Industry Credential	International Computer Drivers License	ICDL 200
Industry Credential	International Computer Drivers License	ICDL A300
Industry Credential	Light Commercial Building Maintenance	ESCO LCBM I-1011
Industry Credential	Light Commercial Building Maintenance	ESCO LCBM II-1011
Industry Credential	MICROSOFT CERTIFIED NETWORK ENGINEER	MS 220-09
Industry Credential	MICROSOFT CERTIFIED PROFESSIONAL	MS 220-04
Industry Credential	MICROSOFT CERTIFIED SOLUTIONS DEVELOPER	MS 200-06
Industry Credential	MICROSOFT CERTIFIED SYSTEMS ENGINEER	MS 220-05
Industry Credential	MICROSOFT OFFICE - POWERPOINT	MOS - POWERPOINT
Industry Credential	MICROSOFT OFFICE USER SPECIALIST	MS 200-03
Industry Credential	MSSC Certified Production Technician (CPT)	MSSC CPT 2302
Industry Credential	MSSC Module Certification	MSSC M 1002
Industry Credential	MSSC Module Certification	MSSC M 1012
Industry Credential	MSSC Module Certification	MSSC M 2302
Industry Credential	MSSC Module Quality	MSSC Q
Industry Credential	MSSC Safety	MSSC 0302
Industry Credential	Marine Technician Certification	ABYA MTC 802
Industry Credential	Measurement, Materials & Safety	Machining Level 1

DRAFT

Industry Credential	Microsoft Certified Application Specialist-Outlook	M MCAS-O 300
Industry Credential	Microsoft Certified Application Specialist-PowerPoint	M MCAS-PP 300
Industry Credential	Microsoft Certified Database Administrator (MCDBA)	M MCDBS 220
Industry Credential	Microsoft Certified Professional	M MCP A300
Industry Credential	Microsoft Certified Technology Associate (MTA) Networking Fundamentals	MS-MTA NF 98-366
Industry Credential	Microsoft Certified Technology Associate (MTA) Security Fundamentals	MS-MTA SF 98-367
Industry Credential	Microsoft Certified Technology Associate (MTA) Windows Operating Systems	MS-MTA OS 98-349
Industry Credential	Microsoft Certified Technology Associate (MTA) Database	MS-MTA db
Industry Credential	Microsoft Certified Technology Associate (MTA) Developer	MS-MTA D
Industry Credential	Microsoft Certified Technology Associate (MTA) IT Infrastructure	MS-MTA ITI
Industry Credential	Microsoft Certified Technology Associate (MTA) Windows Server Administration	MS-MTA SA 98-365
Industry Credential	Microsoft MCSA	Microsoft MCSA 1006
Industry Credential	Microsoft Office Excel Expert	MOS-Excel Expert 0402
Industry Credential	Microsoft Office Specialist Microsoft Office Excel	M MCAS E300
Industry Credential	Microsoft Office Specialist Microsoft Office Word	M MCAS W300
Industry Credential	Microsoft Office Specialist-Access	M MCAS-A 300
Industry Credential	Microsoft Office Word Expert	MOS-Word Expert 0402
Industry Credential	Mold Maker Apprenticeship (Approved) Year 1	BAT MM 2302/1
Industry Credential	Mold Maker Apprenticeship (Approved) Year 2	BAT MM 2302/2
Industry Credential	Mold Maker Apprenticeship (Approved) Year 3	BAT MM 2302/3
Industry Credential	Mold Maker Apprenticeship (Approved) Year 4	BAT MM 2302/4
Industry Credential	NASM Personal Fitness Trainer (PFT)	PFT 0507
Industry Credential	NATIONAL ASSOCIATION HOME CARE	NAHC 994
Industry Credential	NATIONAL HEALTHCARE ASSOCIATION PHLEBOTOMY TECH	NHAPT-PHLEBOTOMY TECH
Industry Credential	NCCT National Certified Medical Office Assistant	NCCT NCMOA 07196
Industry Credential	NIULPE 5th Class Power Engineer	NIULPE PE 3201
Industry Credential	NIULPE Chief Power Engineer	NIULPE CPE 3201
Industry Credential	NRA SERVSAFE	NRA 203
Industry Credential	National Board of Surgical Technology and Surgical Assisting	NBSTA 0909
Industry Credential	National Certified ECG Technician (NCET)	NCCT ECG 902
Industry Credential	National Certified ECG Technician (NCET)	NCCT NCET 994
Industry Credential	National Certified EKG Techncian	NCCT EKG 0801
Industry Credential	National Certified Insurance & Coding Specialist (NCICS)	NCCT NCICS 911
Industry Credential	National Certified Medical Assistant	NCCT NCMA 904

DRAFT

	(NCMA)	
Industry Credential	National Certified Medical Office Assistant (NCMOA)	NCCT NCMOA 904
Industry Credential	National Certified Medical Office Assistant (NCMOA)	NCCT NCMOA 911
Industry Credential	National Certified Medical Office Assistant (NCMOA)	NCCT NCMOA 913
Industry Credential	National Certified Patient Care Technician (NCPCT)	NCCT NCPCT 994
Industry Credential	National Certified Pharmacy Technician (NCPhT)	NCCT NCPhT 912
Industry Credential	National Certified Phlebotomy Technician(NCPT)	NCCT NCPT 904
Industry Credential	National Healthcare Association Certified Clinical Medical Assistant (CCMA)	NHA CCMA9999
Industry Credential	National Registered Bookkeeper	NCCT NRB 300
Industry Credential	National Registry of EMT First Responders	NREMT 0810
Industry Credential	Nationally Registered Certified Coding Specialist (NRCCS)	NAHP NRCCS 911
Industry Credential	Nationally Registered Certified Medical Assistant(NRCMA)	NAHP NCRMA 904
Industry Credential	North American Technician Excellence-Installation	ACCA NATE I 100
Industry Credential	North American Technician Excellence-Service	ACCA NATE S 100
Industry Credential	Notary Public	OH NP
Industry Credential	OSHA 10	490202
Industry Credential	OSHA 10	OSHA 10
Industry Credential	OSHA 30	OSHA 30
Industry Credential	Ohio Public Safety Inspector	OH PSI
Industry Credential	Ohio Public Safety Instructor	OH PS INST
Industry Credential	Oil and Gas Basic Certification	SUSA SLB 1031
Industry Credential	Omega Trac-pipe Certification	OMEGA Pipe
Industry Credential	PROSTART ACCESS AC7	AC7 203
Industry Credential	Paralegal Association Competency Examination (PACE)	NFPA PACE L300
Industry Credential	Phlebotomy Technician	ASPT PBT 904
Industry Credential	Plumber & Pipefitter Apprenticeship (Approved) Year 1	BAT 1007/1
Industry Credential	Plumber & Pipefitter Apprenticeship (Approved) Year 2	BAT 1007/2
Industry Credential	Plumber & Pipefitter Apprenticeship (Approved) Year 3	BAT 1007/3
Industry Credential	Plumber & Pipefitter Apprenticeship (Approved) Year 4	BAT 1007/4
Industry Credential	ProManagement	NRA ProMgt 0203
Industry Credential	QuickBooks Certified User	C QBCU 100
Industry Credential	R-410A Certification	ESCO R-410A 302
Industry Credential	R-410A Safety Training and Certification for Technicians	ESCO R-410A 100
Industry Credential	Registered Dental Assistant	AMT RDA 101
Industry Credential	Registered Diagnostic Cardiac Sonographer (RDCS)	ARDMS RDCS 910

DRAFT

Industry Credential	Registered Diagnostic Medical Sonographer (RDMS)	ARDMS RDMS 910
Industry Credential	Registered Diplomat Reporter (RDR)	NCRA RDR L300
Industry Credential	Registered Medical Assistant (RMA)	AMT RMA 904
Industry Credential	Registered Medical Transcription Certification (RMT)	AHDI RMT 911
Industry Credential	Registered Medical Transcriptionist (RMT)	RMT AHDI 911
Industry Credential	Registered Phlebotomy Technician	PBT
Industry Credential	Registered Phlebotomy Technician (RPT)	AMT RPT 904
Industry Credential	Registered Phlebotomy Technician (RPT)	AMT RPT 994
Industry Credential	Registered Professional Reporter (RPR)	NCRA RPR L300
Industry Credential	Registered Radiology Technologist	ARRT RTT 501
Industry Credential	Section 609 EPA Certification - Motor Vehicle Air Conditioning	ESCO MVAC 302
Industry Credential	Section 609 EPA Certification - Motor Vehicle Air Conditioning	ESCO MVAC 1200
Industry Credential	Section R410A A Certification	EPA R410
Industry Credential	Sheet Metal Worker Apprenticeship (Approved) Year 1	BAT 2305/1
Industry Credential	Sheet Metal Worker Apprenticeship (Approved) Year 2	BAT 2305/2
Industry Credential	Sheet Metal Worker Apprenticeship (Approved) Year 3	BAT 2305/3
Industry Credential	Sheet Metal Worker Apprenticeship (Approved) Year 4	BAT 2305/4
Industry Credential	Training for Intervention Procedures Certification (TIPS)	HCI TIPS 203
Industry Credential	Welder Apprenticeship (Approved) Year 1	BAT 2306/1
Industry Credential	Welder Apprenticeship (Approved) Year 2	BAT 2306/2
Industry Credential	Welder Apprenticeship (Approved) Year 3	BAT 2306/3
Industry Credential	Welder Apprenticeship (Approved) Year 4	BAT 2306/4

DRAFT

Certificate Assessment Data

1. State or professional licensure
2. Full professional or industry certification
3. Pathway industry certification tests
4. Occupational Competency Type "A" assessments
5. Occupational Competency Type "B" assessments

Representative Programs of Study at Ohio Community Colleges	Type of Assessments Used by Faculty
Accounting	4. Occupational Competency Type "A" assessments 5. Occupational Competency Type "B" assessments
Accounting Concentration Certificate	5. Occupational Competency Type "B" assessments
Accounting EDP Auditing Major	5. Occupational Competency Type "B" assessments
Accounting Software Applications Certificate	5. Occupational Competency Type "B" assessments
Accounting/Bookkeeping Certificate	5. Occupational Competency Type "B" assessments
Agribusiness Management Landscape and Turfgrass Major	5. Occupational Competency Type "B" assessments
Agribusiness Management Landscape and Turfgrass Management	5. Occupational Competency Type "B" assessments
Agribusiness Management Technology	5. Occupational Competency Type "B" assessments
Appraisal	5. Occupational Competency Type "B" assessments
Appraisal Certification Licensing	2. Full professional or industry certification
Architectural Engineering Technology	5. Occupational Competency Type "B" assessments
Architecture - 3D Visualization Certificate	5. Occupational Competency Type "B" assessments
Architectural CAD Operator Certificate	5. Occupational Competency Type "B" assessments
Automotive Hybrids	5. Occupational Competency Type "B" assessments
Automotive Maintenance and Light Repair Certificate	5. Occupational Competency Type "B" assessments
Automotive Service Management	5. Occupational Competency Type "B" assessments
Automotive Technology	2. Full professional or industry certification
Automotive Body Repair Certificate	2. Full professional or industry certification
Automotive - Refinish Technician Career Path	5. Occupational Competency Type "B" assessments
Automotive Service Certificate	2. Full professional or industry certification
Automotive - Caterpillar Dealer Service Technician	2. Full professional or industry certification
Automotive - General Motors Automotive Service Educational Program (ASEP)	2. Full professional or industry certification
Diesel Technology	2. Full professional or industry certification
Diesel Service Certificate	2. Full professional or industry certification
Diesel - John Deere Technician Major	2. Full professional or industry certification
Diesel - John Deere Consumer and Commercial Equipment (C&CE) Major (pdf)	2. Full professional or industry certification
Truck Driving Academy	5. Occupational Competency Type "B" assessments
Aviation Maintenance Technology	2. Full professional or industry certification
Aviation - Airframe Certificate	2. Full professional or industry certification
Aviation - Powerplant Certificate	2. Full professional or industry certification
Biomedical Electronics	5. Occupational Competency Type "B" assessments

DRAFT

Biomedical Electronics Certificate	5. Occupational Competency Type “B” assessments
Broadcast Production and Engineering	5. Occupational Competency Type “B” assessments
Bus - Fitness Management	5. Occupational Competency Type “B” assessments
Bus- Leadership Development Certificate	5. Occupational Competency Type “B” assessments
Bus - Operations Management Certificate	5. Occupational Competency Type “B” assessments
Bus - Operations Management Option	5. Occupational Competency Type “B” assessments
Bus - Small Business Management Major	5. Occupational Competency Type “B” assessments
Bus - Supervision Certificates	5. Occupational Competency Type “B” assessments
Bus - Supervision Major	5. Occupational Competency Type “B” assessments
Bus - Training and Development Certificate	5. Occupational Competency Type “B” assessments
Bus- e-Business	5. Occupational Competency Type “B” assessments
Bus -Managing Interpersonal Skills Certificate	5. Occupational Competency Type “B” assessments
Bus- Nonprofit Management Certificate	5. Occupational Competency Type “B” assessments
Business Management	5. Occupational Competency Type “B” assessments
CAD Technology	5. Occupational Competency Type “B” assessments
CAD Certificate	5. Occupational Competency Type “B” assessments
Civil Engineering Certificate	5. Occupational Competency Type “B” assessments
Civil Engineering Technology	5. Occupational Competency Type “B” assessments
Computer Information Applications Developer Fast Track Certificate	5. Occupational Competency Type “B” assessments
Computer Information Computer Programming	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Database Specialist Certificate	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Enterprise Developer Track	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Systems	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Network Administration Certificate	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Network and Systems Security Certificate	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Networking & Distributed Systems Certificate	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Networking and Information Systems Support	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Networking Technician Track	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Object-Oriented Developer Track	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Object-Oriented Programming Certificate	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information PC Specialist Certificate	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments

DRAFT

Computer Information PC Technician Track	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information - CISCO Academy Certificate	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Technology	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Information Web Developer Track	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Computer Science	5. Occupational Competency Type “B” assessments
Computer Systems Certificate	5. Occupational Competency Type “B” assessments
Construction Inspector Certificate	5. Occupational Competency Type “B” assessments
Construction Management - Carpentry	5. Occupational Competency Type “B” assessments
Construction Management - Commercial and Residential	5. Occupational Competency Type “B” assessments
Construction Management Field Supervision Certificate	5. Occupational Competency Type “B” assessments
Construction Management Residential Construction Management Certificate	5. Occupational Competency Type “B” assessments
Criminal Justice	5. Occupational Competency Type “B” assessments
Dental Hygiene Dental Laboratory Technology	1. State or professional licensure 5. Occupational Competency Type “B” assessments
Dental Laboratory Technology Certificate	1. State or professional licensure 5. Occupational Competency Type “B” assessments
Dietician Technician Program	2. Full professional or industry certification 5. Occupational Competency Type “B” assessments
Dietary Manager Certificate	5. Occupational Competency Type “B” assessments
Early Childhood Development	5. Occupational Competency Type “B” assessments
Early Childhood Development Child Care Administration Certificate	5. Occupational Competency Type “B” assessments
Early Childhood Development Child Development Association (CDAJ credential preparation	1. State or professional licensure 5. Occupational Competency Type “B” assessments
Early Childhood Development Infant/Toddler or School Age Child Care or Pre-School Ed. Certificate	1. State or professional licensure 5. Occupational Competency Type “B” assessments
Electricity	5. Occupational Competency Type “B” assessments
Electric Power Utilities	3. Pathway industry certification tests
Electro-Mechanical Engineering Technology	5. Occupational Competency Type “B” assessments
Electronic Engineering Technology	5. Occupational Competency Type “B” assessments
Electronic Engineering Technology Computer Electronics Major	5. Occupational Competency Type “B” assessments
Electronic - Industrial and Automation Electronics	5. Occupational Competency Type “B” assessments
Emergency Medical Services	5. Occupational Competency Type “B” assessments
Emergency Planning and Management	5. Occupational Competency Type “B” assessments
EMT-Basic Certificate	1. State or professional licensure 5. Occupational Competency Type “B” assessments
EMT-Intermediate Certificate	1. State or professional licensure 5. Occupational Competency Type “B” assessments

DRAFT

EMT-Paramedic Certificate	1. State or professional licensure 5. Occupational Competency Type “B” assessments
Environmental Science Health and Safety for Hazardous Waste Operations Certificate	1. State or professional licensure 5. Occupational Competency Type “B” assessments
Environmental Science Safety and Health	5. Occupational Competency Type “B” assessments
Environmental Science Safety and Health Water/Wastewater Technology Certificate	5. Occupational Competency Type “B” assessments
Facility Management Certificate	5. Occupational Competency Type “B” assessments
Finance	5. Occupational Competency Type “B” assessments
Fire Science	5. Occupational Competency Type “B” assessments
Fire Science Certificate	5. Occupational Competency Type “B” assessments
Fire Science - Ohio Fire Academy	1. State or professional licensure 5. Occupational Competency Type “B” assessments
Forensics Certificate	5. Occupational Competency Type “B” assessments
Geographic Information Systems	5. Occupational Competency Type “B” assessments
Geographic Information Systems Certificate	5. Occupational Competency Type “B” assessments
Graphic Communication Commercial Art Technology	5. Occupational Competency Type “B” assessments
Graphic Communication Commercial Art Technology Certificate	5. Occupational Competency Type “B” assessments
Graphic Communication Design I Certificate	5. Occupational Competency Type “B” assessments
Graphic Communication Desktop Publishing Certificate	4. Occupational Competency Type “A” assessments 5. Occupational Competency Type “B” assessments
Graphic Communication Photography Certificate	5. Occupational Competency Type “B” assessments
Graphic Communication Printing Certificate	5. Occupational Competency Type “B” assessments
Graphic Communication Printing Management Certificate	5. Occupational Competency Type “B” assessments
Graphic Communication Technology	5. Occupational Competency Type “B” assessments
Health Information Management Medical Coding Specialist Certificate	4. Occupational Competency Type “A” assessments 5. Occupational Competency Type “B” assessments
Health Information Management Medical Transcription Certificate	4. Occupational Competency Type “A” assessments 5. Occupational Competency Type “B” assessments
Health Information Management Technology	2. Full professional or industry certification 5. Occupational Competency Type “B” assessments
Health Information Reimbursement Specialist Certificate	5. Occupational Competency Type “B” assessments
Heating, Ventilating and Air Conditioning High Pressure Boiler License Training Program	1. State or professional licensure 5. Occupational Competency Type “B” assessments
Heating, Ventilating and Air Conditioning Large Commercial Certificate	5. Occupational Competency Type “B” assessments
Heating, Ventilating and Air Conditioning Residential/Light Commercial Certificate	5. Occupational Competency Type “B” assessments
Heating, Ventilating and Air Conditioning Technology	5. Occupational Competency Type “B” assessments
Highway Technology ODOT Level I HT Certification	4. Occupational Competency Type “A” assessments
Highway Technology ODOT Level I HT Certification	4. Occupational Competency Type “A” assessments
Horticulture	5. Occupational Competency Type “B” assessments
Hospitality Management	5. Occupational Competency Type “B” assessments
Hospitality Management American Art, Design and Marketing	5. Occupational Competency Type “B” assessments

DRAFT

Hospitality Management Baking and Culinary Arts	5. Occupational Competency Type “B” assessments
Hospitality Management Chef Apprenticeship Major	5. Occupational Competency Type “B” assessments
Hospitality Management Culinary Arts	5. Occupational Competency Type “B” assessments
Hospitality Management Dietary Manager Certificate	5. Occupational Competency Type “B” assessments
Hospitality Management Digital Game Design and Development	5. Occupational Competency Type “B” assessments
Hospitality Management Food Service/Restaurant Management Major	5. Occupational Competency Type “B” assessments
Hospitality Management Hotel and Restaurant Management	5. Occupational Competency Type “B” assessments
Hospitality Management International Hospitality	5. Occupational Competency Type “B” assessments
Hospitality Management Music: Production, Performance, and Business Management	5. Occupational Competency Type “B” assessments
Hospitality Management Spa Operations and Management	5. Occupational Competency Type “B” assessments
Hospitality Management Travel Industry Certificate	5. Occupational Competency Type “B” assessments
Hospitality Management Travel/Tourism/Hotel Management Major	5. Occupational Competency Type “B” assessments
Hospitality Management Dietetic Technician Major	5. Occupational Competency Type “B” assessments
Human and Social Services	5. Occupational Competency Type “B” assessments
Human and Social Services Early Childhood Social Work Certificate	5. Occupational Competency Type “B” assessments
Industrial Technology	5. Occupational Competency Type “B” assessments
Industrial Technology - Alternative Energy and Fuel Cells	5. Occupational Competency Type “B” assessments
Industrial Technology - Biotechnology	5. Occupational Competency Type “B” assessments
Industrial Technology - Compressed Air and Gas Systems (145)	5. Occupational Competency Type “B” assessments
Industrial Technology - Industrial Ceramics	5. Occupational Competency Type “B” assessments
Industrial Technology - Robotics and Flexible Manufacturing	5. Occupational Competency Type “B” assessments
Interactive Multimedia	5. Occupational Competency Type “B” assessments
Interactive Multimedia Digital Audio/Video Production Major	5. Occupational Competency Type “B” assessments
Interactive Multimedia Webtech: Graphic Design Certificate	5. Occupational Competency Type “B” assessments
Interactive Multimedia Webtech: Multimedia Design Certificate	5. Occupational Competency Type “B” assessments
Interpreting/American Sign Language Education	5. Occupational Competency Type “B” assessments
Interpreting/American Sign Language/Deaf Studies Certificate	5. Occupational Competency Type “B” assessments
Landscape Design/Build	5. Occupational Competency Type “B” assessments
Law Enforcement	5. Occupational Competency Type “B” assessments
Law Enforcement Corrections Major	5. Occupational Competency Type “B” assessments
Law Enforcement Major	5. Occupational Competency Type “B” assessments
Law Enforcement Academy (Ohio Peace Officer)	1. State or professional licensure 5. Occupational Competency Type “B” assessments
Law Enforcement Management Major	5. Occupational Competency Type “B” assessments
Logistics	5. Occupational Competency Type “B” assessments
Logistics Certificate	5. Occupational Competency Type “B” assessments
Logistics Global Trade Certificate	5. Occupational Competency Type “B” assessments
Logistics Purchasing Certificate	5. Occupational Competency Type “B” assessments
Manufacturing	5. Occupational Competency Type “B” assessments
Manufacturing - Drafting and Design	5. Occupational Competency Type “B” assessments
Manufacturing - Tool & Die/Mold Maker Certificate	5. Occupational Competency Type “B” assessments

DRAFT

MANUFACTURING AND INDUSTRIAL OPERATIONS TECHNOLOGIES	5. Occupational Competency Type "B" assessments
Advanced Integrated Manufacturing Systems Technologies (AIM)	5. Occupational Competency Type "B" assessments
Adv. Man. - AIM Career Tracks	5. Occupational Competency Type "B" assessments
Adv. Man. - Electrical Maintenance Career Track	5. Occupational Competency Type "B" assessments
Adv. Man. - Electro-Mechanical Career Track	5. Occupational Competency Type "B" assessments
Adv. Man. - Electronics Maintenance and Repair Career Track	5. Occupational Competency Type "B" assessments
Adv. Man. - Facility Maintenance Career Track	5. Occupational Competency Type "B" assessments
Adv. Man. - Fluid Power Concentration	5. Occupational Competency Type "B" assessments
Adv. Man. - Mechanical Systems Maintenance Career Track	5. Occupational Competency Type "B" assessments
Adv. Man. - Programmable Logic Control Career Track	5. Occupational Competency Type "B" assessments
Adv. Man. - Computer Aided Machining (CAM) Career Track	5. Occupational Competency Type "B" assessments
Adv. Man. - Electrical Maintenance	5. Occupational Competency Type "B" assessments
Adv. Man. - Facility Maintenance	5. Occupational Competency Type "B" assessments
Adv. Man. - Fluid Power Maintenance	5. Occupational Competency Type "B" assessments
Adv. Man. - Mechanical Maintenance	5. Occupational Competency Type "B" assessments
Adv. Man. - Programmable Logic Control	5. Occupational Competency Type "B" assessments
CAD/CAM Certificate	5. Occupational Competency Type "B" assessments
Marketing	5. Occupational Competency Type "B" assessments
Marketing Customer Service Major	5. Occupational Competency Type "B" assessments
Marketing Direct Marketing Certificate	5. Occupational Competency Type "B" assessments
Marketing Direct Marketing Major	5. Occupational Competency Type "B" assessments
Marketing E-Commerce Certificate	5. Occupational Competency Type "B" assessments
Marketing E-Commerce Major	5. Occupational Competency Type "B" assessments
Marketing Financial Services Sales Option	5. Occupational Competency Type "B" assessments
Marketing Retail Management Major	5. Occupational Competency Type "B" assessments
Massage Therapy Certificate	1. State or professional licensure
Mechanical Engineering Technology	5. Occupational Competency Type "B" assessments
Design/Drafting CAD Concentration	5. Occupational Competency Type "B" assessments
Medical Assistant Program	2. Full professional or industry certification
Medical Assisting	2. Full professional or industry certification
Medical Assisting Certificate	2. Full professional or industry certification
Medical Imaging - Computed Tomography Certificate	2. Full professional or industry certification
Medical Imaging - Diagnostic Medical Sonography Major	2. Full professional or industry certification
Medical Imaging - Radiography	2. Full professional or industry certification
Medical Laboratory Technology	2. Full professional or industry certification
Medical Legal Assisting	5. Occupational Competency Type "B" assessments
Mental Health Advanced Chemical Dependency Certificate	3. Pathway industry certification tests 5. Occupational Competency Type "B" assessments
Mental Health Advanced Mental Health Certificate	3. Pathway industry certification tests 5. Occupational Competency Type "B" assessments
Mental Health Advanced Mental Retardation Certificate	3. Pathway industry certification tests 5. Occupational Competency Type "B" assessments

DRAFT

Mental Health Chemical Dependency Track	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Mental Health Community Living Specialist Certificate	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Mental Health Mental Retardation Track	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Mental Health Prevention Specialist Certificate	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Mental Health Substance Abuse Prevention Track	3. Pathway industry certification tests 5. Occupational Competency Type “B” assessments
Multi-Competency Health - Animal Assisted Therapy in Education Certificate	5. Occupational Competency Type “B” assessments
Multi-Competency Health - Basic Electrocardiography Certificate	5. Occupational Competency Type “B” assessments
Multi-Competency Health - Cancer Information Management	5. Occupational Competency Type “B” assessments
Multi-Competency Health - Cancer Information Management Certificate	5. Occupational Competency Type “B” assessments
Multi-Competency Health - EMT- Paramedic Degree Track	5. Occupational Competency Type “B” assessments
Multi-Competency Health - Health Care Manager Certificate	5. Occupational Competency Type “B” assessments
Multi-Competency Health - Herbal Studies	5. Occupational Competency Type “B” assessments
Multi-Competency Health - Histology Certificate	5. Occupational Competency Type “B” assessments
Multi-Competency Health - Histology Degree Track	2. Full professional or industry certification
Multi-Competency Health - Holistic Health	5. Occupational Competency Type “B” assessments
Multi-Competency Health - Phlebotomy Certificate	2. Full professional or industry certification
Multi-Competency Health - Registered Nurse First Assistant Certificate	5. Occupational Competency Type “B” assessments
Multi-Competency Health - Train the Trainer Certificate	5. Occupational Competency Type “B” assessments
Natural Resources	5. Occupational Competency Type “B” assessments
Natural Resources Archaeology	5. Occupational Competency Type “B” assessments
Natural Resources Backcountry Horse Technologist Certificate	5. Occupational Competency Type “B” assessments
Natural Resources Ecotourism and Adventure Travel	5. Occupational Competency Type “B” assessments
Natural Resources Environmental Restoration	5. Occupational Competency Type “B” assessments
Natural Resources Equine Health and Complementary Therapies	5. Occupational Competency Type “B” assessments
Natural Resources Farrier Science and Business	5. Occupational Competency Type “B” assessments
Natural Resources Fish Management and Aquaculture	5. Occupational Competency Type “B” assessments
Natural Resources Fish Management and Aquaculture Sciences	5. Occupational Competency Type “B” assessments
Natural Resources Forest Management	5. Occupational Competency Type “B” assessments
Natural Resources Natural and Historical Interpretation	5. Occupational Competency Type “B” assessments
Natural Resources Ranger Services	5. Occupational Competency Type “B” assessments
Natural Resources Recreation and Wildlife	5. Occupational Competency Type “B” assessments
Natural Resources Timber Harvesting and Tree Care Certificate	5. Occupational Competency Type “B” assessments
Natural Resources Wilderness Horsemanship	5. Occupational Competency Type “B” assessments
Natural Resources Wildlife Management	5. Occupational Competency Type “B” assessments
Natural Resources Wildlife Sciences	5. Occupational Competency Type “B” assessments
Nuclear Medicine Technology	2. Full professional or industry certification 5. Occupational Competency Type “B” assessments

DRAFT

Nursing - International Nursing Certificate	2. Full professional or industry certification 5. Occupational Competency Type “B” assessments
Nursing Assistant Training Certificate	1. State or professional licensure
Nursing Nurse Aide	1. State or professional licensure
Nursing Practical Nurse	1. State or professional licensure
Nursing Registered Nursing	1. State or professional licensure
Occupational Therapy Assistant	2. Full professional or industry certification 5. Occupational Competency Type “B” assessments
Office Administration	5. Occupational Competency Type “B” assessments
Office Administrative Assistant Legal	5. Occupational Competency Type “B” assessments
Office Administrative Assistant Major	5. Occupational Competency Type “B” assessments
Office Administrative Assistant Medical	5. Occupational Competency Type “B” assessments
Office Administrative Virtual Assistant	5. Occupational Competency Type “B” assessments
Office Skills Certificate	5. Occupational Competency Type “B” assessments
Opticianry	5. Occupational Competency Type “B” assessments
Paralegal Studies	5. Occupational Competency Type “B” assessments
Paralegal Studies	5. Occupational Competency Type “B” assessments
Paralegal Studies Certificate (Post Baccalaureate Option)	5. Occupational Competency Type “B” assessments
Paralegal Studies Workers' Compensation Certificate	5. Occupational Competency Type “B” assessments
Physical Therapist Assistant	2. Full professional or industry certification 5. Occupational Competency Type “B” assessments
Quality Assurance	5. Occupational Competency Type “B” assessments
Quality Assurance Certificate	5. Occupational Competency Type “B” assessments
Quality Assurance - Six Sigma Green Belt Certificate	3. Pathway industry certification tests
Quality Assurance - Six Sigma Black Belt Certificate	3. Pathway industry certification tests
Real Estate	5. Occupational Competency Type “B” assessments
Real Estate Sales Certificate	1. State or professional licensure
Real Estate Broker Certificate	1. State or professional licensure
Respiratory Therapist	2. Full professional or industry certification
Retail Management	5. Occupational Competency Type “B” assessments
Sports & Fitness Exercise Specialist Certificate	5. Occupational Competency Type “B” assessments
Sports & Fitness Management	5. Occupational Competency Type “B” assessments
Sports & Fitness Management- Physical and Recreation Instruction Major	5. Occupational Competency Type “B” assessments
Sports & Fitness Management- Exercise Science Major	5. Occupational Competency Type “B” assessments
Sports & Fitness Management- Exercise Specialist Certificate	5. Occupational Competency Type “B” assessments
Surgical - Sterile Processing Certificate	5. Occupational Competency Type “B” assessments
Surgical Technology	2. Full professional or industry certification
Surgical Technology Certificate	5. Occupational Competency Type “B” assessments
Surveying Certificate	1. State or professional licensure
Teaching - Adolescence Education	5. Occupational Competency Type “B” assessments
Teaching - Early Childhood Education	1. State or professional licensure
Teaching - Early Childhood Administration Certificate	1. State or professional licensure

DRAFT

Teaching - Early Childhood Education Certificate	1. State or professional licensure
Teaching - Educational Paraprofessional	1. State or professional licensure
Teaching - Multi-Age Education	5. Occupational Competency Type “B” assessments
Teaching - Teacher Education	5. Occupational Competency Type “B” assessments
Theater - Technical Theater	5. Occupational Competency Type “B” assessments
Theater Arts and Management	5. Occupational Competency Type “B” assessments
Theater Performance	5. Occupational Competency Type “B” assessments
Veterinary Technology	5. Occupational Competency Type “B” assessments
Welding	5. Occupational Competency Type “B” assessments
Welding - GMAW Welding Certificate	5. Occupational Competency Type “B” assessments
Welding - GTAW Welding Certificate	5. Occupational Competency Type “B” assessments
Welding -SMAW Welding Certificate	5. Occupational Competency Type “B” assessments
Welding Pre-Certification	5. Occupational Competency Type “B” assessments

Licensure data

Exam	campus name
Ohio Registered Nursing Exam (NCLEX-RN)	Belmont Technical College
Ohio Licensed Practical Nurse Exam (NCLEX-PN)	Belmont Technical College
Ohio Registered Nursing Exam (NCLEX-RN)	Clark State Community College
Ohio Licensed Practical Nurse Exam (NCLEX-PN)	Clark State Community College
Occupational Therapy Assistant	Cincinnati State Technical & Community College
Emergency Medical Technician - Basic (EMT-B)	Cincinnati State Technical & Community College
Emergency Medical Technician - Paramedic (EMT-P)	Cincinnati State Technical & Community College
Ohio Registered Nursing Exam (NCLEX-RN)	Central Ohio Technical College
Ohio Licensed Practical Nurse Exam (NCLEX-PN)	Central Ohio Technical College
Dental Hygienist - National Board Exam	Columbus State Community College
Emergency Medical Technician - Basic (EMT-B)	Columbus State Community College
Emergency Medical Technician - Advanced (EMT-A)	Columbus State Community College
Emergency Medical Technician - Paramedic (EMT-P)	Columbus State Community College
Ohio Registered Nursing Exam (NCLEX-RN)	Columbus State Community College
Ohio Licensed Practical Nurse Exam (NCLEX-PN)	Columbus State Community College
Ohio Registered Nursing Exam (NCLEX-RN)	Cuyahoga Community College
Ohio Licensed Practical Nurse Exam (NCLEX-PN)	Cuyahoga Community College
Ohio Registered Nursing Exam (NCLEX-RN)	Edison State Community College
Physical Therapy Assistant	Hocking Technical College
Emergency Medical Technician - Basic (EMT-B)	Hocking Technical College
Emergency Medical Technician - Advanced (EMT-A)	Hocking Technical College
Emergency Medical Technician - Paramedic (EMT-P)	Hocking Technical College
Ohio Registered Nursing Exam (NCLEX-RN)	Hocking Technical College
Ohio Licensed Practical Nurse Exam (NCLEX-PN)	Hocking Technical College
Emergency Medical Technician - Basic (EMT-B)	Jefferson Community College
Emergency Medical Technician - Advanced (EMT-A)	Jefferson Community College
Emergency Medical Technician - Paramedic (EMT-P)	Jefferson Community College

DRAFT

Ohio Licensed Practical Nurse Exam (NCLEX-PN)	Jefferson Community College
Physical Therapy Assistant	Lorain County Community College
Dental Hygienist - National Board Exam	Lorain County Community College
Emergency Medical Technician - Basic (EMT-B)	Lorain County Community College
Emergency Medical Technician - Paramedic (EMT-P)	Lorain County Community College
Ohio Registered Nursing Exam (NCLEX-RN)	Lorain County Community College
Ohio Licensed Practical Nurse Exam (NCLEX-PN)	Lorain County Community College
Dental Hygienist - National Board Exam	Lakeland Community College
Emergency Medical Technician - Basic (EMT-B)	Lakeland Community College
Emergency Medical Technician - Paramedic (EMT-P)	Lakeland Community College
Ohio Registered Nursing Exam (NCLEX-RN)	Lakeland Community College
Occupational Therapy Assistant	James A. Rhodes State College
Physical Therapy Assistant	James A. Rhodes State College
Dental Hygienist - National Board Exam	James A. Rhodes State College
Emergency Medical Technician - Basic (EMT-B)	James A. Rhodes State College
Emergency Medical Technician - Paramedic (EMT-P)	James A. Rhodes State College
Ohio Registered Nursing Exam (NCLEX-RN)	James A. Rhodes State College
Ohio Licensed Practical Nurse Exam (NCLEX-PN)	James A. Rhodes State College
Physical Therapy Assistant	Marion Technical College
Ohio Registered Nursing Exam (NCLEX-RN)	Marion Technical College
Physical Therapy Assistant	North Central State College
Ohio Registered Nursing Exam (NCLEX-RN)	North Central State College
Ohio Licensed Practical Nurse Exam (NCLEX-PN)	North Central State College
Ohio Registered Nursing Exam (NCLEX-RN)	Northwest State Community College
Ohio Licensed Practical Nurse Exam (NCLEX-PN)	Northwest State Community College
Emergency Medical Technician - Advanced (EMT-A)	Owens State Community College
Emergency Medical Technician - Advanced (EMT-A)	Owens State Community College
Emergency Medical Technician - Advanced (EMT-A)	Owens State Community College
Occupational Therapy Assistant	Owens State Community College
Occupational Therapy Assistant	Owens State Community College
Occupational Therapy Assistant	Owens State Community College
Physical Therapy Assistant	Owens State Community College
Physical Therapy Assistant	Owens State Community College
Physical Therapy Assistant	Owens State Community College
Dental Hygienist - National Board Exam	Owens State Community College
Dental Hygienist - National Board Exam	Owens State Community College
Dental Hygienist - National Board Exam	Owens State Community College
Emergency Medical Technician - Basic (EMT-B)	Owens State Community College
Emergency Medical Technician - Basic (EMT-B)	Owens State Community College
Emergency Medical Technician - Basic (EMT-B)	Owens State Community College
Ohio Registered Nursing Exam (NCLEX-RN)	Owens State Community College
Ohio Licensed Practical Nurse Exam (NCLEX-PN)	Owens State Community College
Occupational Therapy Assistant	Shawnee State University
Physical Therapy Assistant	Shawnee State University
Dental Hygienist - National Board Exam	Shawnee State University

DRAFT

Emergency Medical Technician - Basic (EMT-B)	Shawnee State University
Emergency Medical Technician - Advanced (EMT-A)	Shawnee State University
Emergency Medical Technician - Paramedic (EMT-P)	Shawnee State University
Ohio Registered Nursing Exam (NCLEX-RN)	Shawnee State University
Occupational Therapy Assistant	Sinclair Community College
Physical Therapy Assistant	Sinclair Community College
Dental Hygienist - National Board Exam	Sinclair Community College
Emergency Medical Technician - Basic (EMT-B)	Sinclair Community College
Emergency Medical Technician - Advanced (EMT-A)	Sinclair Community College
Emergency Medical Technician - Paramedic (EMT-P)	Sinclair Community College
Ohio Registered Nursing Exam (NCLEX-RN)	Sinclair Community College
Emergency Medical Technician - Basic (EMT-B)	Southern State Community College
Emergency Medical Technician - Basic (EMT-B)	Southern State Community College
Emergency Medical Technician - Basic (EMT-B)	Southern State Community College
Emergency Medical Technician - Basic (EMT-B)	Southern State Community College
Emergency Medical Technician - Basic (EMT-B)	Southern State Community College
Emergency Medical Technician - Paramedic (EMT-P)	Southern State Community College
Emergency Medical Technician - Paramedic (EMT-P)	Southern State Community College
Emergency Medical Technician - Paramedic (EMT-P)	Southern State Community College
Emergency Medical Technician - Paramedic (EMT-P)	Southern State Community College
Emergency Medical Technician - Paramedic (EMT-P)	Southern State Community College
Ohio Licensed Practical Nurse Exam (NCLEX-PN)	Southern State Community College
Ohio Registered Nursing Exam (NCLEX-RN)	Stark State College of Technology
Ohio Registered Nursing Exam (NCLEX-RN)	University of Toledo
Physical Therapy Assistant	Washington State Community College
Emergency Medical Technician - Advanced (EMT-A)	Washington State Community College
Ohio Registered Nursing Exam (NCLEX-RN)	Washington State Community College
Ohio Licensed Practical Nurse Exam (NCLEX-PN)	Washington State Community College
Dental Hygienist - National Board Exam	Youngstown State University
Emergency Medical Technician - Basic (EMT-B)	Youngstown State University
Emergency Medical Technician - Paramedic (EMT-P)	Youngstown State University

DRAFT

Compatibility Report

Compatibility Report for WIOA Combined Plan--Assessments for Perkins 1-4-16.xls

Run on 1/4/2016 9:58

The following features in this workbook are not supported by earlier versions of Excel. These features may be lost or degraded when opening this workbook in an earlier version of Excel or if you save this workbook in an earlier file format.

Minor loss of fidelity	# of occurrences	Version
Some cells or styles in this workbook contain formatting that is not supported by the selected file format. These formats will be converted to the closest format available.	4	Excel 97-2003

DRAFT

Perkins Act Attachment 4:
ESTIMATED ALLOCATIONS

Definition of Disadvantaged

Ohio will be using the following definition for economically disadvantaged.

> The term "disadvantaged" means individuals (other than individuals with handicaps) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in career-technical and adult education programs. Such terms include individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from secondary school.
>
> The term "economically disadvantaged family or individual" means such families or individuals who are determined to be low-income according to the latest available data from the U.S. Department of Commerce. For the purposes of the Carl D. Perkins Vocational and Technical Education Act of 1998, an "economically disadvantaged family or individual" is a family unit that falls below the poverty threshold established by the Bureau of the Census, U.S. Department of Commerce. The poverty threshold for a particular family unit is dependent on its size and the age of its members and is updated annually.

For the proposed postsecondary alternative formula, Ohio also will consider the following categories to the definition of economically disadvantaged.

- Anyone sponsored, approved or funded by WIA or TANF funds through the Department of Job and Family Services
- Pell recipients or those eligible for Pell grants
- Recipients or those eligible for any kind of federal or state financial aid
- Parents or guardians of children eligible or receiving free and reduced lunch
- Persons who are unemployed, underemployed, low-income adults or those incarcerated. While these may be considered “categories”, they are also indicators of economic disadvantage.

Financial aid coordinators will interview students to determine their economic status for reporting in the OTC Data Reporting System.

DRAFT

Secondary FY2016 Allocation

Secondary FY2016 Allocation (2013 Census)				
CTPD Lead District IRN	CTPD Name	2013 Population	2013 Poverty	**FY16 Allocation (FINAL)**
050773	Apollo JVSD CTPD (001)	17556	2453	$200,823.22
044222	Lima City CTPD (002)	5560	1983	$124,394.42
062042	Ashland Co/West Holmes JVSD CTPD (003)	11831	2176	$161,692.08
050815	Ashtabula County JVSD CTPD (004)	17661	4334	$296,094.16
051607	Tri-County JVSD CTPD (005)	14808	3982	$265,809.17
050856	Belmont-Harrison Area JVSD CTPD (006)	11333	2633	$182,537.16
050799	Southern Hills JVSD CTPD (007)	8748	1891	$133,772.96
050880	Butler County JVSD CTPD (008)	69615	9048	$762,107.06
044107	Hamilton City CTPD (009)	10539	2919	$193,461.88
051532	Springfield-Clark County JVSD CTPD (011)	23283	6028	$406,194.49
062802	U S Grant JVSD CTPD (012)	6663	1145	$87,005.35
050906	Columbiana County JVSD CTPD (015)	10259	2359	$164,004.83
043919	East Liverpool City CTPD (016)	2607	887	$56,169.45
043786	Cleveland Municipal CTPD (019)	65599	30058	$1,803,432.52
043794	Tri-Heights Career Prep Consortium CTPD (020)	17218	3612	$257,755.11
043901	East Cleveland City CTPD (021)	3129	1666	$97,728.83
044198	Lakewood City CTPD (023)	18040	2473	$203,959.14
043562	Maple Heights-Bedford CTPD (024)	8277	2373	$155,996.84
044370	Mayfield Excel T.E.C.C. CTPD (025)	28640	2568	$255,349.20
044636	Parma City CTPD (026)	15382	2423	$189,753.36
050922	Cuyahoga Valley JVSD CTPD (027)	30231	3064	$287,344.08
050948	Polaris JVSD CTPD (028)	27847	3353	$291,429.76
050963	Four County JVSD CTPD (030)	25454	3738	$300,314.62
050989	Delaware County JVSD CTPD (031)	43379	3176	$350,793.00
051029	EHOVE JVSD CTPD (032)	19804	3204	$248,559.46
044743	Sandusky City CTPD (033)	4009	1449	$90,660.05
043802	Columbus City CTPD (035)	96831	30531	$1,964,581.45
051003	Eastland JVSD CTPD (036)	66801	10497	$822,770.56
063511	Central Ohio JVSD CTPD (037)	42297	4230	$399,161.59
044800	South-Western City CTPD (038)	25108	5835	$404,489.99
051359	Penta County JVSD CTPD (039)	38124	4611	$400,019.27
062067	Gallia-Jackson-Vinton JVSD CTPD (040)	13313	3785	$249,307.05
051045	Greene County JVSD CTPD (042)	25955	3681	$299,644.20
043752	Cincinnati City CTPD (043)	48082	17250	$1,080,850.64
051060	Great Oaks Institute of Technology CTPD (044)	137299	20347	$1,629,183.38
051128	Jefferson County JVSD CTPD (050)	10300	2392	$165,848.40
051144	Knox County JVSD CTPD (051)	11950	2283	$167,608.44

DRAFT

051169	Auburn JVSD CTPD (052)	30279	3801	$324,702.62
045492	Lake Shore Compact CTPD (053)	28675	4346	$345,120.82
051185	Lawrence County JVSD CTPD (054)	10605	2773	$186,393.10
051201	Licking County JVSD CTPD (055)	30691	4542	$363,863.06
051334	Ohio Hi-Point JVSD CTPD (056)	25518	3692	$298,277.42
044263	Lorain City CTPD (057)	10159	4070	$249,805.89
051227	Lorain County JVSD CTPD (058)	41343	6322	$500,411.94
044602	Oregon City CTPD (059)	3935	534	$44,215.35
044875	Sylvania City CTPD (060)	10694	969	$95,856.14
044909	Toledo City CTPD (061)	38083	14411	$893,795.10
048231	Washington Local CTPD (062)	7288	1723	$118,886.42
051243	Mahoning County JVSD CTPD (063)	26493	3991	$317,634.60
045161	Youngstown City CTPD (064)	10572	4617	$279,192.41
062109	Medina County JVSD CTPD (066)	28526	2301	$241,390.23
048520	Meigs Local CTPD (067)	3704	1019	$67,645.57
062125	Upper Valley JVSD CTPD (069)	21333	3221	$256,138.40
048652	Switzerland of Ohio Local CTPD (070)	2740	610	$42,792.41
043844	Dayton City CTPD (071)	23203	10499	$631,197.64
048702	Mad River Local CTPD (072)	3857	927	$63,681.08
051284	Miami Valley Career Technology JVSD CTPD (073)	60438	11389	$839,756.42
048777	Morgan Local CTPD (074)	2360	700	$45,658.05
051300	Mid-East Ohio JVSD CTPD (075)	27699	7358	$492,645.84
051375	Pike County JVSD CTPD (077)	5409	1672	$108,055.02
051391	Maplewood Area JVSD CTPD (078)	18196	3018	$232,114.99
049452	Madison Local CTPD (081)	3369	801	$55,184.78
044297	Mansfield City CTPD (082)	5184	2005	$123,850.26
051417	Pioneer CTC CTPD (083)	21512	4138	$303,145.53
051433	Pickaway-Ross County JVSD CTPD (084)	18695	4300	$298,926.30
051458	Vanguard-Sentinel JVSD CTPD (085)	23013	4128	$309,240.47
051490	Scioto County JVSD CTPD (086)	12701	3669	$240,769.63
043497	Alliance City CTPD (089)	8401	2012	$138,346.26
043711	Canton City CTPD (090)	10576	4555	$276,084.97
044354	Massillon City CTPD (092)	4739	1267	$84,695.95
049932	Plain Local CTPD (093)	22494	2439	$221,826.93
062026	Stark County Area JVSD CTPD (094)	12063	1863	$146,935.69
043489	Akron City CTPD (095)	29526	10415	$654,762.10
044974	Four City Compact CTPD (096)	15384	2104	$173,683.38
050021	Six District Voc Ed Compact CTPD (097)	26783	3125	$275,259.96
063495	Portage Lakes JVSD CTPD (098)	10675	1595	$127,325.31
051631	Trumbull County JVSD CTPD (099)	33060	10207	$659,814.97
051656	Buckeye JVSD CTPD (101)	25615	5158	$372,595.67
051672	Vantage JVSD CTPD (102)	12456	1670	$138,935.56
051474	Warren County JVSD CTPD (103)	29094	2591	$258,504.45
051698	Washington County JVSD CTPD (104)	9427	1839	$134,137.12

DRAFT

051714	Wayne County JVSD CTPD (105)	21741	3999	$297,146.19
061903	Ohio Valley Local CTPD (107)	5220	1671	$107,173.70
065227	Coshocton County JVSD CTPD (108)	5908	1245	$88,726.44
065268	Tri-Rivers JVSD CTPD (111)	16501	3188	$233,231.73
049833	Canton Local CTPD (115)	9274	1508	$116,780.85
043984	Millstream Career Cooperative CTPD (116)	17398	2351	$194,987.41
044099	Greenville City CTPD (117)	3553	866	$59,269.95
044206	Lancaster City CTPD (119)	7406	1500	$108,165.17
043737	Centerville City CTPD (120)	20091	2320	$205,264.37
043729	Tri Star CTPD (121)	11687	1203	$112,016.21
		1958878	398674	

DRAFT

FY16 OTC Funding Allocation

FY16 OTC Funding Allocation				
District_Name	**District_Irn**	**Total_Ftes**	**Percent of Formula**	**FY16 Formula Allocation**
Collins Career Center	51185	901	10.30%	$374,125.29
Butler Technology & Career Development Schools JVSD Consortium	50880	752.8	8.60%	$312,587.80
Lorain County JVSD Consortium	51227	689.2	7.88%	$286,178.95
Miami Valley Career Tech JVSD	51284	522.5	5.97%	$216,959.52
Mid-East Career and Technology Centers JVSD	51300	440.1	5.03%	$182,744.27
Madison Local SD Consortium	49452	364.6	4.17%	$151,394.14
Upper Valley Consortium	62125	341.4	3.90%	$141,760.73
Scioto County JVSD	51490	341.1	3.90%	$141,636.16
Knox County JVSD	51144	327.4	3.74%	$135,947.46
Great Oaks Inst Of Technology JVSD	51060	327	3.74%	$135,781.36
Washington County JVSD	51698	305.5	3.49%	$126,853.84
Career and Technology Educational Centers JVSD	51201	298.2	3.41%	$123,822.64
Columbiana County JVSD	50906	288.2	3.29%	$119,670.30
Ashtabula County Technical and Career Center Consortium	50815	287.8	3.29%	$119,504.21
Columbus City SD	43802	285.1	3.26%	$118,383.08
Apollo JVSD	50773	274	3.13%	$113,773.99
Pickaway-Ross County JVSD	51433	268	3.06%	$111,282.58
Wayne County JVSD	51714	238.3	2.72%	$98,950.15
Cuyahoga Valley Career Center JVSD	50922	221	2.53%	$91,766.61
Gallia-Jackson-Vinton JVSD	62067	214.2	2.45%	$88,943.02
EHOVE Career Center JVSD	51029	213.1	2.44%	$88,486.26
Eastland-Fairfield Career/Tech JVSD	51003	199.2	2.28%	$82,714.52
Trumbull Career & Tech Ctr JVSD	51631	187.1	2.14%	$77,690.19
Canton City SD	43711	181.1	2.07%	$75,198.79
Four County JVSD Consortium (now includes Vanguard-Sentinel)	50963	150	1.71%	$62,285.03
Tri-County Career Center JVSD	51607	133.2	1.52%	$55,309.11
		8751.1	100.00%	$3,633,750.00

Due to rounding, Collins Tech's FY16 allocation was adjusted from $374,125.41 to $374,125.29 so the total aggregate amount would not exceed $ 3,633,750.00. The FY15 Reallocation amount was adjusted from $6,331.89 to $6,331.88 so the total aggregate would not exceed $61,499.40
The FY15 and FY16 figures were formatted so it would only display two decimals since this is required to upload the figures in the CCIP.

DRAFT

Perkins Colleges FY16 Allocations

Perkins Colleges FY16 Allocations					
Campus	IRN	Pell-Eligible Concentrators	Percent of Formula	FY16 Formula Allocation	Total FY16
Cuyahoga Community College	063404	6917	17.96%	$ 717,964.99	$ 757,072.73
Sinclair Community College	063362	3847	9.99%	$ 399,307.69	$ 421,058.09
Stark State College	063420	3572	9.28%	$ 370,763.47	$ 390,959.05
Columbus State Community College	063305	3259	8.46%	$ 338,274.96	$ 356,700.88
Owens State Community College	074864	3088	8.02%	$ 320,525.64	$ 337,984.76
Cincinnati State Tech. & Community College	063388	2271	5.90%	$ 235,723.36	$ 248,563.27
Lorain County Community College	063297	2154	5.59%	$ 223,579.09	$ 235,757.50
Hocking Technical College	063339	1772	4.60%	$ 183,928.58	$ 193,947.21
Lakeland Community College	063347	1417	3.68%	$ 147,080.58	$ 155,092.10
Washington State CC/Eastern Gateway CC/Belmont Technical College Consortium	064345	1410	3.66%	$ 146,354.00	$ 154,325.94
Clark State Community College	063370	1267	3.29%	$ 131,511.01	$ 138,674.45
Central Ohio Technical College	065078	1209	3.14%	$ 125,490.77	$ 132,326.29
James A. Rhodes State College	064501	1132	2.94%	$ 117,498.39	$ 123,898.56
Zane State College	063289	818	2.12%	$ 84,906.08	$ 89,530.94
Northwest State Community College	063313	798	2.07%	$ 82,830.14	$ 87,341.92
Southern State Community College	067694	769	2.00%	$ 79,820.02	$ 84,167.84
University of Toledo/Terra Community College Consortium	063099	719	1.87%	$ 74,630.16	$ 78,695.29
Marion Technical College	064527	714	1.85%	$ 74,111.18	$ 78,148.03
Edison State Community College	065763	699	1.82%	$ 72,554.22	$ 76,506.26
North Central State College	063354	677	1.76%	$ 70,270.68	$ 74,098.34
		38509	100.00%	$3,997,125.00	$ 4,214,849.44

DRAFT

Perkins Act Attachment 5: BUDGET

Budget

FY16 Perkins State Budget

Directions: Each eligible agency will need to update its budget to reflect the new allotments from funds that will be available for program year nine, beginning on July 1, 2015, for Title I. View Allocations (PDF, 255 KB).

Line	TITLE I: CAREER AND TECHNICAL ASSISTANCE TO STATES		
1	**TOTAL ALLOCATION TO THE STATE**		
2	Total Title I Allocation to the State	$ 42750001.00	
3	Amount of Title II Tech Prep Funds to be Consolidated with Title I Funds	$ 0	
4	Total Amount of Combined Title I and Title II Funds to be distributed under Section 112 (line 2 + 3)	$ 42750001.00	
5	**LOCAL FORMULA DISTRIBUTION**		
6	Local Formula Distribution (not less than 85%)	$ 36337501.00	85.0%
7	**RESERVE**		
8	Funds for Secondary Programs	$ 0.00	0%
9	Funds for Postecondary Programs	$ 3633750.10	100%
10	Total Reserve (not more than 10% of line 6)	$ 3633750.1	10%
11	**FORMULA ALLOCATIONS**		
12	Funds for Secondary Programs	$ 28706625.00	87.7%
13	Funds for Postecondary Programs	$ 3997125.00	12.2%
14	Total Available for Formula Allocations (line 12 + 13)	$ 32703750	89.9%
15	**STATE LEADERSHIP**		
16	Non-Traditional Training and Employment	$ 75000.00	
17	Corrections or Institutions	$ 427500.00	
18	Other State Leadership	$ 3772500.00	
19	Total State Leadership (not more than 10%)	$ 4275000	9.99%
20	**STATE ADMINISTRATION**		
21	State Administration (not more than 5%)	$ 2137500.00	4.99%
22	**STATE ADMINISTRATION MATCH**		
23	State Administration Match (from non-federal funds)	$ 2137500.00	

3-31-15

SCSEP Attachment 1: PY 15 - Ohio - SCSEP Equitable Distribution by County and Grantee October 31, 2015

Table Key
State and National Mature Services Participants
State and Other National Grantee Participants
One Grantee Participants
Issue in data reporting- Should have been Lorain Co.- Has been fixed in SPARQ
Overserved
Underserved
No Variance

Equitable Distribution Summary by Grantee and Counties Served

	SG	AARP	ES	EW	MS	NCBA	SSA
Overserved	9	0	1	11	6	0	3
Underserved	21	4	3	20	15	1	6
No Variance	1	1	0	3	2	0	1

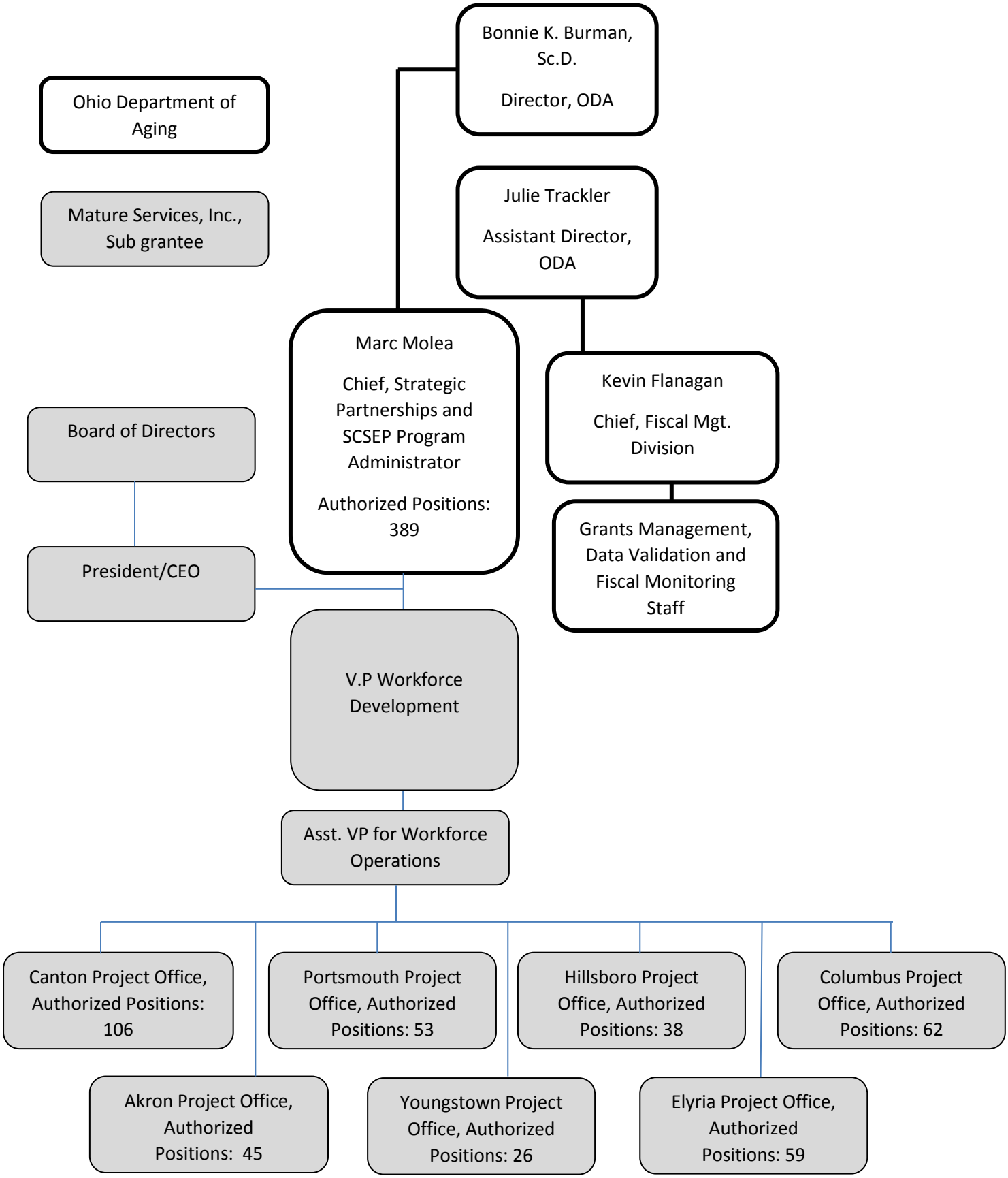
FIPS	County	State	SG AP	SG E	SG V	Pct.	AARP AP	AARP E	AARP V	Pct.	ES AP	ES E	ES V	Pct.	EW AP	EW E	EW V	Pct.	MS AP	MS E	MS V	Pct.	NCBA AP	NCBA E	NCBA V	Pct.	SSA AP	SSA E	SSA V	Pct.	National Grantees AP	National Grantees E	National Grantees V	AP	E	V	US	OS	NV
39001	Adams	Ohio	7	3	-4	-57.1%													4	2	-2	-50.0%									4	2	-2	11	5	-6	1		
39003	Allen	Ohio													18	49	31	172.2%													18	49	31	18	49	31		1	
39005	Ashland	Ohio	7	2	-5	-71.4%													2	5	3	150.0%									2	5	3	9	7	-2	1		
39007	Ashtabula	Ohio																	21	13	-8	-38.1%									21	13	-8	21	13	-8	1		
39009	Athens	Ohio	6	7	1	16.7%																					5	0	-5	-100.0%	5	0	-5	11	7	-4	1		
39011	Auglaize	Ohio													6	17	11	183.3%													6	17	11	6	17	11		1	
39013	Belmont	Ohio																									17	10	-7	-41.2%	17	10	-7	17	10	-7	1		
39015	Brown	Ohio	5	3	-2	-40.0%													3	3	0	0.0%									3	3	0	8	6	-2	1		
39017	Butler	Ohio																	43	12	-31	-72.1%									43	12	-31	43	12	-31	1		
39019	Carroll	Ohio	6	4	-2	-33.3%																									0	0	0	6	4	-2	1		
39021	Champaign	Ohio													6	1	-5	-83.3%													6	1	-5	6	1	-5	1		
39023	Clark	Ohio	11	4	-7	-63.6%									12	27	15	125.0%													12	27	15	23	31	8		1	
39025	Clermont	Ohio																	21	9	-12	-57.1%									21	9	-12	21	9	-12	1		
39027	Clinton	Ohio																	8	7	-1	-12.5%									8	7	-1	8	7	-1	1		
39029	Columbiana	Ohio																									22	20	-2	-9.1%	22	20	-2	22	20	-2	1		
39031	Coshocton	Ohio													9	2	-7	-77.8%													9	2	-7	9	2	-7	1		
39033	Crawford	Ohio													6	6	0	0.0%													6	6	0	6	6	0			1
39035	Cuyahoga	Ohio	33	48	15	45.5%	98	81	-17	-17.3%													161	132	-29	-18.0%					259	213	-46	292	261	-31	1		
39037	Darke	Ohio													10	12	2	20.0%													10	12	2	10	12	2		1	
39039	Defiance	Ohio													6	3	-3	-50.0%													6	3	-3	6	3	-3	1		
39041	Delaware	Ohio					11	8	-3	-27.3%																					11	8	-3	11	8	-3	1		
39043	Erie	Ohio													14	14	0	0.0%													14	14	0	14	14	0			1
39045	Fairfield	Ohio	18	22	4	22.2%																									0	0	0	18	22	4		1	
39047	Fayette	Ohio																	8	7	-1	-12.5%									8	7	-1	8	7	-1	1		
39049	Franklin	Ohio	21	23	2	9.5%	132	118	-14	-10.6%																					132	118	-14	153	141	-12	1		
39051	Fulton	Ohio													5	0	-5	-100.0%													5	0	-5	5	0	-5	1		
39053	Gallia	Ohio	10	1	-9	-90.0%																									0	0	0	10	1	-9	1		
39055	Geauga	Ohio	11	1	-10	-90.9%																									0	0	0	11	1	-10	1		
39057	Greene	Ohio									13	9	-4	-30.8%																	13	9	-4	13	9	-4	1		
39059	Guernsey	Ohio																									9	8	-1	-11.1%	9	8	-1	9	8	-1	1		
39061	Hamilton	Ohio																	126	115	-11	-8.7%									126	115	-11	126	115	-11	1		
39063	Hancock	Ohio													10	8	-2	-20.0%													10	8	-2	10	8	-2	1		
39065	Hardin	Ohio													5	6	1	20.0%													5	6	1	5	6	1		1	
39067	Harrison	Ohio																									4	2	-2	-50.0%	4	2	-2	4	2	-2	1		
39069	Henry	Ohio													4	1	-3	-75.0%													4	1	-3	4	1	-3	1		
39071	Highland	Ohio	6	6	0	0.0%													6	7	1	16.7%									6	7	1	12	13	1		1	
39073	Hocking	Ohio	5	1	-4	-80.0%													3	5	2	66.7%									3	5	2	8	6	-2	1		
39075	Holmes	Ohio	5	2	-3	-60.0%																									0	0	0	5	2	-3	1		
39077	Huron	Ohio													10	2	-8	-80.0%													10	2	-8	10	2	-8	1		
39079	Jackson	Ohio	5	6	1	20.0%													4	5	1	25.0%									4	5	1	9	11	2		1	
39081	Jefferson	Ohio																									14	15	1	7.1%	14	15	1	14	15	1		1	
39083	Knox	Ohio													10	1	-9	-90.0%													10	1	-9	10	1	-9	1		
39085	Lake	Ohio	20	6	-14	-70.0%													8	4	-4	-50.0%									8	4	-4	28	10	-18	1		
39087	Lawrence	Ohio	7	9	2	28.6%													11	6	-5	-45.5%									11	6	-5	18	15	-3	1		
39089	Licking	Ohio					21	21	0	0.0%																					21	21	0	21	21	0			1
39091	Logan	Ohio													8	6	-2	-25.0%													8	6	-2	8	6	-2	1		
39093	Lorain	Ohio																	46	52	6	13.0%									46	52	6	46	52	6		1	
39095	Lucas	Ohio													69	85	16	23.2%													69	85	16	69	85	16		1	
39097	Madison	Ohio					6	1	-5	-83.3%																					6	1	-5	6	1	-5	1		
39099	Mahoning	Ohio																	58	44	-14	-24.1%									58	44	-14	58	44	-14	1		
39101	Marion	Ohio													14	8	-6	-42.9%													14	8	-6	14	8	-6	1		
39103	Medina	Ohio	9	0	-9	-100.0%													7	3	-4	-57.1%									7	3	-4	16	3	-13	1		
39105	Meigs	Ohio	7	3	-4	-57.1%																									0	0	0	7	3	-4	1		
39107	Mercer	Ohio													6	1	-5	-83.3%													6	1	-5	6	1	-5	1		
39109	Miami	Ohio													13	4	-9	-69.2%													13	4	-9	13	4	-9	1		
39111	Monroe	Ohio																									5	4	-1	-20.0%	5	4	-1	5	4	-1	1		
39113	Montgomery	Ohio									99	106	7	7.1%																	99	106	7	99	106	7		1	
39115	Morgan	Ohio																									5	6	1	20.0%	5	6	1	5	6	1		1	
39117	Morrow	Ohio													6	1	-5	-83.3%													6	1	-5	6	1	-5	1		
39119	Muskingum	Ohio													17	21	4	23.5%													17	21	4	17	21	4		1	
39121	Noble	Ohio																									5	6	1	20.0%	5	6	1	5	6	1		1	
39123	Ottawa	Ohio													7	1	-6	-85.7%													7	1	-6	7	1	-6	1		
39125	Paulding	Ohio													3	3	0	0.0%													3	3	0	3	3	0			1
39127	Perry	Ohio																	8	2	-6	-75.0%									8	2	-6	8	2	-6	1		
39129	Pickaway	Ohio	7	3	-4	-57.1%																									0	0	0	7	3	-4	1		

39131	Pike	Ohio	9	8	-1	-11.1%																									0	0	0	9	8	-1	1		
39133	Portage	Ohio	16	11	-5	-31.3%																									0	0	0	16	11	-5	1		
39135	Preble	Ohio									8	2	-6	-75.0%																	8	2	-6	8	2	-6	1		
39137	Putnam	Ohio													4	2	-2	-50.0%													4	2	-2	4	2	-2	1		
39139	Richland	Ohio	10	3	-7	-70.0%									12	7	-5	-41.7%													12	7	-5	22	10	-12	1		
39141	Ross	Ohio	11	8	-3	-27.3%													3	5	2	66.7%									3	5	2	14	13	-1	1		
39143	Sandusky	Ohio													9	10	1	11.1%													9	10	1	9	10	1		1	
39145	Scioto	Ohio	13	14	1	7.7%													8	8	0	0.0%									8	8	0	21	22	1		1	
39147	Seneca	Ohio													10	12	2	20.0%													10	12	2	10	12	2		1	
39149	Shelby	Ohio													7	10	3	42.9%													7	10	3	7	10	3		1	
39151	Stark	Ohio	44	53	9	20.5%													20	23	3	15.0%									20	23	3	64	76	12		1	
39153	Summit	Ohio	14	17	3	21.4%													75	46	-29	-38.7%									75	46	-29	89	63	-26	1		
39155	Trumbull	Ohio	26	12	-14	-53.8%													16	22	6	37.5%									16	22	6	42	34	-8	1		
39157	Tuscarawa	Ohio	20	12	-8	-40.0%																									0	0	0	20	12	-8	1		
39159	Union	Ohio													4	5	1	25.0%													4	5	1	4	5	1		1	
39161	Van Wert	Ohio													4	2	-2	-50.0%													4	2	-2	4	2	-2	1		
39163	Vinton	Ohio	5	3	-2	-40.0%																									0	0	0	5	3	-2	1		
39165	Warren	Ohio									15	5	-10	-66.7%																	15	5	-10	15	5	-10	1		
39167	Washingto	Ohio																											14	14	0	0.0%	14	14	0	14	14	0			1
39169	Wayne	Ohio	15	10	-5	-33.3%																									0	0	0	15	10	-5	1		
39171	Williams	Ohio													6	1	-5	-83.3%													6	1	-5	6	1	-5	1		
39173	Wood	Ohio													12	11	-1	-8.3%													12	11	-1	12	11	-1	1		
39175	Wyandot	Ohio													3	1	-2	-66.7%													3	1	-2	3	1	-2	1		
		PY15	389	305	-84	-21.6%	268	229	-39	-14.6%	135	122	-13	-9.6%	345	340	-5	-1.4%	509	405	-104	-20.4%	161	132	-29	-18.0%	100	85	-15	-15.0%				1907	1618	-289	62	21	5
		PY14	389	302	-87	-22.4%	268	240	-28	-10.4%	135	108	-27	-20.0%	345	312	-33	-9.6%	509	357	-152	-29.9%	161	149	-12	-7.5%	100	86	-14	-14.0%						289			
																																				PY14	PY15		
Counties			PY 15	PY 14			PY 15	PY 14			PY 15	PY 14			PY 15	PY 14			PY 15	PY 14			PY 15	PY 14			PY 15	PY 14					Overserved			14	21		
Overserved			9	7			0	1			1	0			11	10			6	2			0	0			3	1					Underserved			71	62		
Underserved			21	24			4	4			3	4			20	24			15	18			1	1			6	6					No Variance			3	5		
No Variance			1	1			1	0			0	0			3	0			2	1			0	0			1	3								88	88		
																											1907	1618	-289											

	# of Counties	Pct. All Counties	Total AP	Total Over/ Under	Avg Pct Variance
Overserved	62	70.5%	471	116	24.63%
Underserved	21	23.9%	1378	405	29.39%
Combined	83	94.3%	1849	521	28.18%

SCSEP Attachment 2:

Organization Chart Depicting Sub Grantees Project Offices and Respective Authorized Positions



SCSEP Duration of Program Participation

Page 1 of 2	SCSEP 103.0

PURPOSE

The purpose of this policy is to provide sub-grantees with guidance and procedure relating to the individual maximum enrollment duration for participation in the Senior Community Service Employment Program (SCSEP) as established by the U.S. Department of Labor.

POLICY

ODA did not seek and/or receive a waiver of the maximum enrollment duration for participation in the ODA administered SCSEP project; therefore no participant can participate in the ODA administered SCSEP project for more than 48 months.

The Ohio Department of Aging (ODA) and its sub-grantees will ensure that the 48 month individual time limit for participation in SCSEP in the aggregate (whether or not consecutive) is complied with and that the ODA administered SCSEP project is managed in a way that ODA and its sub-grantees does not exceed an average participation cap for all participants of 27 months (in the aggregate).

Authorized breaks in participation, if taken under a formal sub-grantee policy allowing such breaks and formally entered into the SCSEP Performance and Results Quarterly Performance Reporting (SPARQ) system, will not count toward the individual time limit.

PROCEDURE

1. SCSEP Sub-grantees will submit to ODA annually the following documents to be reviewed and, if consistent with regulations and administrative guidelines issued by ODA and the U. S. Department of Labor, approved by ODA:
    a. A Duration of Program Participation Policy;
    b. A Break in Participation Policy; and,
    c. A plan detailing how the sub-grantee will maintain an average participation cap of 27 months.
2. The Duration of Program Participation Policy must have the following attributes:
    a. Eligible individuals may participate in the program for a maximum duration of 48 months in the aggregate (whether or not consecutive);

b. No waivers are available for extension of the maximum enrollment duration;
c. A process to transition participants to unsubsidized employment or other assistance before the maximum enrollment duration has expired and that provision for transition must be reflected in the participant's Individual Employment Plan (IEP); and
d. Be consistent with the regulations and administrative guidelines issued by the U.S. Department of Labor.

3. The sub-grantee will provide each participant a written copy of their Duration of Program Participation Policy at the time of enrollment.
    a. The Duration of Program Participation Policy and other pertinent policies and procedures will be verbally reviewed with each participant and the participant will sign an orientation form acknowledging receipt and understanding of the policies and procedures.
    b. A copy of the signed orientation form will be maintained in the participants file.

Authority/Basis: 45 CFR 1321.11; 20 CFR Part 641.570

Date: 12-21-15

SCSEP Participant Involuntary Termination Policy

Page 1 of 2	SCSEP 102.0

PURPOSE

The purpose of this policy is to ensure that participants in the Ohio Department of Aging (ODA) administered Senior Community Services Employment Program (SCSEP) project are treated fairly during the involuntary termination process and that sub-grantees have a formal procedure for terminating/exiting SCSEP participants during involuntary terminations.

POLICY

Each ODA SCSEP sub-grantee will develop and implement a termination policy that will ensure that ODA-administered SCSEP project participants are treated fairly and equitably during the involuntary termination process. The policy shall ensure that all participants being terminated for cause will be given an opportunity for corrective action through a progressive disciplinary process prior to an involuntary termination, except in cases involving fraud and serious harm, or the imminent threat of harm, to the health, safety and property of self and others.

The termination policies developed by the SCSEP sub-grantees shall identify the participant conduct or other factors that may result in involuntary termination, including: fraud; the participant's ineligibility at recertification; the participant was incorrectly determined to be eligible to participate in SCSEP through no fault of the participant; the participant has reached individual durational limit and no extensions are available; the participant is found to be employed while enrolled in SCSEP; and for other cause as approved by the U.S. Department of Labor (i.e., participants may be terminated for willful misconduct, including intentional violations of reasonable program rules and directives, or for failure to comply with the terms of their Individual Employment Plan without good cause).

PROCEDURE

1. ODA SCSEP sub-grantees will submit a termination policy to ODA. ODA will review the policy and, if it is consistent with the regulations and administrative policies issued by ODA and the U.S. Department of Labor, ODA will approve the policy.
    a. The termination policy must have the following attributes:
        i. Outline the reasons for a participant to be involuntary terminated;
        ii. Outline a process that gives participants being exited for cause the opportunity for corrective action through a progressive discipline process

prior to an involuntary termination except in cases involving fraud and serious harm, the imminent threat of harm, to the health, safety and property of self and others, or other appropriate reasons;

iii. Be consistent with the regulations and administrative guidelines issued by the U. S. Department of Labor;
iv. All termination notices will be provided to ODA-administered SCSEP project participants in writing 30 days before the termination becomes effective;
v. Provide that each participant being proposed for involuntary termination will receive a copy of the sub-grantee's and ODA's grievance procedure with their 30-day termination notice;
vi. Provide that the termination is subject to the grievance procedures developed by the sub-grantee; and
vii. Provide that the sub-grantee will provide each participant being proposed for involuntary termination with appropriate referrals to other programs that are potentially able to assist the participants in finding employment or other supportive services that can lead to self-sufficiency, such as the One-Stop delivery system.

2. The sub-grantee will provide each participant a written copy of their termination policy at the time of enrollment.
    a. The termination policies and other pertinent policies and procedures will be verbally reviewed with each participant and the participant will sign an orientation form acknowledging receipt and understanding of the policies and procedures.
    b. A copy of the signed orientation form will be maintained in the participant's file.

Authority/Basis: 45 CFR 1321.11; 20 CFR 641.580

Revised: 12-21-15 – MJM

SCSEP Grievance Policy

Page 1 of 2	SCSEP 101.0

PURPOSE

The purpose of this policy is to provide employees, sub-grantees, participants and applicants with a formal procedure for resolving grievances related to Ohio Department of Aging's (ODA) Senior Community Services Employment Program (SCSEP) funded by the U.S. Department of Labor (DOL).

POLICY

The Ohio Department of Aging ensures that all ODA SCSEP employees, sub-grantees, participants and applicants are informed of both their right to file a grievance, the grievance procedure, and any decisions made regarding their grievance, including the rationale behind such decision. Further, ODA ensures that all employees, sub-grantees, participants and applicants participating in the SCSEP program administered by ODA are treated fairly and that all decisions made regarding their grievances are made objectively and in accordance with programmatic requirements and expectations.

This policy does not apply to complaints and grievances related to SCSEP programs operated in Ohio by providers funded directly by DOL.

ODA and sub-grantee employees must follow their agency's respective employment, equal opportunity and grievance policies and procedures. Sub-grantees are required to follow procedures contained in the Request for Proposal and/or state law to resolve disputes with ODA.

SCSEP applicants or participants having a complaint pertaining to their participation in the Workforce Investment Act (WIA) and/or Workforce Innovation and Opportunity Act (WIOA) programs administered by the Ohio Department of Job and Family Services must address those concerns at the local Ohio Means Jobs (OMJ) center where the service was initiated. Contact information for the OMJ sites can be found at http://jfs.ohio.gov/owd/wia/wiamap.stm .

PROCEDURE

A. Any applicant or participant may file a grievance with ODA if he/she believes him/herself to be subject to different, irregular or illegal treatment. In addition, any applicant or participant

may file a grievance with ODA, DOL or other civil rights agencies if he/she believes him/herself to have been subject to discrimination on the grounds of race, creed, color, sex, age disability, national origin, religion, political affiliation, ethnicity, sexual orientation, HIV Infection, AIDS Related Complex or AIDS.

The steps of the grievance procedure are as follows:

1. Expect as otherwise provided in Paragraph 5, a Participant/Applicant (here referred to as "Complainant") who has a grievance will VERBALLY discuss the grievance with the sub-grantee's Local Project Director within five working days after knowledge of the grievance or the reason for the grievance has occurred. The Project Director will attempt to act on or resolve the grievance within five working days after discussing the grievance with the participant or applicant. The Project Director will provide the participant or applicant with his/her decision in WRITING.

2. If the sub-grantee's Project Director fails to act upon or resolve the grievance to the satisfaction to the complaint within five working days of receiving the grievance, the Complainant may submit the grievance, IN WRITING, to the SCSEP Program Administrator, Ohio Department of Aging, 246 N. High Street, 1st Floor, Columbus, Ohio, 43215-2406, within ten working days of receiving the Local Projects Director's decision or time the five-day limit the Project Director had to act to resolve the grievance.

3. Upon receipt of the Written Grievance, the ODA SCSEP Program Administrator has five working days of receiving the grievance to act upon or resolve the grievance. The ODA SCSEP Administrator will provide the participant or applicant with his/her decision IN WRITING. If he/she fails to do so, or if the issue is not resolved to the satisfaction of the Complainant, the Complainant may submit the grievance IN WRITING to the Director of the Ohio Department of Aging, 246 N. High Street, 1st Floor, Columbus, Ohio, 43215-3363, within ten working days of receiving the SCSEP Program Administrator's decision or time limit the SCSEP Program Administrator had to act to resolve the grievance.

4. The Director of the Ohio Department of Aging or his/her designee shall have five working days of receiving the grievance to act upon or resolve the grievance. The ODA Director or his/her designee will provide the participant or applicant with his/her decision IN WRITING. If he/she fails to do so, or if the issue is not resolved to the satisfaction of the Complainant, the Complainant may file the grievance with the United States Department of Labor, Division of Older Worker Programs, Employment and Training Administration, 200 Constitution Avenue, N.W., Washington, D.C. 20210.

   U.S. Department of Labor regulations, which govern the SCSEP (20 CFR 641.910 (b)), provide that, except for complaints alleging violations of the law or complaints alleging discrimination, the U.S. Department of Labor shall limit its review to determine whether the appeals procedure of the Ohio Department of Aging and it's

sub-grantees were followed.

5. A complaint alleging discrimination on the basis of race, creed, color, sex, age disability, national origin religion, political affiliation, ethnicity, sexual orientation, HIV Infection, AIDS Related Complex, or AIDS which is not resolved as a result of the combined complaint resolution procedure of the sub-grantee or Ohio Department of Aging, may be filed with the Civil Rights Center, U.S. Department of Labor, Room N- 4123, 200 Constitution Avenue, NW, Washington, D.C. 20210. However, the Complainant can file a complaint alleging discrimination to the U.S. Department of Labor, U.S. Equal Employment Opportunity Commission, John W. Peck Federal Office Building, 550 Main Street, 10th Floor, Cincinnati, Ohio 45202 and/or Ohio Civil Rights Commission, 30 East Broad Street, 5th Floor, Columbus, Ohio 43215 at any time within the respective agencies' statute of limitations.

B. The sub-grantee will provide each participant a written copy of this grievance policy at the time of enrollment.
   a. The grievance policy and other pertinent policies and procedures will be verbally reviewed with each participant and the participant will sign an orientation form acknowledging receipt and understanding of the termination policies and procedures.
   b. A copy of the signed orientation form will be maintained in the participants file.

Authority/Basis: 45 CFR 1321.11; 20 CFR 641.910

Date: 6-22-15