



OHIO'S UNIFIED WORKFORCE PLAN

Better coordinating WIA, ABLE and Perkins-funded programs

Ohio's unified workforce plan will improve outcomes for students, adults and employers by better coordinating local workforce administrators, caseworkers and K-12 educators.

Currently, Ohio submits three state plans to the federal government, one for each of the following programs:

- Workforce Investment Act (WIA)
- Adult Basic and Literacy Education (ABLE)
- Carl D. Perkins Career and Technical Education Improvement Act (Perkins)

The Kasich Administration sought and received approval from the Ohio General Assembly under Ohio House Bill 486 (130th General Assembly) to submit a single unified state plan for the three largest workforce programs. Ohio will be just the fourth state to submit a unified plan, and the first to submit a plan that includes Perkins-funded programs. The unified plan will have three goals:

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

In the spring of 2014, the Governor's Office of Workforce Transformation (OWT) began working with a diverse group of stakeholders to draft Ohio's unified plan. OWT is currently hosting public meetings and soliciting feedback and plans to submit the final unified plan to the U.S. Department of Labor and the U.S. Department of Education by December 31, 2014.

The draft plan recommends the following reforms to programs in all counties that are funded by WIOA, ABLE and Perkins:

1. **Registration at OhioMeansJobs.com:** Ensure that participants in all programs register at OhioMeansJobs.com or an OhioMeansJobs Center.
2. **Common Application:** Develop a single intake application for all programs.
3. **Common Case Management System:** Create a single case management system for use by all programs.
4. **Common Performance Metrics:** Measure progress and success uniformly across the state and identify best practices and improvement opportunities.
5. **Common Assessment Strategy:** Identify and implement a standard approach to assessing individual skills and abilities.
6. **Job Readiness and Soft-Skill Training:** Offer a uniform curriculum addressing job readiness and soft skills for participants in all programs.
7. **Career Counseling:** Expand access to high-quality career counseling for all participants and ensure that participants understand how best to transition to higher levels of training and credentials.
8. **Remediation and High School Equivalency:** Expand access to remediation and GED programs through a statewide outreach and recruitment campaign.
9. **Local Unified Plan:** Engage with local partners and employers to ensure that local workforce development boards create local unified plans that are responsive to the needs of students, adults and employers within their communities; clarify the role of each program; and define methods for improving outcomes.
10. **Co-Enrollment:** Where applicable, co-enroll individuals in all relevant programs.

Bottom Line: OWT will collaborate with local workforce development partners and stakeholders to create a unified workforce system that helps employers find the workers necessary to succeed and helps workers access the information and skills training they need to compete for in-demand jobs in Ohio.

Ohio's Unified State Plan



Workforce Investment Act • Adult Basic and Literacy Education
Carl D. Perkins Act • Senior Community Service Employment Program

Ohio

**Governor's Office of
Workforce Transformation**

John R. Kasich, Governor
Dawn Larzelere, Director



JOHN R. KASICH
GOVERNOR
STATE OF OHIO

December 19, 2014

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Dear Ms. Ollis, Mr. Smith and Ms. Kennan,

As authorized by Title V, Section 501 of the Workforce Investment Act of 1998, please find enclosed the State of Ohio's Unified Plan for the following workforce programs: the Workforce Investment Act (WIA) Title 1, Adult Basic and Literacy Education (ABLE) and Carl D. Perkins Career and Technical Education Act (Carl Perkins).

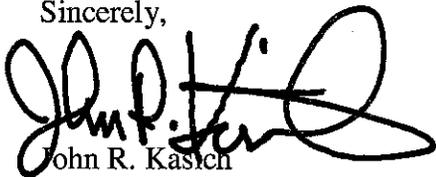
For too long, Ohio's workforce training system has been criticized for being complicated, duplicative and misaligned to the needs of our business community. Before today, some of the state's most significant workforce programs - WIA, ABLE and Carl Perkins - submitted individual state plans to the federal government. By submitting three separate plans, Ohio missed opportunities to better coordinate and improve our programs for both the businesses and

individuals we are seeking to serve. For example under the current system, businesses looking to fill good paying jobs are often unsure where 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 has some other barrier to employment and is unsure where to turn. A teacher provides job skills education to students but has no formal way of helping those students find a job.

To address these challenges, the State of Ohio brought together state policymakers, local program providers, and businesses to identify reforms to make Ohio's workforce system easier to navigate, consistent across providers and programs, and aligned with Ohio's business needs. Through this multi-month process, we identified a series of reforms that will offer better coordination and an improved delivery of services, resulting in businesses finding the workers they need to succeed and grow, individuals accessing the skills training and resources they need to compete for Ohio's in-demand jobs, and educators accessing the tools they need to link students to job opportunities.

We are excited about the potential of these reforms to improve Ohio's workforce development system, and thank you for your consideration of Ohio's Unified Plan.

Sincerely,

A handwritten signature in black ink, appearing to read "John R. Kasich". The signature is stylized and cursive, with a large loop at the end.

John R. Kasich
Governor

Attachment A –Checklist, Contacts and Signatures

1. Unified Plan Activities and Programs Checklist

Under section 501 of the Workforce Investment Act, the following activities or programs may be included in a state's Unified Plan. From the list below, please place a check beside the programs and activities the state is including in this Unified Plan.

The State Unified Plan shall cover one or more of the following programs and activities:

- a. Secondary vocational education programs (Perkins IV/Secondary). Note that inclusion of this program requires prior approval of state legislature. (Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.))
- b. Postsecondary vocational education programs (Perkins IV/Postsecondary). Note that for the purposes of what the State Unified Plan shall cover, Perkins IV/Secondary and Perkins IV/Postsecondary count as one program. (Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.))
- c. Activities authorized under title I, Workforce Investment Systems (Workforce Investment Activities for Adults, Dislocated Workers and Youth, or WIA title I, and the Wagner-Peyser Act) (Workforce Investment Act of 1998 (29 U.S.C. 2801 et seq.))
- d. Activities authorized under title II, Adult Education and Family Literacy (Adult Education and Family Literacy Programs) (Workforce Investment Act of 1998 (20 U.S.C. 9201 et seq.))

The State Unified Plan may cover one or more of the following programs and activities:

- a. Supplemental Nutrition Assistance Program, or SNAP (7 U.S.C. 2015(d))
- b. Activities authorized under chapter 2 of title II of the Trade Act of 1974 (Trade Act Programs) (19 U.S.C. 2271 et seq.)
- c. Programs authorized under Part B of title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than section 112 of such Act (29 U.S.C. 732) (Vocational Rehabilitation)
- d. Activities authorized under chapters 41 & 42 of Title 38, USC, and 20 CFR 1001 and 1005 (Veterans Programs, including Veterans Employment, Disabled Veterans' Outreach Program, and Local Veterans' Employment Representative Program)
- e. Programs authorized under state unemployment compensation laws (Unemployment Insurance) (in accordance with applicable Federal law which is

authorized under title III, title IX and Title XII of the Social Security Act and the Federal Unemployment Tax Act)

- f. Programs authorized under part A of title IV of the Social Security Act (Temporary Assistance for Needy Families (TANF).
- g. Programs authorized under title V of the Older Americans Act of 1965 (Senior Community Service Employment Program (SCSEP).) (42 U.S.C. 3056 et seq.)
- h. Training activities funded by the Department of Housing and Urban Development under the Community Development Block Grants (CDBG) and Public Housing Programs). Note that programs funded by the CDBG and Public Housing programs can only be included in the State Unified Plan if the state is the funds recipient, and approval of the Unified Plan will not trigger funding for these programs.
- i. Community Development Block Grants
- j. Public Housing
- k. Programs authorized under the Community Services Block Grant Act (Community Services Block Grant, or CSBG) (42 U.S.C. 9901 et seq.)

Describe the governor's vision for a statewide workforce investment system. Provide a summary articulating the governor's vision for utilizing the resources of the workforce investment system in support of the state's economic development that address the issues and questions below. States are encouraged to attach more detailed documents to expand upon any aspect of the summary response if available. (WIA §112(a) and (b)(4)(A-C).)

1. What are the state's economic development goals for attracting, retaining and growing business and industry within the state? (§112(a) and (b)(4)(A-C).)

Creating jobs and economic opportunity drives every policy decision and reform priority in Governor John Kasich's administration.

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. Those clusters include:

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

In addition to creating a new approach to economic development, the Governor, in partnership with Ohio's General Assembly, has closed an \$8 billion budget deficit, cut taxes by \$3 billion, made the largest investment in state support for K-12 education in a decade, cut workers' compensation premiums, upgraded the state's workforce training efforts, and reduced red tape for Ohio businesses. Today, Ohio has a \$1.5 billion surplus, over a quarter million more private sector jobs, the lowest unemployment rate since April 2006, and one of the most-improved climates for job creation in the nation.

2. Given that a skilled workforce is a key to the economic success of every business, what is the governor's vision for maximizing and leveraging the broad array of Federal and state resources available for workforce investment flowing through the state's cabinet agencies and/or education agencies in order to ensure a skilled workforce for the state's business and industry? (§112(a) and (b)(4)(A-C).)

Recognizing the importance of a well-trained workforce to Ohio's overall economic health, Governor Kasich created the Governor's Office of Workforce Transformation (OWT) and the Governor's Executive Workforce Board. The office is tasked with coordinating and aligning workforce policies, programs, and resources across state government to improve effectiveness, functionality and accountability. The Board advises the governor and OWT on the development, implementation, and continuous improvement of Ohio's entire 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.

One of those reforms involves the submission of this unified plan. 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. The state's most significant workforce programs have previously submitted individual plans, to the federal government, thereby fostering a siloed approach to addressing Ohioan's workforce needs. In short, Ohio's state structure has led to the local confusion whereby employers cannot find the workers they need to succeed and workers cannot access the skills training they need to compete for Ohio's in-demand jobs.

In June 2014, the Kasich Administration 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 Perkins career technical programs, and the Workforce Investment Act (WIA). This coordination will ensure job seekers move through Ohio's workforce support and training programs seamlessly. The programs will work together on shared goals and outcomes that will take critical steps forward in creating a unified workforce system. Under the legislation, Ohio must submit a unified plan to the federal government for ABLE, Carl Perkins, and WIA by December 31, 2014.

Ohio has used the opportunity of developing a unified state 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. 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. One unified state plan will offer better coordination and an improved delivery of services, resulting in healthier companies and more Ohioans being able to provide for themselves and their families.

Through a six month process working with state policy makers, local program providers, and businesses, Ohio identified ten reforms to move the state's workforce system forward, making the system easier to navigate, consistent across providers and programs, and aligned with business needs.

The ten reforms include:

1. Require Registration in OhioMeansJobs.com

OhioMeansJobs.com is Ohio's virtual 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.

Requiring all consumers of WIA, ABLE and Carl Perkins Adult Career Technical Schools to enroll in OhioMeansJobs.com will increase their awareness of the resources and functionality of OhioMeansJobs.com, ensure consistency among programs, enhance job readiness and placement efforts and support career planning.

2. Require a Common Application for ABLE, WIA and Carl Perkins Adult Career Technical Schools

Currently ABLE has one application statewide but applications for WIA and Ohio Technical Centers 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 Ohio's three largest workforce programs—ABLE, WIA and Carl Perkins Adult Career Technical Schools—are a patchwork of systems that operate independent of one another. One of the key reforms brought forward by the 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. Common Assessment Strategy

The state will work with local workforce partners and providers to develop a common approach for assessments that can meet all programs' needs. This important work 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.

5. Co-enrollment Between Programs and Services

Co-enrolling appropriate individuals in ABLE, WIA and/or adult career technical programs allows credential-seekers to move more quickly through the system, 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, 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 Local Unified Plan

At the state level, the unified plan is aligning Ohio's largest federally-funded workforce programs. Since these services are delivered locally, a logical next step is to require a local unified plan among local partners to better facilitate collaboration to ensure the needs of business and the job seeker are being met.

A local unified 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 unified 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 unified 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

The Adult Basic Literacy and Education Program (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 ABLÉ program faces in Ohio is a lack of awareness about what ABLÉ is and the wide-range of free services the program provides.

The Ohio Board of Regents (OBOR) will lead efforts to re-brand and market the ABLÉ program. Efforts will focus on increasing awareness of the services offered, reducing the stigma, and increasing post-secondary training.

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-skill training is sprinkled throughout the workforce system but at the present time is not administered in a consistent way. Ohio's workforce system is going to meet this challenge head on by developing model curricula that addresses job readiness and soft skills and ensures it is offered more broadly. The model curricula will be responsive to business, ensuring consistency and quality.

9. Ensure Career Counseling

The OWT is working with the Ohio Department of Education (ODE), OBOR 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.

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, the OWT worked with stakeholders and The Ohio State University to create a common set of workforce success measures for ABLÉ, WIA, Carl Perkins Adult Career Technical Schools, 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 our local workforce programs, Workforce Investment Act, Adult Basic and Literacy Education, and Carl D. Perkins 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 unified local plan. Working with the secondary career technical schools, the unified local planning process may also include any other reforms local partners collectively deem appropriate.

3. Given the continuously changing skill needs that business and industry have as a result of innovation and new technology, what is the governor's vision for ensuring a continuum of education and training opportunities that support a skilled workforce? (§112(a) and (b)(4)(A-C).)

Ohio's In-Demand Jobs

Identifying and prioritizing Ohio's most in-demand jobs is the foundation of the reform efforts in the OWT. Too often, jobs go unfilled because Ohio businesses are not able to recruit qualified workers. Policymakers and educational training entities have been too slow to react to the changing educational and job training needs of Ohio. In short, Ohio was working at the speed of government, and it was not working. Demand must drive supply, and the workforce and education systems need information to help align their programs and services to meet those needs. Knowing the most urgent workforce needs helps Ohio better target to ensure businesses have the skilled workforce needed to grow.

In September 2013, Ohio sent 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 in one year, three years 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 Job list. Ohio's in-demand job list currently stands at 196 unique occupations comprising over 17,000 related job titles. The in-demand job data is available on OhioMeansJobs.com.

Inventory of Ohio's Education and Training Programs

Much work has been done to identify and understand Ohio's in-demand jobs. But to tackle the areas of critical workforce needs, the state needs to understand the supply side of the equation. The Ohio Board of Regents is leading the efforts to incorporate the "supply" side of the jobs equation by building an inventory of the state's education and training programs. When completed Ohio will have a complete catalog of the training programs, including all types of providers (public, private and proprietary schools), cost of the program, length of training, type of credential earned, program capacity, etc.

The complete inventory will come online in phases with full deployment on OhioMeansJobs.com in the spring of 2016. Currently, information is available on Ohio's two-and four-year colleges and universities, as well as Ohio Technical Centers and apprenticeship programs to show the programs that are offered in each of the areas identified as in-demand.

Ohio Incumbent Workforce Training Voucher Program

The Ohio Incumbent Workforce Training Voucher Program is one of Governor Kasich's signature economic development initiatives. Believing that an individual should not have to lose his or her job to receive training, Governor Kasich and the Ohio General Assembly created the Ohio Incumbent Workforce Training Voucher Program to provide direct financial assistance to train workers and improve the economic competitiveness of Ohio's employers. This public-private partnership is designed to offset a portion of the employer or employee's cost to upgrade the skills of an incumbent worker and provides reimbursement to eligible employers or individual employees for specific training costs accrued during training.

Individual Training Accounts - ODJFS

An early charge of the Governor's Executive Workforce Board was to develop a consistent statewide policy for the application of Individual Training Accounts (ITA) offered through the Workforce Investment Act. Prior to the statewide policy, ITA policies were driven by local workforce areas which resulted in trainings that may or may not lead to employment in in-demand occupations. Ohio's current ITA policy requires 85 percent of individuals enrolled in training must be in training that will lead to an in-demand job. In-demand jobs are defined by the state and ensure Ohio's economic growth.

Learn To Earn

As a way to move Ohioans off unemployment while allowing employers to train and assess people's skills, Ohio created Learn to Earn as a subset of Ohio's unemployment compensation system. Ohio Learn to Earn matches individuals looking for work with businesses looking to hire. The program gives employers the opportunity to train potential employees at no cost and the individuals the opportunity to enhance their skills, network, and earn a training certification. Individuals who participate in Ohio Learn to Earn may continue to collect unemployment compensation while working up to 24 hours per week for six weeks.

OhioMeansJobs.com

All of the above referenced information can be found by policy-makers, businesses and individuals on OhioMeansJobs.com, Ohio's virtual career planning tool. Through a \$12 million Workforce Innovation Fund Grant from the U.S. Department of Labor, OhioMeansJobs.com has been enhanced to move beyond a basic job matching tool to a virtual career planning tool and now offers free core and intensive services online that in the past have only been offered in the local OhioMeansJobs Center. OhioMeansJobs.com offers a menu of career services for all Ohioans, and an abundance of resources for businesses looking to hire. By connecting employers to

individuals, OhioMeansJobs.com can not only provide a quality job, but also a quality of life to thousands of Ohio families.

Ohio has also launched OhioMeansJobs K-12. OhioMeansJobs K-12 is a no-cost, online career development tool that enables teachers, parents and students to explore career interests, research career options, and evaluate education and training programs in a child-friendly way.

4. What is the governor’s vision for bringing together the key players in workforce development including business and industry, economic development, education, and the workforce system to continuously identify the workforce challenges facing the state and to develop innovative strategies and solutions that effectively leverage resources to address those challenges? (§112(b)(10).)

Industry Workforce Alliances

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

In May of 2014 the Ohio Department of Job and Family Services, in partnership with the OWT, announced an Industry Workforce Alliance Pilot Initiative. 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 awards.

Applicants for the grant were asked to outline regional strategies designed to effectively address the skill needs of key industries in Ohio, while fostering partnerships among employers, education and training providers, and other community stakeholders.

Through September of 2014, 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 & Economic Development, directing resources at the logistics and distribution development for the County
Southwest	Partners for a Competitive Workforce, implementing a plan centered on career pathway development within the logistic field
Southeast	Appalachian Ohio Health Professions Pathways, helping unemployed and underemployed Ohioans find work in the health care industry

Central	Insurance Industry Resource Council, whose application concentrated on meeting the increasing demands of Central Ohio's insurance industry
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Governor's Executive Workforce Board

Governor Kasich created the Governor's Executive Workforce Board to advise the Governor and the OWT on the development, implementation, and continuous improvement of Ohio's workforce system. Chaired by Blane Walter, Chair of Talisman Capital Partners, the majority of the Board directly represents 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.

5. What is the governor's vision for ensuring that every youth has the opportunity to develop and achieve career goals through education and workforce training, including youth most in need, such as youth who are: out of school, homeless, in foster care or aging out of foster care, offenders, children of incarcerated parents, migrant and seasonal farmworker youth, have disabilities, or are other youth at risk? (§112 (a).)

Ohio is embracing new ways to reach not only traditional students but also those Ohioans who for too long have fallen through the cracks of a one-size-fits-all system: young children living in poverty, teenagers trying to find their way, and adults without a high school diploma looking for a new beginning.

Under Governor Kasich's leadership, Ohio has enacted a series of bold reforms that reach beyond the traditional boundaries of K-12 education. From expansion of early childhood opportunities to help for adults without diplomas, Ohio is working to identify and address the problems on the front end, rather than merely treating the symptoms later in life. Below are some examples of the administration's reforms:

Third Grade Reading Guarantee

Education begins well before a child enters kindergarten. High-needs children in particular begin kindergarten without the skills they need to successfully engage in learning and find themselves far behind their peers. Reading is the gateway to success and, without it, children will not realize their full potential. In 2012, despite 10 years of a reading guarantee in Ohio law, over 27,000 students were not reading at grade level in third grade. Under the leadership of Governor Kasich, the Ohio General Assembly implemented the Third Grade Reading Guarantee. Through this legislation, diagnostics will be administered in kindergarten through third grade that will show which children are not reading at grade level. These children will then be provided targeted interventions and supports. No more will children go on to the fourth grade struggling to grasp the content or lacking the skills they need to succeed in life.

Career Technical Education

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 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. And 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. But 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.

Dropout Prevention

Every year, nearly 24,000 Ohio students drop out of school. This is unacceptable. Today, Ohio is working to provide new ways to identify at-risk students earlier and develop alternative strategies to better engage them. ODE, in partnership with local education leaders, business, and trades, are now working together to more effectively identify students at risk of dropping out, connecting them with tailored career counseling, and creating new, alternative pathways to diplomas.

Dropout Recovery – Helping Ohio Adults Without Diplomas Get Back on Track

In Ohio today, an estimated one million adults lack a high school diploma—and, after the age of 22, are no longer eligible for traditional high school diplomas. But under reforms enacted this year, community colleges and career centers can create new initiatives to help adults earn credits toward a high school diploma while pursuing job training coupled with credential efforts.

Community Connectors

The Community Connectors initiative was created in Ohio's mid-biennial budget bill in 2014 and will help give more Ohio students access to role models who can help motivate and inspire them, as well as help them develop skills that lead to success in school and the workplace. The Ohio Department of Education is the lead administrative entity and will direct \$10 million from lottery proceeds to provide 3-to-1 matching grants in support of cooperative mentoring efforts by community groups, their local business partners, and the schools. Quality mentoring programs have proven to be effective at helping motivate and inspire students, as well as help them develop skills that lead to success in school and the workplace.

SERVING OHIO'S MOST VULNERABLE

Ohio has a renewed focus on serving Ohio's most vulnerable populations in the education arena, utilizing solutions-oriented strategies to help serve often-overlooked Ohioans. Here are just a few of the initiatives and programs Ohio currently has in place.

Connecting the Dots from Foster Care to Employment and Independent Living

Every year in Ohio approximately 1,000 to 1,300 young people age out of foster care. In 2013, ODJFS launched a collaborative, comprehensive initiative to improve educational, employment, and earnings outcomes; better support foster youth's transition to adulthood; and prevent and reduce the incidence of early pregnancy.

The pilot program aims to integrate WIA youth program services and foster care independent living services in five locations involving the following eight counties: Cuyahoga, Hamilton, Lake, Summit, and a consortium of Clinton, Greene, Montgomery, and Preble. The pilot programs target youth in foster care who are 16 to 18 years old and youth adult formerly in foster care who are 18-21 years old.

Key service components include:

- Educational supports (tutoring, dropout prevention, high school completion or GED attainment, credentials, enrollment in training/college after high school);
- Career exploration, work-readiness training, job placement;
- Adult mentoring through a partnership with Big Brothers Big Sisters; and
- Healthy relationships and choices/pregnancy prevention.

The pilot program ends in June 2015, at which time ODJFS will share lessons learned and best practices that can be replicated statewide.

Strong Families, Safe Communities

Governor Kasich is committed to improving care coordination and providing support for families with children in crisis who present a risk to themselves, their families, or others because of mental illness or a developmental disability. Many children who are at risk are not engaged in treatment programs and may not be known to the community until a crisis unfolds. Care coordination and targeted crisis intervention services can quickly stabilize a child's health. Support for these families in need will reduce risk of harm and help the family remain together.

In July of 2014, the Ohio Departments of Developmental Disabilities and Mental Health and Addiction Services announced more than \$1.4 million in Strong Families, Safe Communities funding to provide care coordination and crisis intervention services for youth at risk due to mental illness or developmental disability. The grant awards are part of a two-year, \$5 million statewide initiative launched in 2013.

Employment First

Employment First is a priority for the state of Ohio giving individuals with developmental disabilities access to services and supports to work in a competitive job in the community that offers the possibility of greater wealth, a greater quality of life, and a

sense of self-worth. In order to make community employment an expected and preferred outcome for people with developmental disabilities, state policies were updated to ensure alignment among policies, procedures, eligibility, enrollment, and planning services across state agencies.

TANF Summer Youth Employment Program

The TANF Summer Youth Employment Program enables low income TANF eligible youth to gain valuable work experience while earning a paycheck to help meet basic needs. Summer employment programs offer the opportunity for youth to develop a work history and receive a reference from an employer.

In an effort to better serve the employers and youth, Ohio made the following changes to the TANF Summer Youth Employment Program for the 2014 summer:

- Youth must register in OhioMeansJobs.com and create a backpack.
- Youth must complete workshops around resume writing, soft skills, and cover letters.
- All programs must have some connection to education during the summer.

Recognizing the importance of serving the youth population and the long-term impact on Ohio's workforce system, members of the Governor's Executive Workforce Board, along with local workforce and education partners, are working together to identify areas for improvement to better align the TANF Summer Youth Program and the WIA Youth Program. The work group has been charged with recommending changes for better coordination to ensure programs that serve the state's youth population are utilized to the fullest extent possible.

A total of \$35 million was available for the 2014 TANF Summer Youth Employment Program serving more than 14,000 youth.

Career Connections

Today, children need to see a link between what they are learning and future work. Career Connections offers practical ways for teachers and families to show students, as early as in kindergarten, the types of jobs possible for them. The goal is to foster connections between what students learn in the classroom and workplace expectations like critical thinking, problem-solving, collaboration, leadership, innovation, and creativity.

The Career Connections initiative is Ohio's vehicle for increasing students' awareness between the classroom and careers by better engaging students. It does this by embedding career strategies on OhioMeansJobs K-12 and aligning local district efforts around college and career readiness.

The initiative consists of three integral parts. They are an online career tool, a planning process to help districts design age appropriate local programs for career exploration, and curriculum strategies centered on careers.

OhioMeansJobs K-12 is a no-cost, online career development tool that enables teachers, parents, and students to explore careers interests, research career options, and evaluate education and training programs.

The Career Connections planning process drives the big picture. It takes all the efforts across K-12 and aligns them so students have a continuous experience. It emphasizes career awareness in kindergarten through Grade 5, career exploration in Grades 6-8 and career planning in Grades 9-12.

Curriculum strategies provide grade-specific plans to help teachers connect with real-world jobs. They easily blend with Ohio's New Learning Standards in reading, math, social studies and science.

6. Describe the governor's vision for how it will ensure that older individuals receive workforce training that will prepare them to reenter the labor market and become a workforce solution for employers. (§112 (b)(17)(A)(iv).)

Through this Unified Plan, the Ohio Department of Aging (ODA), along with ODJFS, OBOR, ODSA and local workforce and gaining network partners will ensure that older individuals receive workforce training that will prepare them to reenter the labor market and become a workforce solution for employers.

The ODA-administered/coordinated Senior Community Service Employment Program (SCSEP) is a key component of Ohio's current integrated workforce plan. 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 non-profit organizations and government agencies, preparing them for permanent employment. SCSEP services are integrated, and many times co-located, in local OhioMeansJobs (OMJ) Centers.

In Ohio, SCSEP is administered by the Ohio Department of Aging and six providers that receive funds directly with 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 State of Ohio/ODA.

Additionally, ODA and Ohio's six SCSEP providers continue to support Ohio workforce development initiatives by partnering with ODJFS to establish OMJ centers in Ohio Department of Rehabilitation and Correction facilities, developing strategies to prepare SCSEP participants for Ohio's most in-demand jobs, partnering with and expanding local Encore and entrepreneurship initiatives, initiating statewide host agency initiatives (e.g. long-term care ombudsman program), and supporting research on the needs of older workers.

ODA and Ohio's aging network support older workers already in the workplace by working with employers to implement and/or refer to falls prevention (e.g., STEADY U),

chronic disease self-management (e.g., HEALTHY U), and caregiver support programs. Aging and Disability Resource Networks, coordinated by Ohio's twelve area agencies on aging, provide assessments, information and referral to local services and supports to older workers, working caregivers and employers.

As Ohio's population continues to age there is a need to expand and re-train the health care workforce, especially as new healthcare delivery models, technologies and philosophies (e.g., patient centered medical homes, electronic health record, person-centered care) are developed and implemented. In Ohio 540,000 health care practitioners directly influence the cost and quality of health care through their diagnoses, orders, prescriptions, and treatments. These medical, mental health, dental and other health care providers labor every day to take care of their patients, but experts say there are too few of some types of health care professionals and para-professionals, others do not have the skills needed to adapt to new care delivery models, and some are not located where they are needed. Working together, the Office of Workforce Transformation and Health Transformation are coordinating 16 state agencies to identify health sector workforce needs, align existing workforce programs, reform higher education training programs, and change payments for health services to support workforce priorities.

Detailed information about Ohio's SCSEP is contained in Section G of this plan.

For more information about how SCSEP is administered in Ohio, including links to SCSEP providers, visit:

<http://aging.ohio.gov/services/seniorcommunityserviceemploymentprogram/>

1. Describe the state's comprehensive vision of an integrated service delivery system, including the role each program incorporated in the Unified Plan in the delivery of services through that system.

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 the Governor's Office of Workforce Transformation, the state prioritized its work into three strategic goals:

- 1. Identify Businesses' Most Urgent Job 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.
- 2. Align the Skills Needs of Employers with the Training Offerings of the Education System.** 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.
- 3. Reform Ohio's Workforce Delivery System.** Ohio's workforce development efforts are currently spread out over 90 programs in 13 agencies. As detailed in the response to Part A. State Vision and Priorities, 2., the state is committed to moving reforms to provide efficient, responsive, and cost-effective services to employers and workers. With better alignment and integration, Ohio will reduce redundancy, fragmentation, and lack of coordination, improving the state and local programs that fuel the workforce system.

The submission of this State Unified Plan builds on the third goal of reforming Ohio's Workforce Delivery System. The state's most significant workforce programs have previously submitted individual plans, to the federal government, thereby fostering a siloed approach to addressing Ohioan's workforce needs. In short, Ohio's state structure has led to the local confusion whereby employers cannot find the workers they

need to succeed and workers cannot access the skills training they need to compete for Ohio's in-demand jobs.

In June 2014, the Kasich Administration 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 Perkins career technical programs, and the Workforce Investment Act (WIA). This coordination will ensure job seekers move through Ohio's workforce support and training programs seamlessly. The programs will work together on shared goals and outcomes that will take critical steps forward in creating a unified workforce system.

Ohio has used the opportunity of developing a unified state 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. 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. One unified state plan will offer better coordination and an improved delivery of services, resulting in healthier companies and more Ohioans being able to provide for themselves and their families.

In answering this question, if the Unified Plan includes *WIA title I and Wagner-Peyser Act and/or Veterans Programs*:

- a. Identify how the state will use WIA title I funds to leverage other Federal, state, local, and private resources in order to maximize the effectiveness of such resources and to expand the participation of business, employees, and individuals in the statewide workforce investment system. (§112(b)(10).)**

Ohio currently uses WIA title I funds to leverage other federal, state, local, and private resources to maximize the effectiveness of these valuable resources and expand the participation of businesses, employees, and individuals in the statewide workforce investment system. Specifically, the state's vision requires the workforce system to invest resources to meet business needs, so that individuals seeking jobs, as well as incumbent workers, have the skills required to secure and retain employment.

Some specific examples of how Ohio has leveraged its workforce resources recently are noted below. We will continue with much of this work and look for new ways to maximize the effectiveness of WIA title I and other workforce resources

- **OhioMeansJobs.com.** Ohio is leveraging a \$12 million dollar grant from USDOL to create and maintain www.OhioMeansJobs.com, an online business and employment service center, which is a partnership with Monster.com. This free site serves Ohio businesses, individuals, and students. Businesses can search millions of resumes

and post jobs on the site at no cost. The site provides up-to-date information on Ohio's in-demand jobs, training programs to obtain the 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.

- **Partnering with Carl Perkins Career Technical Education.** Secondary and postsecondary recipients of Perkins funding are required partners in Ohio's Unified Plan. At the state and local levels, providers will work to integrate the 10 reforms into their programs to leverage and enhance alignment. More specifics are included in the amended Perkins Plan that is attached as an addendum to this document.
- **Connecting the Dots from Foster Care to Independent Living.** Utilizing funds from special grants, state general revenue, WIA, Chaffee, TANF, corporations, and other sources, Ohio launched a five area pilot program to help youth in foster care successfully transition to adulthood and self-sufficiency.
- **TANF / WIA Summer Youth.** To increase the summer employment opportunities for low-income youth, the Ohio Department of Job and Family Services (ODJFS) has provided \$25-\$35 million in TANF funds over the past several years for local workforce areas in conjunction with WIA moneys. Opportunities exist to link students in career-technical education programs with summer employment in relevant technical fields.
- **Co-Enrollment between WIA and TRADE.** Many employment service activities offered through the Trade Adjustment Assistance (TAA) program are also offered or may be supplemented through WIA and/or Wagner-Peyser program services offered through the local OhioMeansJobs Centers. As such, local areas are encouraged to determine ways to offer integrated services for dislocated workers, including co-enrollment into both programs to increase coordination and enhance the re-engagement into the workforce.
- **REA Services in the OMJ Centers.** Reemployment and Eligibility Assessment (REA) services are intended to provide Unemployment Compensation (UC) claimants with the full array of services available at the OMJ Centers, while ensuring that they comply with eligibility requirements. The REA program promotes getting claimants into OMJ Centers for two key purposes: 1) to review the claimant's eligibility for UC benefits; and 2) to develop a reemployment plan that includes connecting the claimant to OMJ services provided by other federal programs, including WIA programs, Wagner-Peyser employment and REA services, and others.
- **Veterans.** Jobs for Veterans State Grant which includes 62 Disabled Veteran Outreach Program Specialist (DVOPS) and 7 Local Veteran Employment Representative (LVER), in Ohio. By utilizing these staff, Ohio leverages veteran workforce specialist coverage in each of its 88 counties with a focus on veterans who have significant barriers to employment. Additionally, Ohio has a renewed

focus on assisting all veterans seeking employment by the creation of the Veteran Business Support Center and the Veteran Priority of Service policy for all local workforce areas. Last, Ohio has also implemented a new program through Wagner-Peyser and WIA, VetsFirst!, which is a targeted outreach and veteran workflow initiative to identify veterans at all points of entry into the One-Stop Delivery System and assure proper services are provided.

b. What strategies are in place to address the national strategic direction discussed in Part II of this guidance, the governor's priorities, and the workforce development issues identified through the analysis of the state's economy and labor market? (§112(a) and 112(b)(4)(D).)

Recognizing the importance of a well-trained workforce to Ohio's overall economic health, Governor Kasich has made workforce development a priority for his administration. Under the leadership of Governor Kasich and the Governor's Office of Workforce Transformation, three strategic priorities are in place to guide Ohio's work:

Strategic Priority 1

Identify businesses most urgent job needs:

Workers and education and training institutions do not have a reliable, consistent method for identifying the most in-demand jobs or skills that industries need. By summarizing the workforce needs for an industry, we can better align qualified workers with the needs of employers in order to create a more efficient and organized workforce.

Strategic Priority 2

Align the skill needs of employers with the training programs offered in the education system:

Businesses in Ohio struggle to connect with qualified people to fill in-demand job openings. With a directionally accurate summary of businesses most urgent needs, the local workforce system, and education and training providers will be in a better position to fill the gaps.

Strategic Priority 3

Reform Ohio's workforce delivery system:

Ohio is focused on reorganizing and reforming more than 90 workforce programs across 13 state agencies in order to make necessary updates and ensure better connections between businesses and workers. The OWT office and the Governor's Executive Workforce Board are committed to improving these programs to ensure better coordination with a commitment to putting people to work.

c. Based on the state's economic and labor market analysis, what strategies has the state implemented or does the state plan to implement to identify and target industries and occupations within the state that are high growth, high demand, and vital to the state's economy? (§112(a) and 112(b)(4)(A).) The state may want to consider:

- **Industries projected to add a substantial number of new jobs to the economy;**

- **Industries that have a significant impact on the overall economy;**
- **Industries that impact the growth of other industries;**
- **Industries that are being transformed by technology and innovation that require new skill sets for workers; or**
- **Industries that are new and emerging and are expected to grow.**

Ohio has taken a multi-pronged approach to identifying high growth industries and in-demand occupations.

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. Those clusters include:

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

Building upon the work of JobsOhio, the OWT was charged with identifying in-demand jobs in Ohio. An in-demand job in Ohio means that a job has good pay and a promising future based on the projected number of openings and growth. This work has become the foundation of the reform efforts in Ohio.

Ohio used a three-pronged approach in identifying in-demand data:

Jobs Forecasting Tool. Working with JobsOhio, we surveyed nearly 2,000 businesses in the nine JobsOhio industry clusters to better understand their current and future needs.

Job Posting Trend Data. Again, working with the nearly 2,000 businesses that we targeted we identified recent business activity, represented by the past four years' trend data of electronic job postings from OhioMeansJobs.com.

State Labor Statistics and Projections. Information is collected by the state from all companies doing business in Ohio. This data is analyzed and detailed labor projections are prepared.

The data gathered from the three sources identified above were then further analyzed using the following criteria to define an “In-Demand job” in Ohio:

- Median annual wage greater than or equal to \$12.54 per hour;
- Annual growth in the number of jobs greater than or equal to the regional average;
- Annual job openings greater than or equal to the regional average.

d. What strategies are in place to promote and develop ongoing and sustained strategic partnerships that include business and industry, economic development, the workforce system, and education partners (K-12, community colleges, and others) for the purpose of continuously identifying workforce challenges and developing solutions to targeted industries’ workforce challenges? (§112(b)(8).)

Ohio is implementing a number of strategies to promote and develop ongoing and sustained strategic partnerships that include business and industry, economic development, the workforce system, and education partners for the purpose of continuously identifying workforce challenges and developing solutions for those challenges.

Business and Industry

- Enhancing and improving OhioMeansJobs.com to provide increased access and services to businesses, job seekers and students
- Collaborating with business and industry organizations to obtain information about existing and emerging skill requirements and workforce needs
- Establishing and providing funding for Industry Workforce Alliances throughout the state in the key growth industries of advanced manufacturing, logistics, health care, and insurance
- Expanding the successful business resource network model piloted in the Youngstown area to additional areas of the state to coordinate and streamline local business contact among a broad universe of economic and workforce development assets

Economic Development

- Cooperating and supporting statewide economic development efforts to retain and expand existing businesses and attract new industries and sectors
- Identifying and continuously updating the list of Ohio’s In-Demand occupations based on real-time labor market information provided by business forecasts
- Implement a centralized resource for employers to request assistance through OMJ which links them directly to WIA/Wagner-Peyser funded state staff responsible for making and documenting appropriate referrals to available services across agencies and funding streams

Workforce System

- Increasing access to and the delivery of foundation skills, High School Equivalency, and transitions support to WIA-eligible individuals

- Creating one common application for customers to access all services
- Establishing the foundations necessary for advancement into employment or education, including postsecondary, apprenticeship, and/or a recognized credential career pathway
- Standardizing and continuously improving the job-readiness curriculum
- Providing the OWT Industry Workforce Alliance Toolkit to convene industry-led dialogs that address the critical workforce needs of employers and generate coordinated solutions that benefit business and workers

Adult Basic and Literacy Education (ABLE)

- Expanding the capacity of the ABLE program
- Increasing the student pipeline into the ABLE system
- Refining current processes to improve access to services
- Increasing and improving the transition of students from ABLE to postsecondary education and training through the implementation of one state strategic plan for ABLE/WIA/Perkins
- Increasing cross-training of ABLE, WIA and Perkins partners to increase efficiency of shared customer services
- Improving partners' capacity to share customer data for continuous improvement of the system

Carl Perkins

- Enhancing pathways from secondary to postsecondary in career-technical education fields to allow more students to transition successfully into postsecondary certificate and degree programs
- Leveraging partnerships with WIA and ABLE to provide bridges to education and training that will provide the necessary skills to be successful in an in-demand job
- Strengthening existing business advisory panels that work to inform educators on needs of business in identified in-demand fields
- Increasing opportunities for pre-apprenticeships in our secondary schools
- Implementing concepts to enable institutional planning that creates innovation and sustainability around critical workforce education needs
- Creating a strategic focus for our most flexible federal funds related to workforce delivery
- Enabling the broadest creativity in four high need workforce categories: career counseling, directed job placement, equipment for student instruction, and training aligned with in-demand jobs

e. What state strategies are in place to ensure that sufficient system resources are being spent to support training of individuals in high growth/high demand industries? (§112(b)(4)(A) and 112(b)(17)(A)(i).)

To ensure sufficient system resources are being spent to support training of individuals in high growth/high demand industries, Ohio recently implemented a new Individual Training Account (ITA) policy, WIAPL 13-07 that identifies the parameters for development of local area ITA policies and standardizes their delivery to lead to

employment in an in-demand occupation. The state identifies these occupations using information and data for projected openings, projected growth, selected JobsOhio industry cluster occupations, employer feedback, and historical and current job postings.

Under WIAPL 13-07, there are two parameters that guide training investments. First, because short-term training is more cost effective and results in individuals attaining employment faster, the duration of training cannot exceed 24 months, with 12 months or less being the preferred timeframe. Secondly, a minimum of 85% of a local area’s ITA enrollments in each program year must be in an in-demand occupation as identified by the state.

Postsecondary education and training programs under the OBOR now receive state funding based solely on performance. These efforts include newly funding completion of workforce-related certifications. This approach will help institutions structure and guide students into programs focused on in-demand, skill-based jobs.

Additionally, the Ohio Department of Education (ODE) has adjusted its funding for Career-Technical Education programs to allocate more resources toward in-demand occupations.

Category	Career Field	FY14	FY15
1	Agricultural and Environmental Systems, Construction Technologies, Engineering and Science Technologies, Finance, Health Science, Information Technology, and Manufacturing Technologies	\$4,750	\$4,800
2	Business and Administration, Hospitality and Tourism, Human Services, Law and Public Safety, Transportation Systems, and Arts and Communication	\$4,500	\$4,550
3	Career-Based Intervention (includes Job Training Coordination)	\$1,650	\$1,660
4	Education and Training, Marketing, workforce development academics, Public Administration, and career development	\$1,400	\$1,410
5	Family and Consumer Science (includes GRADS)	\$1,200	\$1,210

f. What workforce strategies does the state have to support the creation, sustainability, and growth of small businesses and support for the workforce needs of small businesses as part of the state’s economic strategy? (§112(b)(4)(A) and 112(b)(17)(A)(i).)

Governor Kasich worked with the Ohio General Assembly to implement House Bill 1 which created the framework for JobsOhio, a private, nonprofit corporation that leads the state’s job creation efforts by singularly focusing on attracting and retaining jobs, with an emphasis on strategic industry sectors in the areas of statewide and regional strength. JobsOhio is organized into six regional areas that cover the entire state.

Ohio has also adopted the following workforce strategies to support the creation, sustainability, and growth of small businesses and support for the workforce needs of small businesses as follows:

- Improving the services available through the OMJ Centers, including dedicated ODJFS Workforce Specialists who work directly with business customers
- Implementing a sliding scale for employer match for on-the-job and customized training activities:

Reimbursement Rate	On-the-Job Training Employer Size	Customized Training Employer Size
Up to 90%	50 or less employees	50 or less employees
Up to 75%	51 to 250 employees	51 to 100 employees
Up to 50%	251 or more employees	101 or more employees

- Adding a comprehensive menu of online workforce services at OhioMeansJobs.com, including the Business Support Center
- Increasing the pool of candidates by providing no cost access for Ohio businesses to nearly 2 million Monster.com resumes
- Providing the federal Workforce Opportunity Tax Credits (WOTC) to businesses that hire people with barriers to employment
- Through our network of Small Business Development Centers (SBDCs), we offer a vast array of technical assistance to small businesses and aspiring entrepreneurs.

g. How are the funds reserved for statewide activities used to incent the entities that make up the state’s workforce investment system at the state and local levels to achieve the governor’s vision and address the national strategic direction identified in Part I of this guidance? (§112(a).)

Although the WIA allotment for Governor’s Reserve funds has been increased from 5% to 8.75%, this amount continues to restrict the state’s ability to effectively fund and carry out all of the required statewide workforce investment activities. As a result, Ohio has secured a waiver from the USDOL for the requirement to provide incentive grants to local areas.

Ohio’s goal is to ensure that it can prioritize the use of these limited funds for the most essential statewide activities, including:

- Operating a fiscal and management accountability information system
- Submitting required reports
- Providing technical assistance to local areas that fail to meet local performance measures
- Conducting required Rapid Response activities
- Information identifying eligible providers of on-the-job and customized training
- Assisting in the establishment and operation of OMJ Centers and OhioMeansJobs.com
- Providing additional assistance to local areas that have high concentrations of

eligible youth

- h. Describe the state's strategies to promote collaboration between the workforce system, education, human services, juvenile justice, and others to better serve youth that are most in need and have significant barriers to employment, and to successfully connect them to education and training opportunities that lead to successful employment. (§112(b)(18)(A).)**

Ohio promotes collaboration between the workforce system, education, human services, juvenile justice, and others to better serve youth that are most in need and have significant barriers to employment, and to successfully connect them to education and training opportunities that lead to successful employment. Each local workforce area is required to have a Youth Council that is comprised of representatives from each these organizations and other groups that represent youth. The councils are responsible for designing and implementing the specific menu of services that meets the unique and specific needs of the disadvantaged young people in their local areas.

The Governor's Executive Workforce Board has also created a Youth Work Group that is charged with examining Ohio's Youth Programs, with an emphasis on WIA Youth and the TANF Summer Youth Employment Program. This group is exploring options for how to better align the programs, including improved funding integration, program design, and service delivery.

Additionally, for the past several years ODJFS has provided \$25-\$35 million in TANF funds for local workforce areas to use along with WIA moneys to provide summer employment opportunities to low-income youth. These combined funds have allowed young people to gain valuable work experience while earning a paycheck that helps meet basic needs. The summer employment program also offers the opportunity for youth to develop a work history and receive a reference from an employer.

Moreover, Connecting the Dots from Foster Care to Employment and Independent Living is a new initiative to deliver comprehensive services to youth aging out of foster care. It is a collaborative effort between the ODJFS Offices of Workforce Development and Families and Children to develop solutions that would lead to better results for the 1,000 - 1,300 youth who age out of the foster care system each year by breaking down silos and removing duplication of services. The partners envision career-focused mentors to concentrate on strengths and remove problems related to housing, food, health, transportation, education, and employment. A customized training curriculum has been developed for mentors, foster youth mentees, and OMJ center and foster care case managers to pave the way for a strong career-focused mentoring program component in this youth initiative.

To further promote collaboration between groups, Ohio is implementing this Unified Plan that will better connect services from AEFLA and Carl Perkins to WIA services to create a seamless transition from K-12, high school completion, developmental education, postsecondary education, and job preparation. Recipients of Perkins funding will be mandatory partners with WIA and ABLE programs. This new process will allow

Ohioans to continue to advance in their educational attainment and careers and will provide the state's businesses with a pipeline of qualified job candidates.

i. Describe the state's strategies to identify state laws, regulations, policies that impede successful achievement of workforce development goals and strategies to change or modify them. (§112(b)(2).)

Ohio continues to assess state and federal law to identify potential changes to improve the system. Over the past two years the Administration has worked with the legislature to enact the following policies and regulations to promote successful achievement of workforce development goals and strategies.

Through Executive Order 2013-05K, the Governor's Office of Workforce Transformation led an effort to ensure the state is maximizing all opportunity to give veterans credit for their military training and experience from post-secondary education institutions as well as Ohio's licensing bodies granting occupational licenses or certificates. OWT worked with state agencies, licensing authorities, and education institutions to identify reforms and policies to remove roadblocks. Specific reforms included: (1) identifying applicants as veterans, (2) requiring licensing bodies to seek authority to use GI Bill benefits for license tests, and (3) prohibiting education institutions from charging to award credit for military training and experience. The OBOR is also implementing more systemic opportunities for all adults to potentially earn credit for prior learning; this would shorten the path for returning adults who have received training in other venues that did not award credit.

Additionally, under House Bills 1 and 2, Ohio implemented the following improvements:

- All local areas, whether designated as a local area under the federal WIA or state law, must use OhioMeansJobs.com as the job placement system.
- No workforce funds can be used to build or maintain any job placement system that is duplicative to OhioMeansJobs.com.
- Every local area, whether designated as a local area under WIA or state law, must name its one-stop system as "OhioMeansJobs (name of county) County."
- The State Board has been renamed the Governor's Executive Workforce Board.
- The Governor's Executive Workforce Board is prohibited from assessing a fee for specialized services requested by an employer.
- The Governor's Executive Workforce Board and the ODJFS Office of Workforce Development are required to provide electronic copies of their respective annual reports to specific designees.
- An unemployed individual seeking unemployment insurance (UI) benefits must

immediately register with OhioMeansJobs.com and post an active, searchable resume.

- UI Claimants must apply for at least two positions each week and report these contacts with the Ohio Job Insurance system, including the dates of job contacts, the names and address of the companies or persons contacted, the type of work sought, the method of application, and the outcome.
- UI Claimants receive a weekly listing of up to five available jobs based on information provided at the time of OhioMeansJobs.com registration.
- UI Claimants must report for reemployment services, beginning with the eighth calendar week after applying for unemployment benefits. Reporting is defined as contacting by phone, accessing electronically, or attending an appointment.
- UI Claimants must complete three core assessments in Mathematics, Reading and Locating Information by the end of the 14th week after the initial application date.
- UI Claimants must complete a Career Profile and receive a report showing the kind of work best suited for them by the end of the 20th week after applying for unemployment benefits.
- If a UI Claimant fails to complete a required activity, benefits may be stopped until the individual satisfies the requirement.
- Individuals are exempted from the requirement to be actively seeking suitable work if they are considered to be "job-attached" because they are subject to a mass layoff of not more than 26 weeks.

j. Describe how the state will take advantage of the flexibility provisions in WIA for waivers and the option to obtain approval as a workflex state pursuant to §189(i) and §192.

Ohio currently has the following waivers in place to take advantage of the flexibility provisions in WIA. Each is described below and expires on June 30, 2017.

Description	Focus	Policy Number
Common Measures	Permits implementation of, and reporting only for, the common measures in place of the current WIA statutory measures.	WIAPL 10-01.2
Customized Training	Waives requirement for a 50% contribution from employers for customized training to permit local areas to use a sliding scale to reduce the contribution based on the size of the business.	WIAPL 09-07.4

Eligible Training Provider Eligibility	Extends time frame for subsequent eligibility of training providers.	WIAPL 10-03.2
Funds – Incumbent Worker	Allows use of up to 20% of local dislocated worker formula funds for incumbent worker training for layoff aversion and skill attainment activities.	WIAPL09-09.5
Funds – Incumbent Worker WIASRD Elements	Discontinues state’s collection of seven WIA Standardized Record Data elements for incumbent workers.	WIAPL 09-09.5
On-the-Job Training	Waives the 50% contribution requirement from employers for on-the-job training to permit local areas to use a sliding scale to increase the wage reimbursement based on the size of the business.	WIAPL 10-08.2
Rapid Response Funds for Incumbent Worker Training and Other Statewide Activities	Permits the state to use 20% of Rapid Response funds for incumbent worker training for lay off aversion and skill attainment activities.	Policy has not been issued. ODJFS implements this waiver based upon local requests or statewide initiatives.
Youth Program - Individual Training Accounts	Allows the use of Individual Training Accounts for WIA older and out-of-school youth.	WIAPL 10-02.2
Youth Program – Competitive Selection	Permits OhioMeansJobs operators to directly provide three youth program elements of supportive services, follow-up, and work experience without conducting competitive procurement.	WIAPL 09-06.3

2. Describe the actions the state has taken to ensure an integrated One-Stop service delivery system statewide. (§§112(b)(14) and 121.)

Ohio ensures an integrated service delivery system statewide. Both required and voluntary partners share space and resources in OMJ Centers, coordinate their services, and work together to provide efficient, easily accessible workforce services for individuals and businesses. OMJ Centers are available in every county in Ohio.

To enhance this structure, Ohio legislation promotes an integrated One-Stop service delivery system statewide. Under the new structure, each OMJ Center must use the standard state brand and logo on all materials and signage and provide access to the required core, intensive, and training services, both in-person as well as virtually through the OhioMeansJobs.com system.

A standardized Memorandum of Understanding (MOU) is used to outline the services and funding provided by each required and voluntary partner. Both ABLE and Perkins programs are integral parts of this plan, and in Ohio, TANF is a required partner and is included as part of the MOU.

Mandating local OMJ Centers to use OhioMeansJobs.com also creates worthwhile opportunities to integrate all of Ohio’s tools and programs for the benefit of the job seeker, businesses, and program staff. For example, providing job seekers access to important assessments and practice tests online, as well as the ability to save those documents for use within workforce programs and education and training institutions, creates important integration and efficiencies.

a. What state policies and procedures are in place to ensure the quality of service delivery through One-Stop Career Centers such as development of minimum guidelines for operating comprehensive One-Stop Career Centers, competencies for One-Stop Career Center staff or development of a certification process for One-Stop Career Centers? (§112(b)(14).)

Ohio has implemented the following policies and procedures to ensure the quality of service delivery through OMJ Centers:

Description	Effective Date	Focus	Policy Number
Branding	9/26/2013	Describes use of OhioMeansJobs brand.	WIAPL 13-03
Common Measures	7/1/2012	Permits implementation of, and reporting only for, the common measures in place of the current WIA statutory measures.	WIAPL 10-01.2
Complaint Procedures	2/13/2013	Provides WIA Complaint Procedures manual and Your Complaint Rights forms.	Guidance
Customized Training	7/1/2012	Waives requirement for a 50% contribution from employers for customized training to permit local areas to use a sliding scale to reduce the contribution based on the size of the business.	WIAPL 09-07.4
Dependent Status Determination	5/1/2011	Provides information for determining dependent status for WIA Youth and Adult applicants.	WIAPL 08-11.2
Dislocated Worker Eligibility for Locked Out Workers	2/1/2007	Gives up-to-date listing of lockout status.	WIATL 29
Eligibility	6/20/2013	Outlines allowable source	WIAPL 13-01

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Determination		documentation for eligibility determination.	
Eligible Training Provider Eligibility	7/1/2012	Extends time frame for subsequent eligibility of training providers.	WIAPL 10-03.2
Eligible Training Provider Online	9/7/2006	Lists Eligible Training Providers	WIATL 23
Funds – Incumbent Worker Training	7/1/2012	Allows use of up to 20% of local dislocated worker formula funds for incumbent worker training for layoff aversion and skill attainment activities.	WIAPL09-09.5
Funds – Limited Funds and Priority of Services	1/9/2014	Describes allowable methods for identifying limited funds and establishing priority of services.	WIAPL 13-06
Funds – Rescission	1/8/2007	Defines policy for rescinding funds.	WIATL 26
Funds – Salary Limitations	12/20/2006	Sets salary and bonus limitations for workforce personnel.	WIATL 25
Funds – Individual Training Accounts	3/6/2014	Defines process for using Individual Training Accounts.	WIAPL 13-07
Funds Individual Training Account Obligations	8/24/2009	Describes process for obligating funds under Individual Training Accounts.	WIAPL 09-03
Job Placement and Referrals	12/19/2013	Mandates use of OhioMeansJobs.com for job placement and referrals.	WIAPL 13-04
Needs Related Payments	8/10/2009	Defines limitations for needs-related payments for Adult and Dislocated Workers.	WIAPL 08-14
National Emergency Grant – Dislocated Worker Training	7/1/2013	Defines Dislocated Worker Training for National Emergency Grants.	WIAPL 13-02
National Emergency Grant – Grants Overview	7/10/2010	Describes administration and provision of services using National Emergency Grants.	WIAPL 09-11
On-the-Job Training	7/1/2012	Waives the 50% contribution requirement from employers for on-the-job training to permit local areas to use a sliding scale to	WIAPL 10-08.2

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		increase the wage reimbursement based on the size of the business.	
Post Placement and Follow Up	11/15/2004	Defines allowable Adult and Dislocated Worker follow up services after placement.	WIATL 15
Poverty Level		Establishes annual poverty income guidelines.	WIAPL 10-04 OAC5101.9-30-03
Public Service Employment	8/10/2005	Prohibits Public Service Employment in the WIA programs.	WIATL 16
Rapid Response – Needs Related Payments	6/19/2007	Lists allowable needs related payments for Dislocated Workers.	WIATL 31
Rapid Response – Requirements	10/1/2010	Clarifies local Rapid Response requirements.	WAIPL 09-05.3
OWCMS – Exit Procedures	11/29/2007	Defines exit procedures.	WIATL 34
OWCMS – Intake Date	2/3/2011	Enables a user to change the intake date in the case management system.	Memo
OWCMS – Labor Exchange	2/6/2007	Describes processing job orders.	WIATL 28
OWCMS – Participant Exit Reporting for OWD/Trade	3/14/2012	Defines participant exit reporting for OWD and Trade mutual customers.	Memo
OWCMS – Reporting	6/14/2011	Outlines reporting requirements for universal customers.	WIAPL 10-09
Selective Service	9/15/2011	Defines selective service requirements.	WIAPL 10-10
Sequence of Services	11/15/2004	Establishes core, intensive, and training service sequence in WIA programs.	WIATL 14
Serving Family Members	5/26/2011	Sets standards and definitions for serving family members and close acquaintances.	WIAPL 08-13.2
Suitability and Self-Sufficiency for Adults and Dislocated Workers	5/27/2011	Establishes requirements for intensives and training services.	WIAPL 08-12.3
Veterans – Dislocated Worker Grants	3/22/2005	Defines serving military service members and their spouses under the Dislocated Worker grant.	TEGL 22-04
Veterans – Gold Card Initiative	1/26/2012	Sets Gold Card Services for 9/11 Veterans	TEN 15-11 Memo

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Veterans – Priority of Service	3/3/2011	Establishes Priority of Services for veterans and eligible spouses.	WIAPL 10-07
Wagner-Peyser Job Orders	5/7/2007	Outlines the requirements for processing job orders.	WIATL 30
Wagner-Peyser Job Seeker Registration	2/1/2008	Describes process for registering job seekers.	WIATL 35
WIA Credentials	12/5/2013	Provides guidance on allowable WIA credentials.	WIATL 9
WIB Decisions	6/16/2011	Gives information about transparency and integrity regarding local board decisions.	TEGL 35-10
Work Experience – Adults and Dislocated Workers	10/26/2005	Outlines work experience activities for Adults and Dislocated Workers.	WIATL 17
Work Experience – Excluded Income for Unemployment Compensation	1/1/2006	Describes work relief or work training program exclusions.	OAC 4141-05-05
Work Experience – Youth	1/9/2014	Outlines work experience activities for Youth.	WIAPL 13-05
Worker Profiling and ReEmployment Services (WPRS) / Re-Employment Eligibility (REA) and Assessment and Eligibility for Dislocated Workers	11/27/2006	Defines WPRS and REA processes.	WIATL 24
Youth Program – Eligibility	2/3/2000	Defines Youth eligibility criteria.	WIAPL 3-2000
Youth Program – Competitive Selection	7/1/2012	Permits OhioMeansJobs operators to directly provide three youth program elements of supportive services, follow-up, and work experience without conducting competitive procurement.	WIAPL 09-06.3
Youth Program Participation	7/3/2007	Defines Youth program elements and participation requirements.	WIATL 33
Youth Program Individual	7/1/2012	Allows the use of Individual Training Accounts for WIA older	WIAPL 10-02.2

Training Accounts		and out-of-school youth.	
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b. What policies or guidance has the state issued to support maximum integration of service delivery through the One-Stop delivery system for both business customers and individual customers? (§112(b)(14).)

Ohio has implemented a number of changes and improvements to support maximum integration of service delivery through the workforce delivery system for both business customers and individual customers.

ODJFS requires that an OMJ Center use the standard brand and logo on all materials and signage, enabling customers, which includes both businesses and job seekers, to easily identify the workforce services available in their local communities. Each center must have a Resource Room that is open to the general public, providing computers, phones, fax machines, and other related supplies and materials necessary to research a career or conduct a job search.

OMJ Centers must register all customers on the Ohio Workforce Case Management System (OWCMS) to track services and usage. Each center must be ADA accessible and provide at least one workstation that is fully equipped for customers with disabilities.

ODJFS recommends that the OMJ Center have a library of books, videos, and/or newspapers available to further assist job seekers with career research and job searches. Workshops on career planning, OhioMeansJobs.com registration and usage, resume writing, and interviewing are also encouraged.

Ohio also promotes consistency of services for job seekers through the OhioMeansJobs.com First Up online career counselor that guides an individual through registration, assessment, career exploration, and resume creation. A variety of training curricula is also available, including GED® Practice Tests. A customer completing the First Up process is provided with a listing of occupations to pursue, a career planner to assist in attaining this career, and a posted resume that can be used to contact employers about job or internship opportunities.

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.

Under this Unified Plan, Ohio intends to further improve consistency and integration of services by creating a common application process, co-enrolling customers across programs, instituting an integrated case management process, utilizing standardized assessments, creating a unified curriculum for job-readiness training, and implementing a comprehensive staff training program for personnel delivering services. These reforms will help to seamlessly transition individuals to needed education and training opportunities provided by ABLE and Perkins recipients.

c. What actions has the state taken to promote identifying One-Stop infrastructure costs and developing models or strategies for local use that support integration? (§112(b)(14).)

Ohio has implemented a standardized MOU that identifies the OMJ Center infrastructure costs and establishes the model for local partner participation and integration. The MOU documents the relationship between OMJ Center operators, required partners, and voluntary partners, including their roles, responsibilities, services, and share of operating costs. The agreement also provides information about the relationship between the chief local elected officials, the local workforce investment board, and Ohio's workforce system partners.

d. How does the state use the funds reserved for statewide activities pursuant to §§129(b)(2)(B) and 134(a)(2)(B)(v) to assist in the establishment and operation of One-Stop delivery systems? (§112(b)(14).)

The reduction from 15% to 8.75% in the WIA allotment for Governor's Reserve fund has limited Ohio's ability to actively assist in the establishment and operation of the workforce delivery system. However, at this time, the following activities are provided by these funds:

- Fiscal and case management systems
- Statewide Rapid Response activities
- Online Eligible Training Provider List
- Data validation and evaluation activities
- Technical assistance and training to workforce area personnel

e. How does the state ensure the full spectrum of assets in the One-Stop delivery system support human capital solutions for businesses and individual customers broadly? (§112(b)(14).)

Ohio ensures that the full spectrum of assets in the OMJ Centers support human capital solutions for businesses and individual customers by implementing legislation and statewide policies, such as those detailed in the response to 2.a. above. Additionally, the new activities and structures described in this Unified Plan as well as the newly required Local Unified Plans will further support these efforts.

Overall, the goal is to ensure that Ohioans have access to the education and skills training necessary to compete for in-demand jobs, and to increase access to the qualified job candidates necessary for business and industry to succeed and grow.

- 1. Describe the methods used for joint planning and coordination of the programs and activities included in the Unified Plan. (WIA §501(c)(3)(A).) The authorizing statutes for many of the programs that may be included in a Unified Plan require that the State Plan be developed in consultation with various public and private entities, as well as members of the general public. Some statutes also require formal public hearings. Depending upon the programs that a state chooses to include in its Unified Plan, it may be possible for the state to satisfy many of these consultation requirements through a single set of processes.**

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, ABLE, and Carl Perkins 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, the Kasich Administration also sought and received approval from the Ohio General Assembly to submit this unified state plan for the three largest workforce programs: Adult Basic and Literacy Education (ABLE), Carl Perkins career technical programs, and the Workforce Investment Act (WIA).

- 2. Describe the process used by the state to provide an opportunity for public comment and participation for each of the programs covered in the Unified Plan.**

Ohio provided opportunity for public comment and participation for each of the programs covered. First, the Unified Plan Work Group meetings throughout the spring and summer allowed leadership from each program to actively participate in the development of the Unified Plan.

Secondly, when the plan was released on October 21, 2014 a copy was posted on the OWT website with links provided to the plan on the websites of Ohio Department of Job and Family Services (ODJFS), Ohio Department of Education (ODE), Ohio Board of Regents (OBOR), Ohio Department of Aging (ODA). To gather additional participation and comment, a 30-day public comment period commenced on October 21st and ran through November 19, 2014. A series of public hearings were held throughout the state in November 2014. Sites included:

Region	Location
Northwest	Fremont, Ohio
Southwest	Cincinnati, Ohio
Central	Groveport, Ohio
Northeast	Tallmadge, Ohio
Southeast	Portsmouth, Ohio

In addition, if the Unified Plan includes:

- a. ***WIA Title I and Wagner-Peyser Act and/or Veterans Programs***, describe the process used by the state, consistent with section 111(g) of WIA, to provide an opportunity for public comment, including comments by representatives of business and representatives of labor organizations, and input into development of the Plan, prior to submission of the Plan.

Ohio provided opportunity for public comment and input into the development of the Plan, including comments by representatives of business and labor organizations by sharing the draft plan with them in October 2014 and soliciting feedback electronically. The groups were also invited to participate in the statewide public hearings held during November 2014.

Such groups included, but are not limited to:

Office of the Governor
Governor's Executive Workforce Board
Ohio General Assembly
Department of Aging
Opportunities for Ohioans with Disabilities
Department of Youth Services
Department of Corrections
Department of Veterans Services
County Commissioners Association of Ohio
Community Action Agencies Association
Ohio Job and Family Services Directors
Youth Councils
WIA service providers
Community Action Agencies Association
Ohio Association for Adult and Continuing Education
Ohio Library Council
State Library
Literacy Cooperative – Cleveland
Goodwill
United Way
ABLE service providers
Career Tech Superintendents
Community College Association
Local educators
Ohio Association of Career and Technical Education
Ohio Manufacturers' Association
Ohio Chamber of Commerce
Ohio Business Roundtable
National Federation of Independent Business
Ohio Council of Retail Merchants
Regional Chamber of Commerce
Ohio Economic Development Association

Labor organizations
Ohio Farm Bureau
Ohio Municipal League
Faith and community-based organizations
Ohio Workforce Coalition
Urban Leagues of Ohio

b. AEFLA, describe the process that will be used for public participation and comment with respect to the AEFLA portion of the Unified Plan. (§224(b)(9).)

Because this is truly a Unified Plan, key stakeholders for Adult Education and Family Literacy Act were invited to participate in the comment and participation process during the November 2014 public hearings. As shown in the response to 2.a. above, such groups included the Ohio Association of Adult and Continuing Education (OAAACE) members, local ABLE program administrators, Ohio Library Council, Ohio Literacy Councils, teachers, support staff, volunteers and students, advisory committee members, employers, and OhioMeansJobs partners.

c. *TANF*- This section is not applicable to Ohio's Unified Plan.

d. *CSBG*- This section is not applicable to Ohio's Unified Plan.

3. Describe the types of activities and outcomes that were conducted to meet the consultation requirement. Demonstrate, as appropriate, how comments were considered in the Plan development process including specific information on how the various WIA agency and program partners were involved in developing the Unified State Plan. The following agencies, groups, or individuals must be consulted if the Unified Plan includes:

a. *WIA title I, Wagner-Peyser Act, or Veterans Programs: (§112(b)(1) and 112(b)(9))*

- Governor of the State
- State Board
- Local Chief Elected Officials
- Business Community
- Labor Organizations

The following agencies, groups and individuals should also be consulted for WIA title I, Wagner-Peyser, or Veterans Programs: local boards and youth councils, educators, vocational rehabilitation agencies, service providers, welfare agencies, faith and community-based organizations and the state employment security agency. In addition, describe the role of the state board and local boards in planning and coordination in the Unified Plan (§501(c)(3).) NOTE: While WIA only requires the involvement of state board and local boards in the planning and coordination of the programs and activities authorized under title I, the intent of the Unified Plan approach is to enable all the relevant parties in an area, if they so choose, to come together more readily to coordinate their activities in the best interests of the population to be served.

However coordination is achieved, nothing in the Unified Plan or in WIA itself permits a Board or any other entity to alter the decisions made by another program grantee in accord with that grantee's statutes.

As members of the Unified Plan Work Group, the following WIA agency and partner programs were directly involved in developing the Plan:

- Governor's Office of Workforce Transformation
- Ohio Department of Job and Family Services
- Ohio Board of Regents
- Ohio Department of Education
- Local Boards
- ABLE Providers
- Adult Perkins Programs at community colleges, universities and Ohio Technical Centers
- Secondary Perkins schools

As the Unified Plan progressed and critical provisions were identified, the Work Group consulted with other key workforce stakeholders including the Governor's Executive Workforce Board, County Commissioners Association of Ohio, Governor's policy staff and others to garner their input and feedback.

As discussed in the responses to 2.a. and 2.b. above, during the public comment process, which included five public hearings, groups representing a wide variety of stakeholders, including educators, vocational rehabilitation agencies, service providers, welfare agencies, and faith- and community-based organizations were also invited to participate and comment. Feedback from these groups was incorporated as applicable into the final Unified Plan document submitted into US Department of Labor.

b. AEFLA (§224(d)):

Governor of the State (any comments made by the governor must be included in the Plan)

Governor Kasich supports the actions and activities included in this Unified Plan. Please see the opening cover letter.

c. *Vocational Rehabilitation*- This section is not applicable to Ohio's Unified Plan.

e. *TANF*- This section is not applicable to Ohio's Unified Plan.

1. Many of the programs that may be included in a Unified Plan require a needs assessment. State agencies should fulfill these assessment responsibilities collaboratively or, at a minimum, create a planning process that promotes the sharing of needs assessment information among all agencies involved in preparing the Unified Plan. Sharing of assessment data can create a framework for the coordination and integration of services that are to be provided through the One-Stop delivery system. The state may organize the presentation of assessment data in its Unified Plan in a manner it deems most appropriate and useful for planning, such as on a program-by-program basis, by geographic region, or by special population. Describe the educational and job-training needs of individuals in the overall state population and of relevant subgroups of all the programs included in the Unified Plan.

In answering this question, if the Unified Plan includes:

- a. *WIA Title I and Wagner-Peyser Act and/or Veterans Programs*, identify the types and availability of workforce investment activities currently in the state. (§112(b)(4)(A-D).)

As part of the development of this state unified plan, the Governor's Office of Workforce Transformation (OWT), working with partner state agencies, developed a process so that both local policy makers and providers were consulted to ensure that both state and local needs were addressed. As a result, ten reforms were identified to ensure better coordination of services across multiple programs.

Currently, with respect to the WIA, Wagner-Peyser, and Veterans programs, both the OMJ Centers located throughout Ohio and the OhioMeansJobs.com website offer a variety of workforce investment activities to businesses and job seekers. Each local workforce area has a priority of service policy that gives preference to certain groups of individuals such as veterans, public assistance recipients, or individuals with multiple barriers to employment.

WIA Program Activities

WIA Adult and Dislocated Worker activities are arranged into core, intensive, and training categories. Customers progress through the service matrix based on their individual needs and eligibility criteria. Core service activities, which may be self-service or staff-assisted include:

- Access to a resource room with equipment, supplies, and materials necessary to conduct job search activities
- Orientation of available services
- Intake and initial assessment of skills, abilities, interests, and aptitudes
- Career exploration
- Supportive service information
- Training information
- Labor market information
- Referral to partner and community services
- Job matching, referral, and placement
- Program eligibility

WIA-eligible customers who are unable to secure employment using core services may access intensive services that include:

- Comprehensive and specialized assessments
- Development of an Individual Employment Plan
- Individual and/or group career counseling
- Short-term pre-vocational skills training
- Non-credential training courses

Customers who have completed intensive service activities and remain unable to find employment may be enrolled into training programs such as:

- Occupational skills training resulting in an industry-recognized credential; including training for nontraditional employment, skill upgrading and retraining, academic skills training and entrepreneurial training
- On-the-job training; programs that combine workplace training with related instruction, which may include cooperative education programs and training programs operated by the private sector
- Adult education and literacy provided in combination with other services
- Customized training, including apprenticeships, conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

WIA Youth activities provide economically disadvantaged and at-risk youth with the job skills and knowledge to become productive workers in the future labor force. Local Youth Councils in each of the workforce areas provide guidance and oversight of the ten program elements as described below:

1. Tutoring, study skills and instruction leading to secondary school completion, including dropout prevention strategies
2. Alternative secondary school offerings
3. Summer employment opportunities directly linked to academic and occupational learning
4. Paid and unpaid work experiences, including internships and job shadowing
5. Occupational skills training
6. Leadership development opportunities, including community service and peer-centered activities encouraging responsible and positive behaviors
7. Supportive services
8. Adult mentoring for a duration of at least 12 months, that may occur both during and after program participation
9. Follow-up services
10. Comprehensive guidance and counseling, including drug and alcohol abuse counseling, as appropriate to the needs of the individual youth

Wagner-Peyser Program Activities

Ohio has implemented a demand-driven approach by focusing more Wagner-Peyser resources on building relationships with business decision makers, assessing the needs of businesses and supporting OhioMeansJobs.com.

Wagner-Peyser funds support the Ohio Department and Job and Family Services (ODJFS) Workforce Specialists located in the OMJ Centers. Their primary function is to outreach to employers in key industries that are identified by the local workforce investment boards as well as the state's targeted industries. When working with businesses, ODJFS Workforce Specialists assess needs, assist with job postings, conduct recruitment, and provide other services or referrals as may be required.

For job seekers, ODJFS staff in the OMJ Centers work in the Resource Rooms, assist with job matching and referral, facilitate workgroups, and conduct job search workshops such as resume writing, interviewing, social media, Internet job search, labor market information, the job-seeking process, and many more. Special efforts are made to assist special populations including veterans, Unemployment Compensation claimants, migrant and seasonal farmworkers, and individuals with disabilities.

Wagner-Peyser funds also support OhioMeansJobs.com, the state's virtual one-stop career center system.

Veterans Programs

Veterans programs assist job seekers and businesses in Ohio through Local Veterans' Employment Representatives (LVERs) and Disabled Veterans' Outreach Program Specialists (DVOPs) who are housed in the OMJ Centers. These staff provide employment and training services to qualified veterans and other eligible persons in accordance with Title 38, USC, as amended by Public Law 107-288, the Jobs for Veterans Act of 2002. Additionally, OhioMeansJobs.com has a separate portal that is dedicated solely for veterans.

Prioritized services available to veterans include:

- Registration
- Job referral and placement
- Labor market information
- Career guidance
- Employment counseling
- Dislocated worker services
- Referral to supportive services
- Job development
- Job search assistance

We are also working with Ohio's military bases and installations as well as other stakeholders throughout the state to prepare for any future federal Base Realignment and Closure (BRAC) plans. The state has committed funds for this effort. In addition, Ohio is working with the Office of Economic Adjustment within the Department of

Defense to better understand the impact on our small- and medium-size companies affected by the current and future defense procurement drawdown. Both of these efforts are looking at the military workforce development impact on our veteran and active duty military community.

- b. AEFLA, objectively assess the adult education and literacy needs of individuals, including an assessment of those most in need and hardest to serve, including low income students, individuals with disabilities, single parents, displaced homemakers, and individuals with multiple barriers to educational enhancement (including individuals with limited English proficiency, criminal offenders in correctional institutions and other institutionalized individuals.) (§§224(b)(10) and 225).**

Ohio's ABLE program requires all local programs to formally assess all participants at the time of intake for appropriate placement into one of 12 Educational Functioning Levels (EFL). Assessed subject areas may be in math, reading, writing or English skills. Placement levels determine what the student and faculty need to focus on for academic improvement. The state has established an ABLE Assessment Policy that describes in detail the standardized assessments approved for use with students for placement, progress and exit documentation, the time between assessments, faculty training needs for each approved assessment, maintaining confidentiality of student data, etc.

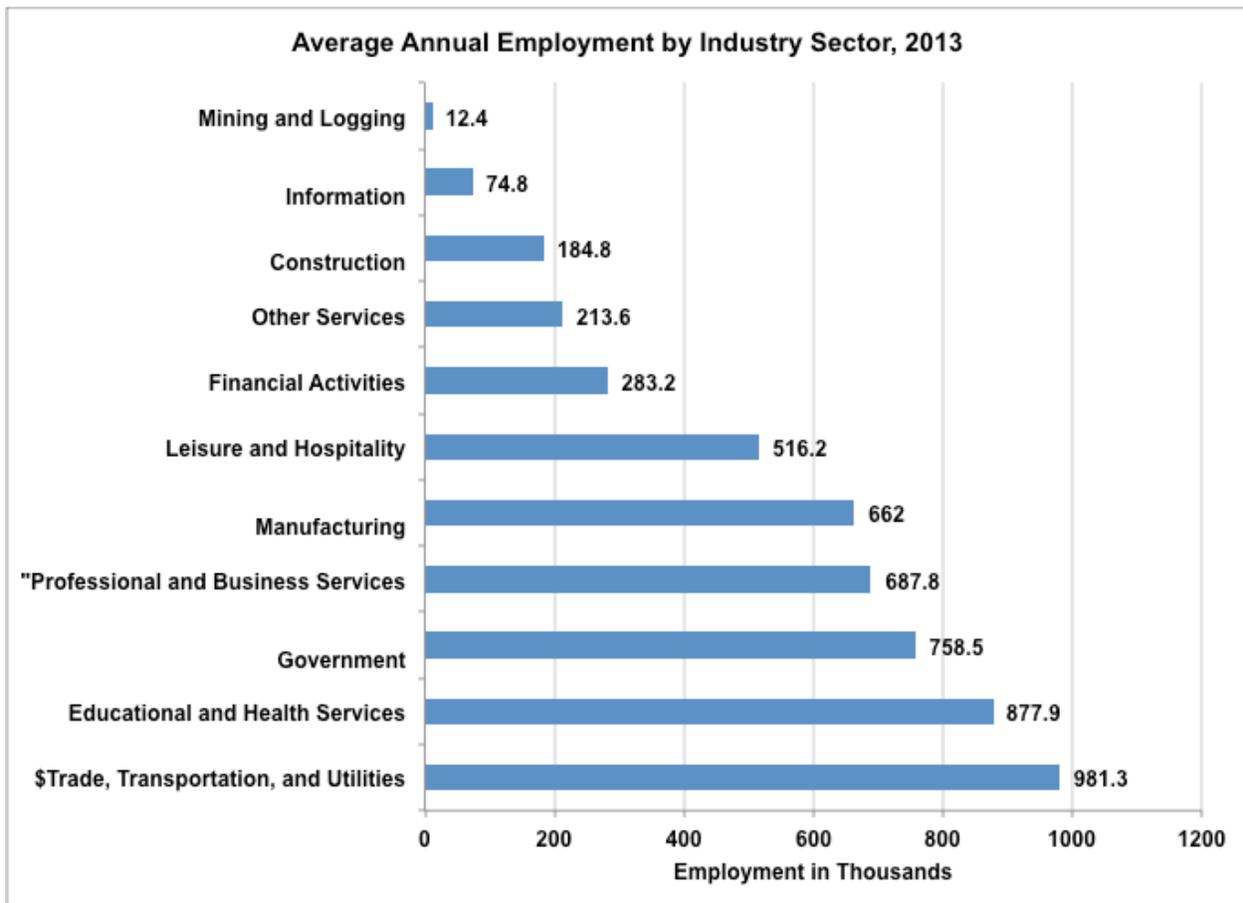
Demographic status information is also collected on all ABLE students and used for reporting purposes, e.g. income status, individuals with disabilities, single parents, displaced homemakers, and individuals with multiple barriers to educational enhancement (including individuals with limited English proficiency, criminal offenders in correctional institutions and other institutionalized individuals.)

- c. *SNAP Employment and Training* - This section is not applicable to Ohio's Unified Plan.
- d. *Vocational Rehabilitation* - This section is not applicable to Ohio's Unified Plan.
- e. *HUD Employment and Training Programs*- This section is not applicable to Ohio's Unified Plan.

2. WIA Title I and Wagner-Peyser Act Economic and Labor Market Analysis (§112(b)(4)): As a foundation for this Plan and to inform the strategic investments and strategies that flow from this Plan, provide a detailed analysis of the state's economy, the labor pool, and the labor market context. Elements of the analysis should include the following:

- a. What is the current makeup of the state's economic base by industry?**

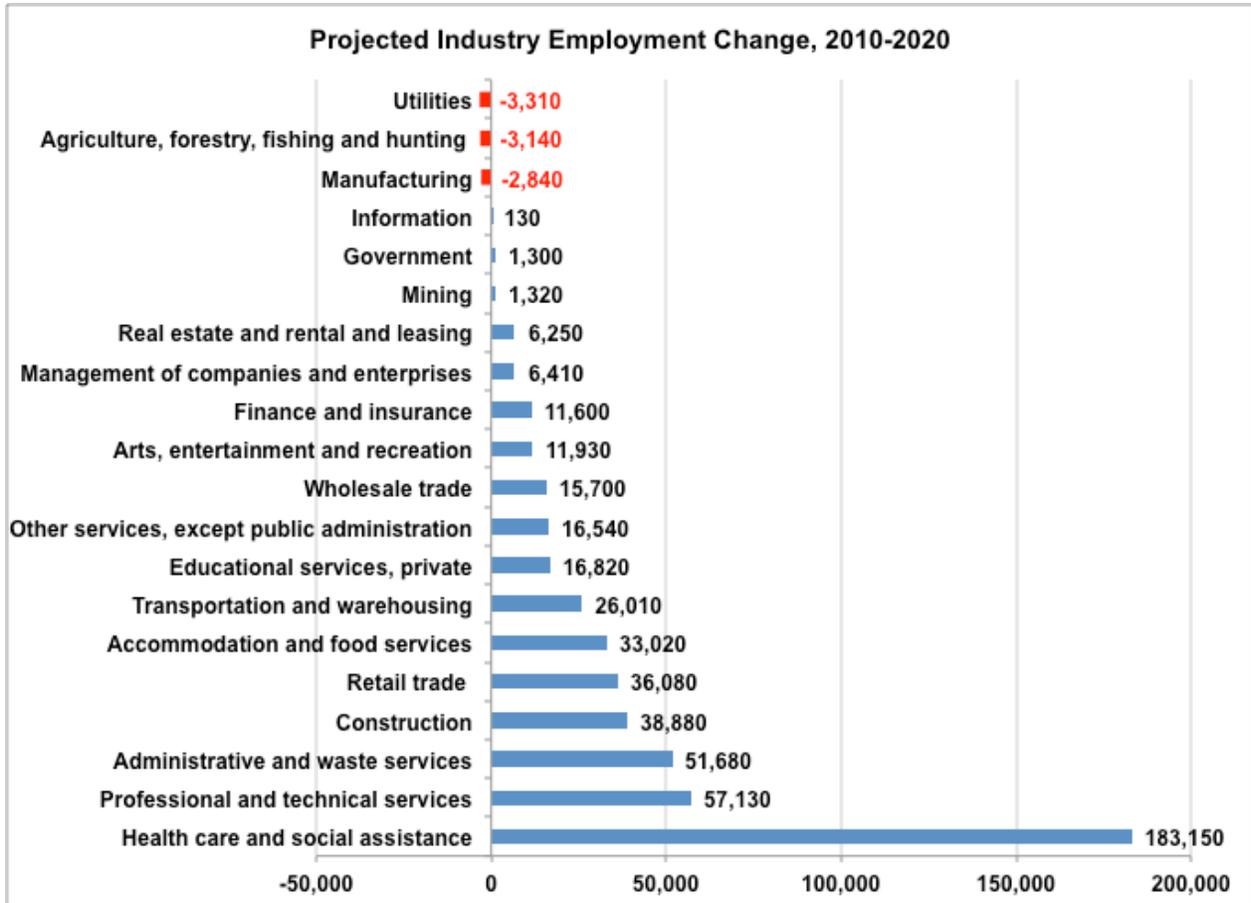
The chart on the following page identifies the current makeup of Ohio's economic base by industry.



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

b. What industries and occupations are projected to grow and/or decline in the short-term and over the next decade?

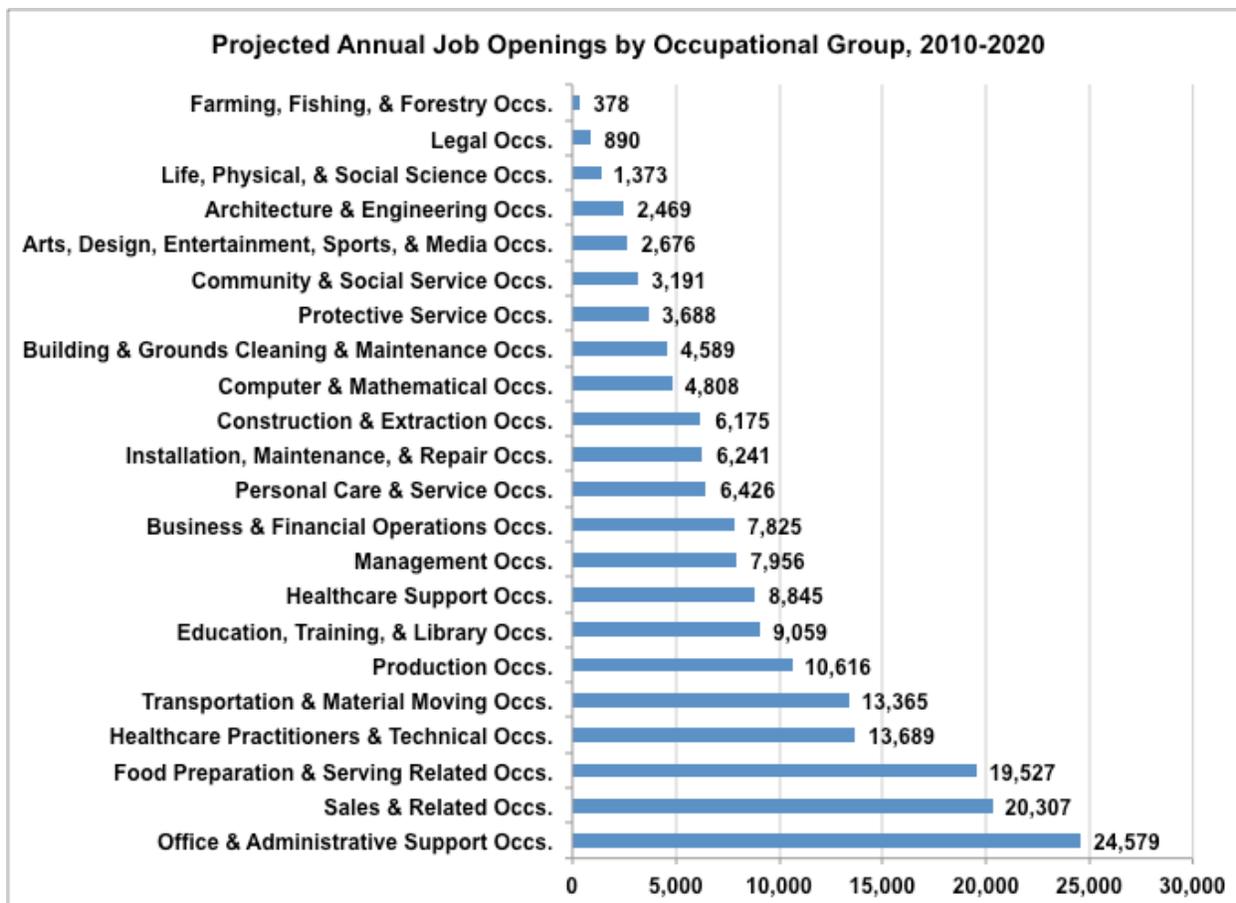
The chart on the following page identifies the occupations that are projected to grow and/or decline from 2010 – 2020. It should be noted that even the declining industry sectors will have job openings to meet replacement needs.



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

c. In what industries and occupations is there a demand for skilled workers and available jobs, both today and projected over the next decade? Estimate projected demand.

The chart on the following page identifies the occupations where there is a demand for skilled workers and available jobs, both today and projected during the next decade.



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

d. What jobs/occupations are most critical to the state’s economy?

In 2013, Ohio sent a job forecasting survey tool to Ohio’s top employers in the nine JobsOhio targeted industry clusters. Employers were asked to forecast their most urgent workforce needs over the next one year, three years 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 job list. Ohio’s in-demand job list currently stands at 196 unique occupations comprising over 17,000 related job titles. The in-demand job data is available on OhioMeansJobs.com.

These in-demand occupations are displayed in the charts in Appendix 2.

e. What are the skill needs for the available, critical and projected jobs?

The chart provided in the response to 2.d. above details the education levels and related on-the-job training requirements for each of the 196 in-demand occupations.

As shown in the chart on the following page, approximately 96%, of these jobs require at least a high school diploma, with nearly 60% requiring some sort of postsecondary training.

Education Level	Number of Occupations	Percentage of Occupations
Less Than a High School Diploma	8	4.1%
High School Diploma or Equivalent	71	36.2%
Certificate and/or Some College	19	9.7%
Associate's Degree	16	8.2%
Bachelor's Degree	70	35.7%
Master's Degree	6	3.1%
Professional or Doctorate Degree	6	3.1%

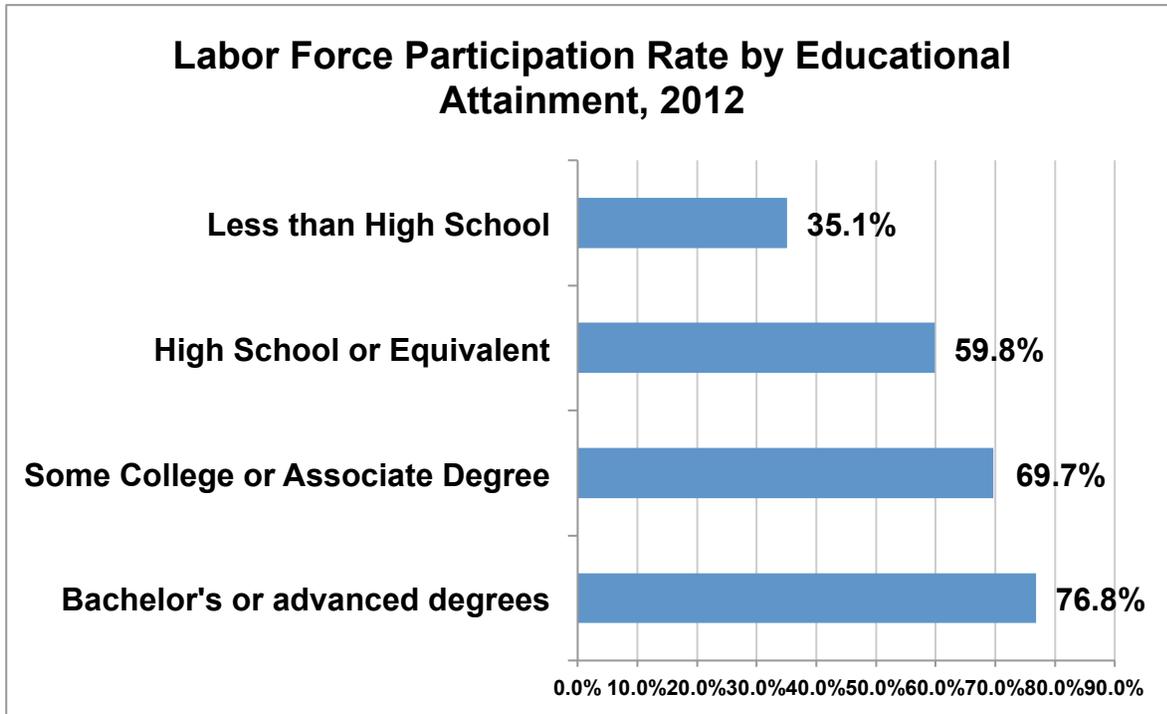
Source: Ohio Department of Job and Family Services, Bureau of Labor Market Information.

f. What is the current and projected demographics of the available labor pool (including the incumbent workforce) both now and over the next decade?

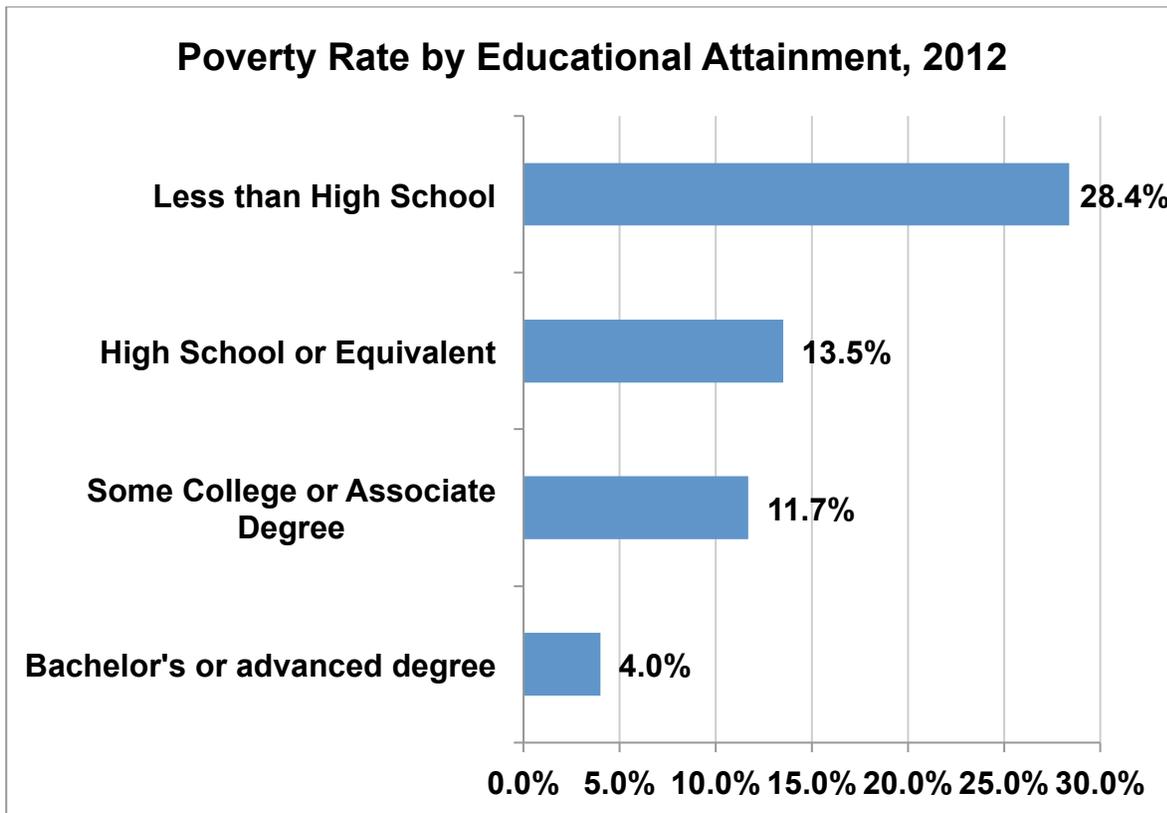
Since 2011, the Governor, in partnership with Ohio's General Assembly, has closed an \$8 billion budget deficit, cut taxes by \$3 billion, made the largest investment in state support for K-12 education in a decade, cut workers' compensation premiums, upgraded the state's workforce training efforts, and reduced red tape for Ohio businesses. Today, Ohio has a \$1.5 billion surplus, over a quarter million more private sector jobs, the lowest unemployment rate since 2006, and one of the most-improved climates for job creation in the nation.

Ohio has seen much improvement over the last several years, but we have more work to do to ensure Ohio employers have access to the workforce they need to success and grow in Ohio. One of those areas is increasing educational and training level attainment. As illustrated in the response to 2.e. above, approximately 96% of Ohio's in-demand jobs require at least a high school diploma, with nearly 60% requiring some sort of training following high school. However, data in the charts on the following pages show:

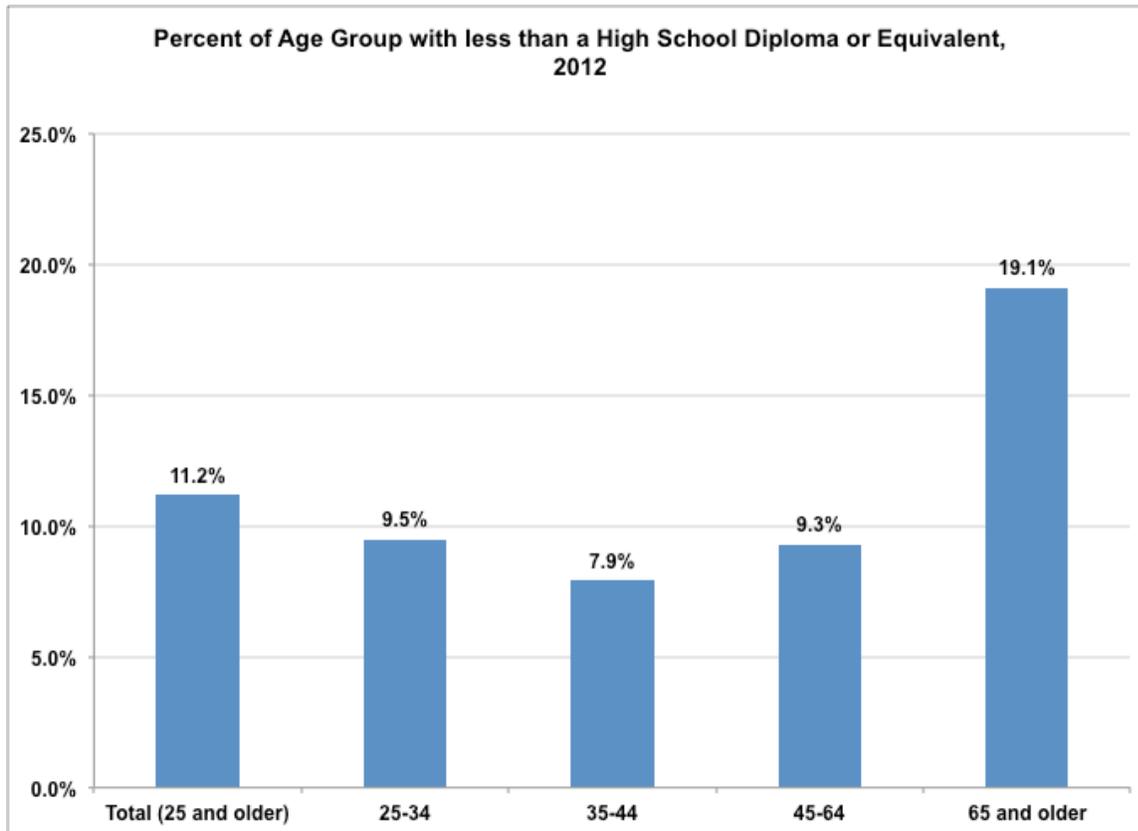
- Approximately 35% of those participating in the labor force do not possess a high school diploma or equivalent.
- About 28% of individuals living in poverty do not possess a high school diploma or equivalent.
- Approximately 11.2% of individuals aged 25 and older do not possess a high school diploma or equivalent; 80% of these fall within the prime working ages of 25-64.



Source: US Census American Community Survey.



Source: US Bureau of Labor Statistics Local Area Unemployment Statistics Program.



Source: US Census American Community Survey.

In recognition of these concerns, the state is implementing state law and policy changes to make it easier for adults to obtain a high school degree equivalency while receiving training for industry recognized credentials. In addition one of the reforms highlighted in this state unified plan includes increasing awareness about what ABLÉ is and the wide-range of free services the program provides. The Ohio Board of Regents will lead efforts to re-brand and market the ABLÉ program. Efforts will focus on increasing awareness of the services offered, reducing the stigma, and increasing post-secondary training.

g. Is the state experiencing any “in migration” or “out migration” of workers that impact the labor pool?

Ohio is expected to have net “out migration” from 2010-2020. However, as detailed in the chart on the following page, not all of these individuals are part of the workforce.

The most concerning factor is the loss of 10-24 year olds because as Baby Boomers retire over the next decade, these individuals are the ones who will be available to take over the vacated positions.

Age	2010-2015	2015-2020
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0-4	1,061	-2,138
5-9	6,815	620
10-14	-17,609	3,147
15-19	-40,802	-8,409
20-24	-18,895	-18,568
25-29	2,647	-7,743
30-34	-1,430	420
35-39	-1,783	-766
40-44	69	-788
45-49	1,870	79
50-54	543	869
55-59	-3,268	203
60-64	-2,131	-1,538
65-69	515	-905
70-74	5,036	293
75-79	4,790	2,335
80-84	-7,387	2,101
85+	-8,541	-7,146
Total Net Migration	-78,500	-36,667

Source: Ohio Development Services Agency.

h. Based on an analysis of both the projected demand for skills and the available and projected labor pool, what skill gaps is the state experiencing today and what skill gaps are projected over the next decade?

As discussed, approximately 96% of Ohio's in-demand occupations require at least a high school diploma or equivalent, with about 60% requiring some sort of postsecondary education such as certification, college coursework, or degree.

With respect to the workforce, over 1 million Ohioans do not possess a high school diploma and according to the Ohio Department of Education (ODE) an additional 24,000 are dropping out of school each year. At the same time, the state has a shrinking labor force. As mature workers age out, the replacement workforce is smaller in number, and may not have the skills required to secure and keep jobs in in-demand occupations.

Consequently, Ohio will experience a skills and education gap unless education and training resources are better aligned to meet the needs of its employers. Many of the reforms contained in this State Unified Plan address this need head on. Further, the OWT, in partnership with other state agencies, continues a series of reforms at the state and local level to address this skills gap.

i. Based on an analysis of the economy and the labor market, what workforce development issues has the state identified?

Based on an analysis of the economy and the labor market, Ohio has identified a two

main workforce development issues:

- Individuals who do not possess the minimum skills required for the state's in-demand occupations
- An aging workforce

j. What workforce development issues has the state prioritized as being most critical to its economic health and growth?

With over 1 million Ohioans not possessing a high school diploma or equivalent, Ohio has prioritized this issue as the most critical to its economic health and growth. As shown in the chart in the response to 2.e. above, approximately 96% of the state's in-demand occupations require at least a high school diploma, with most requiring some sort of additional postsecondary education and/or training.

Currently, Ohio's education and workforce systems are not well-connected, creating a fragmented and difficult-to-navigate maze of services. Lack of communication and inconsistent referrals may cause some customers to simply give up in frustration. Moreover, the new requirement of a high school diploma or equivalency to be eligible for Pell financial aid has created an additional barrier for customers.

Under this Unified Plan, Ohio will create a seamless interface between career technical education and workforce, enabling customers to easily connect to and transition between services based on individual needs. It will create a system of career-focused pathways that evolve from high school completion through postsecondary education or training that provides an industry-recognized credential and leads to employment in in-demand occupations.

In addition, outside of the work on the development of this state unified plan, we are working to provide new ways to identify at-risk students earlier and develop alternative strategies to better engage them. The ODE in partnership with local education leaders, business and our trades, are now working together to more effectively identify students at risk of dropping out, connecting them with tailored career counseling, and creating new, alternative pathways to diplomas. Under reforms recently signed into law in Ohio, for our adult population, community colleges and career centers can create new initiatives to help adults earn credits toward a high school diploma while pursuing job training coupled with credential efforts.

It is also important to note that we are working with Ohio's military bases and installations as well as other stakeholders throughout the state to prepare for any future federal Base Realignment and Closure (BRAC) plans. The state has committed funds for this effort. In addition, Ohio is working with the Office of Economic Adjustment within the Department of Defense to better understand the impact of our small- and medium-size companies affected by the current and future defense procurement drawdown. Both of these efforts are looking at the workforce development impact on our veteran and active military community as well as defense supply employers.

1. What is the organization, structure, and role/function of each state and local entity that will govern the activities of the Unified Plan?

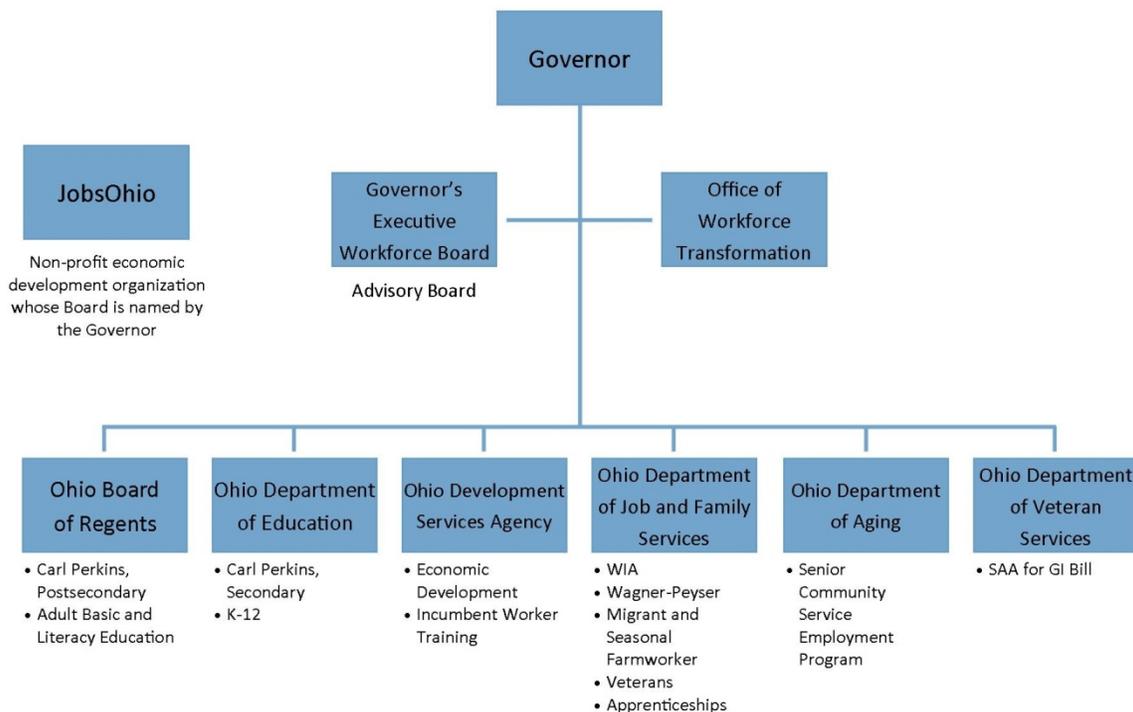
In answering this question, if the Unified Plan includes:

a. WIA Title I and Wagner-Peyser Act and/or Veterans Programs:

i. Organization of state agencies:

a. Provide 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 One-Stop partner programs managed by each agency.

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.



b. In a narrative describe how the agencies involved in the public workforce investment system interrelate on workforce and economic development issues and the respective lines of authority.

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 four full-time staff members. Additionally, ODJFS and OBOR provide on-loan staff to support OWT projects on a part-time basis. OWT and its partner agencies (illustrated in the chart in the response to 1.a.) work collaboratively to coordinate the state's workforce system to promote seamless services for both employers and individuals.

OWT works closely with JobsOhio, the state's nonprofit, private economic development partner, to ensure that the business perspective drives its work. OWT worked with JobsOhio, the Ohio Business Roundtable, the Ohio Chamber of Commerce 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 in one year, three years 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 Job list. Ohio's in-demand job list currently stands at 196 unique occupations comprising over 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 boards and OhioMeansJobs (OMJ) 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, WIA programs are governed by 20 Workforce Investment Boards, whose membership is primarily made up of business representatives. Customers access services through the 30 full-service comprehensive OMJ Centers that include all mandated partner services and approximately 60 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.

ii. State Workforce Investment Board:

a. Describe the organization and structure of the state board. (§111.)

Through an Executive Order, Governor Kasich created the GEWB to advise the Governor and the 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.

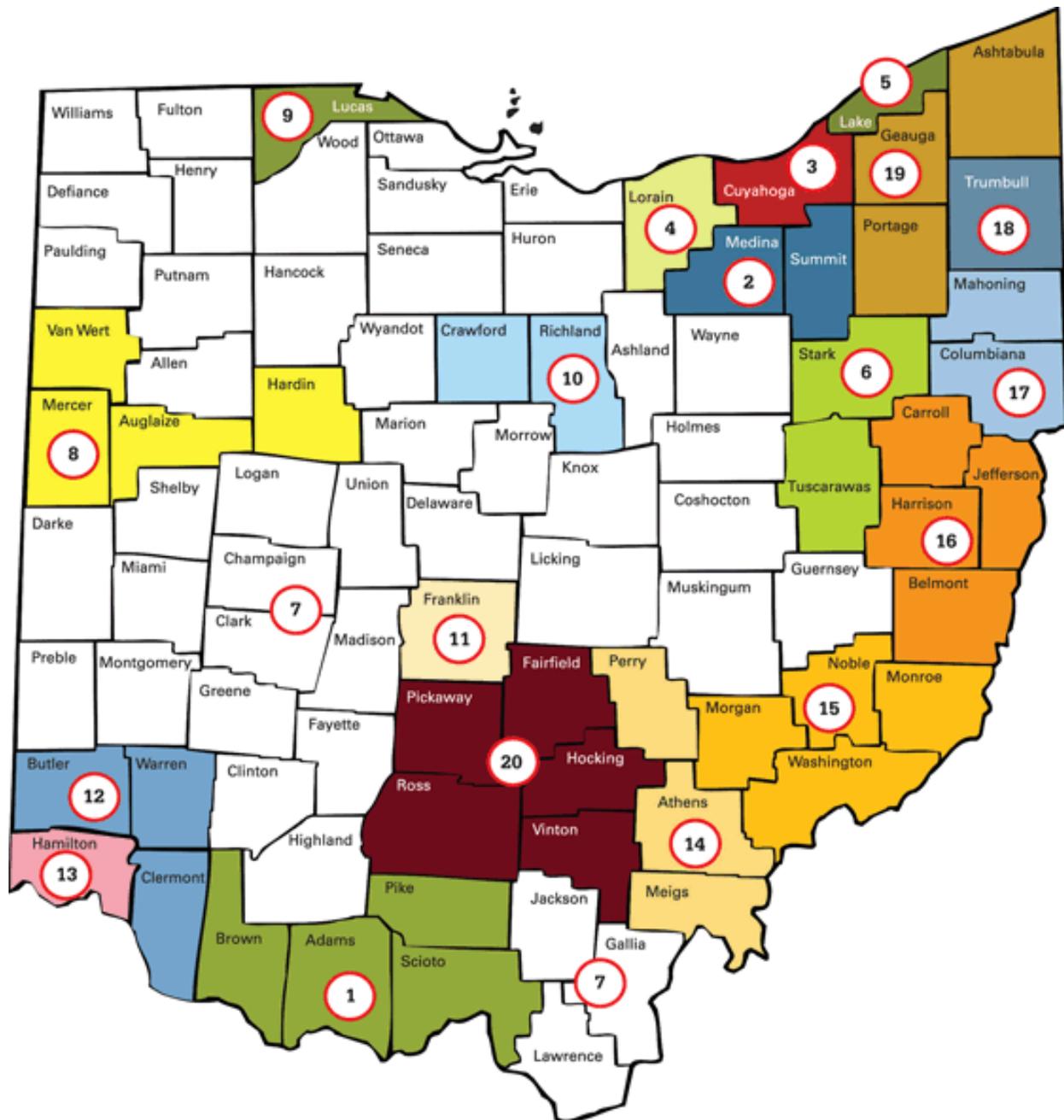
In partnership with the OWT office, the Board has established work groups to provide direction on the OWT's priority initiatives. The six work groups are summarized below:

- **Education and Training Work Group** – The Education and Training Work Group is focused on how to better align education and training institutions with the needs of business. The group is working specifically on utilizing the data on Ohio's in-demand jobs list in the education community so that these providers can assist with developing new programs or enhancing existing programs where needed to begin addressing the gaps in the talent pipeline.
- **Veterans Work Group** – The Veterans Work Group is prioritizing the workforce needs of all veterans. The work group is supporting efforts to 1) support transitioning veterans, 2) give credit for military training and experience, 3) attract veterans to Ohio, and 4) link employers to veterans.
- **Business Engagement Work Group** – Focuses on understanding the needs of Ohio's employers and ensuring work is concentrated in the areas that best meets the needs of business.
- **Workforce System Reform Work Group** – Focuses on reforming Ohio's fragmented workforce system to ensure better alignment of programs and resources are utilized efficiently.
- **Youth Work Group** - Focuses on identifying and addressing the unique workforce and educational challenges facing Ohio's youth and how to utilize limited resources to better serve this population.
- **Workforce Investment Board Chairs Work Group** – Focuses on keeping the local Workforce Investment Board (WIB) Chairs up to date and engaged in the work of the GEWB and the OWT.

b. Include a description of the process by which state and local boards were created.

The State Board is created by Executive Order of the Governor. The current GEWB was established under Governor Kasich's Executive Order 2012-02K. The Board serves as the convening body that is organized in accordance with Section 111 of WIA and under Ohio Revised Code Title 63.

On June 27, 2007, the Governor's Workforce Policy Board (predecessor to the current GEWB) approved resolution (#06-27-2007-02) designating 20 local areas, effective July 1, 2007. These areas are identified in Ohio's Workforce Development System Map as shown on the following page.



The process used to designate local areas includes a letter signed by the Chief Elected Officials (i.e. County Commissioners and/or Mayors as applicable) requesting designation, technical assistance coordinated by the ODJFS Office of Workforce Development, GEWB approval and recommendation, and approval by the Governor. The GEWB is responsible for hearing any appeals related to local area designations.

- c. Identify the organizations or entities represented on the state board. If you are using an alternative entity which does not contain all the members required under section 111(b)(1), describe how each of the entities required under this section will be involved in planning and

implementing the state's workforce investment system as envisioned in WIA. How is the alternative entity achieving the state's WIA goals? (§§111(a-c), 111(e), and 112(b)(1).)

The GEWB meets the criteria of the WIA. It has a robust membership with a majority of representatives representing vital industries from across Ohio as well as crucial business groups such as chambers of commerce and the state's business roundtable. Additionally, membership also includes key labor groups, colleges and technical centers, community- and faith-based organizations, and elected officials. The Chair of Interagency Workforce Work Group as discussed in the response to 1.a.iii.b. below represents the Cabinet agencies that are responsible for the state and federal workforce programs in Ohio.

d. Describe the process the state used to identify the state board members. How did you select board members, including business representatives, who have optimum policy-making authority and who represent diverse regions of the state as required under WIA? Describe how the board's membership enables you to achieve the vision described above. (20 CFR 661.200)

The Boards and Commissions division of the Governor's office works with state associations and business organizations to solicit recommendations and input on appointments. Some of those organizations include, but are not limited to:

- The Ohio Business Roundtable
- The Ohio Chamber of Commerce
- Local Chambers of Commerce
- JobsOhio
- JobsOhio Network Partners
- Ohio Manufacturers Association
- Ohio Chemical Council
- Ohio Farm Bureau
- Ohio Economic Development Association
- Ohio National Federation of Independent Business

For labor representatives, the Administration seeks input and appointment recommendations from Ohio labor organizations.

Governor Kasich selects individuals who have optimal decision- and policy-making authority for the organizations they represent. Importantly, the business and labor representatives come from the industries that are critical to the state's economy and overall membership represents each of the diverse JobsOhio regions.

e. Describe how the board carries out its functions as required in section 111(d) and 20 CFR 661.205. Include functions the board has assumed that are in addition to those required. Identify any functions required in section 111(d) the board does not perform and explain why.

Each GEWB representative is involved in planning and implementing the state's workforce investment system as required under Ohio Revised Code and highlighted on the following page:

- Provide oversight and policy direction to ensure that the state workforce

development activities are aligned and serving the needs of the state's employers, incumbent workers, and job seekers

- Adopt rules necessary to administer state workforce development activities
- Adopt rules necessary for the auditing and monitoring of sub-recipients of the workforce development system grant funds
- Designate local workforce investment areas
- Develop a unified budget for all state and federal workforce funds
- Establish a statewide employment and data collection system
- Develop state performance measures for workforce development and investment
- Develop a state workforce development plan
- Prepare the annual report to the U.S. Secretary of Labor
- Carry out any additional functions, duties, or responsibilities assigned to the board by the Governor

f. How will the state board ensure that the public (including people with disabilities) has access to Board meetings and information regarding State Board activities, including membership and meeting minutes? (20 CFR 661.207.)

The GEWB ensures that the public has access to Board meetings and information regarding activities by publically posting the time and place of all meetings via press notifications and Internet postings. Meetings are held on a quarterly basis, from 1:00PM to 3:00PM on the second Tuesday of each March, June, September, and December.

The public is notified of the exact time, place, and purpose of all regular meetings no later than 48 hours prior to the date and all special meetings no later than 24 hours. Meeting locations are ADA accessible and translation service for hearing impaired individuals is provided when advance request is made.

Agenda packets, meeting minutes, and meeting videos are provided at the GEWB website at <http://workforce.ohio.gov/Board.aspx>.

g. Identify the circumstances which constitute a conflict of interest for any state or local workforce investment board member or the entity that s/he represents, and any matter that would provide a financial benefit to that member or his or her immediate family. (§§111(f), 112(b)(13), and 117(g).)

State and local board members must, at all times, abide by protections to the public embodied in Ohio's ethics laws, as found in the Executive Order, Chapters 102 and 2921 of the Ohio Revised Code, and as interpreted by the Ohio Ethics Commission and Ohio courts.

In general, these restraints state that no Board member shall:

- Vote, authorize, recommend, or in any other way use his or her position to secure approval of a Board contract (including employment or personal services) in which the Board member, a family member, or anyone with whom the Board member has a business or employment relationship, has an interest

- Solicit or accept honoraria
- Use or disclose confidential information protected by law, unless appropriately authorized
- Use, or authorize the use of, his or her title, the name of the Board in a manner that suggests impropriety, favoritism, or bias by the Board or the Board members
- Solicit or accept any compensation, except as allowed by law, to perform his or her official duties or any act or service in his or her official capacity

h. What resources does the state provide the board to carry out its functions, e.g., staff, funding, etc.?

The OWT is responsible for providing staff to the Board while the Ohio Development Services Agency provides legal counsel. Meetings sites are provided at no cost in state-owned buildings and no food is provided. The costs associated with communications and supplies are paid for with WIA discretionary funds.

The official office location and mailing address is Governor's Executive Workforce Board, 77 South High Street, 24th Floor, Columbus, OH 43215.

iii. What is the structure/process for the state agencies and state board to collaborate and communicate with each other and with the local workforce investment system (§112(b)(8)(A).):

- a. Describe the steps the state will take to improve operational collaboration of the workforce investment activities and other related activities and programs outlined in section 112(b)(8)(A), at both the state and local level (e.g., joint activities, memoranda of understanding, planned mergers, coordinated policies, etc.). How will the state board and agencies eliminate any existing state-level barriers to coordination? (§§111(d)(2) and 112(b)(8)(A).)**

The OWT includes key representatives from ODJFS, OBOR, ODE, DVS, and ODSA and is charged with improving operational collaboration of the workforce investment services and other related activities and programs. One of the key goals identified by the OWT is to reform Ohio's workforce system to better align programs and resources to create more efficient, responsive and effective services for employers and workers.

In addition to the four permanent OWT staff, the office also has three staff members on loan from partner agencies. Working together, this cross-agency group works to eliminate state-level barriers and promote improved communication. It serves as staff to the GEWB, informing it of key issues facing the workforce system, soliciting recommendations for improvements, and working to implement solutions.

Additionally, upon its creation, the GEWB expressed a clear commitment to engaging

the local workforce system in its work. The Board Chair hosts a quarterly discussion with the business chairs of the local workforce investment boards to provide an update and get feedback on the Board's efforts and the work of the OWT.

b. Describe the lines of communication established by the governor to ensure open and effective sharing of information among the state agencies responsible for implementing the vision for the workforce system and between the state agencies and the state workforce investment board.

An Interagency Workforce Work Group has been established to ensure open communication and collaboration among the 14 state agencies that administer a workforce program. The Interagency Workforce Work Group meets quarterly and is chaired by the Director of ODJFS with staff support provided by the OWT. The group is charged with assisting the GEWB and the OWT with reform efforts to Ohio's workforce system.

The Interagency Workforce Work Group consists of the OWT and the Directors of the following state agencies:

- Ohio Adjutant General's Office
- Ohio Board of Regents
- Ohio Department of Aging
- Ohio Department of Commerce
- Ohio Department of Mental Health and Addiction Services
- Ohio Department of Education
- Ohio Department of Job and Family Services
- Ohio Department of Health
- Ohio Department of Rehabilitation and Corrections
- Ohio Department of Transportation
- Ohio Development Services Agency
- Ohio Department of Veterans Services
- Ohio Department of Youth Services
- Opportunities for Ohioans with Disabilities
- Governor's Office of Health Transformation

c. Describe the lines of communication and mechanisms established by the governor to ensure timely and effective sharing of information between the state agencies/state board and local workforce investment areas and local boards. Include types of regularly issued guidance and how Federal guidance is disseminated to local boards and One-Stop Career Centers. (§112(b)(1).)

Ohio has implemented an inclusive structure to ensure timely and effective sharing of information between the state agencies, The GEWB, local workforce investment areas and workforce investment boards (WIB). As discussed above, Ohio has an Interagency Workforce Work Group that is comprised of the key agencies that are involved in

workforce activities. Local workforce investment boards are also able to actively communicate with each other and the GEWB through the WIB Chairs Committee.

ODJFS is responsible for disseminating state and federal guidance to local boards and OMJ Centers. This is accomplished via email notifications called Workforce Alerts that are communicated directly to the local workforce investment boards' chairs, administrative entities, fiscal agents, and OMJ Center Operators. ODJFS also communicates and participates in the monthly Local Workforce Investment Area Directors meetings to discuss needs, provide technical assistance, and offer policy guidance.

The OWT also communicates information between state agencies/state board and local workforce investment areas and local boards through www.workforce.ohio.gov. This website includes information about state workforce initiatives, the GEWB activities, and provides links to a wide variety of resources, reports, and reference materials.

iv. Describe any cross-cutting organizations or bodies at the state level designed to guide and inform an integrated vision for serving youth in the state within the context of workforce investment, social services, juvenile justice, and education. Describe the membership of such bodies and the functions and responsibilities in establishing priorities and services for youth? How is the state promoting a collaborative cross-agency approach for both policy development and service delivery at the local level for youth? (§112(b)(18)(A).)

Recognizing the importance of Ohio's youth to the future of Ohio's workforce system and health of Ohio's economy, the GEWB in partnership with the OWT, convened a youth work group to look for ways to better align and improve the TANF Summer Youth Employment Program and the WIA Youth Program. With leadership and support from the ODJFS, ODE, a number of local youth workforce partners participated in this work group.

v. Describe major state policies and requirements that have been established to direct and support the development of a statewide workforce investment system not described elsewhere in this plan as outlined below. (§112(b)(2).)

a. What state policies and systems are in place or planned to support common data collection and reporting processes, information management, integrated service delivery, and performance management? (§§111(d)(2) and 112(b)(8)(B).)

Ohio has implemented a number of policies and systems to support common data collection and reporting processes, information management, integrated service delivery, and performance management.

To bring consistency to data collection, the state established a rule to require local areas to use the Ohio Workforce Case Management System (OWCMS) for WIA reporting. The system has been enhanced to give all OMJ Center Partners access to the first three screens of customer records, promoting integrated service delivery. It

was also improved for performance management by providing pop-up reminders of information or action needed impacting performance results, greatly improving each case manager's ability to keep track of and report important performance information.

The OWCMS was recently modified to integrate the TAA program and WIA, allowing case managers to co-enroll trade-eligible dislocated workers in both programs maximizing the available services.

Additionally, all individuals who have been identified by Ohio's Rapid Response Program are required to be entered into the self-service part of the OWCMS to ensure that they can be tracked from the time when services were made available to them until the point they exit all USDOL-funded services.

Finally, the OWCMS was revised and updated to permit tracking and reporting common performance measures.

Similarly, the enhancements to OhioMeansJobs.com streamline the data collection and reporting processes by improving the integration and standardization of information from various workforce agencies and programs in the state.

Under state law, all Ohio unemployment compensation claimants are required to register on OhioMeansJobs.com at the time they sign up for benefits. To increase access to additional services available in the local WIA Dislocated Worker Program, Ohio issued a policy that allows local areas to automatically determine a "profiled" claimant as eligible for the Dislocated Worker Program.

Information is passed from Ohio's Unemployment System, Ohio Job Insurance (OJI), to OWCMS. This process expedites enrollment for WIA services needed beyond those available under the Worker Profiling and Reemployment Services program. It also strengthens the connections between ODJFS's Offices of Unemployment Compensation, Local Operations and Workforce Development, and the OMJ Centers. The process also streamlines customer data and information sharing in an effort to efficiently return claimants to work as quickly as possible, allowing local WIA staff and state merit staff in the Office of Unemployment Compensation and the Office of Local Operations to coordinate and reduce duplication.

Additionally, because ready access and accurate, up-to-date information for Ohio's dislocation events is critical to many stakeholders, the state has created Ohio Rapid Event Data (OhioRED). This information tracking system records all employer event information and data on the delivery of rapid response services. From notification of the layoff or employer closing through the transition to other programs, all services and activities that have been completed for a worker or a group of workers is tracked through OhioRED. It also is used to document all known dislocations, including non-Worker Adjustment Retraining Notification (WARN) events. OhioRED is key in assessing the need for financial assistance at the state and federal levels.

- b. What state policies are in place that promote efficient use of administrative resources such as requiring more co-location and fewer affiliate sites in local One-Stop systems to eliminate duplicative facility and operational costs or to require a single administrative structure at the local level to support local boards and to be the fiscal agent for WIA funds to avoid duplicative administrative costs that could otherwise be used for service delivery and training? Include any specific administrative cost controls, plans, reductions, and targets for reductions, if the state has established them. (§§111(d)(2) and 112(b)(8)(A).)**

Ohio has a number of state policies that promote the efficient use of administrative resources. For example, Ohio has established a standardized Memorandum of Understanding (MOU) format for local areas to use as part of their cost sharing agreements. Additionally, the adoption of the OhioMeansJobs brand provides economies of scale for statewide outreach efforts. Moreover, Ohio law prohibits local areas from purchasing systems that duplicate the OhioMeansJobs.com services.

OhioMeansJobs.com also promotes the efficient use of resources, providing the following tools for state and local workforce partners, as well as education institutions.

- Assessments
- Information on Ohio's in-demand jobs data
- Budget calculator
- Resume grader
- Career planning tools
- Details on Ohio's education and training programs

Ohio also requires participation in the local OMJ Centers from all required partners, including ABLE and Perkins recipients. Through a state-level agreement involving each local Workforce Investment Board (WIB), the ODJFS, and each postsecondary recipient, services to be provided and methods of referral are outlined to ensure coordination and non-duplication among provider agencies. Most postsecondary career technical centers and community colleges have a presence in the local OMJ Centers. Funds from ABLE and Perkins are frequently utilized to support the infrastructure costs.

- c. What state policies are in place to promote universal access and consistency of service statewide? (§112(b)(2).)**

Ohio ensures universal access to services through Administrative Code 5101:9-2-01 that states, "All programs, services, and benefits that are administered, supervised, authorized, and/or participated in by a county agency shall be operated in accordance with the nondiscriminatory requirements of Title VI of the Civil Rights Act of 1964, as amended; section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975; the Multiethnic Placement Act of 1994, as amended by the Interethnic Adoption Provisions of 1996; and the Americans with Disabilities Act of 1990. The county agency is responsible for ensuring compliance with this rule by all county agency contractors."

Ohio promotes consistency of services through the specific policies detailed earlier in the response to Part B. One-Stop Delivery System 2.a. that include topics such as statewide branding, common performance measures, eligibility determination requirements, training guidelines, and limited funds procedures.

Additionally, Ohio requires that each OMJ Center have a resource room that is open to the general public, providing computers, phones, fax machines, and other related supplies and materials necessary to research a career or conduct a job search. The OMJ Center must register all customers, ages 18 and over, in the Mini-Registration portion of the Ohio Case Management System (OWCMS) to track services and usage. Each center must be ADA accessible and provide at least one workstation that is fully equipped for customers with disabilities.

Ohio also recommends that an OMJ Center have a library of books, videos, and/or newspapers available to further assist job seekers with job searches and career research. Workshops on career planning, OhioMeansJobs.com registration and usage, resume writing, and interviewing are also encouraged.

Ohio also promotes consistency of services for job seekers through the OhioMeansJobs.com First Up online career counselor that guides an individual through registration, assessment, career exploration, and resume creation. A variety of training curricula is also available, including GED® Practice Tests. A customer completing the First Up process is provided with a listing of occupations to pursue, a career planner to assist in attaining this career, and a posted resume that can be used to contact employers about job or internship opportunities.

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.

Under this Unified Plan, Ohio intends to further improve consistency of services by creating a common in-take application process, co-enrolling customers across programs, instituting an integrated case management system, utilizing standardized assessments, creating a unified curriculum for job-readiness training, and implementing a comprehensive staff training program for personnel delivering services.

Additionally, under the new plan, Ohio will better integrate the skill building and high school equivalency services provided under the adult education system with the employment and training services provided under the workforce system.

d. What policies support a demand-driven approach to workforce development, such as training on the economy and labor market data for Local Board and One-Stop Career Center staff? (§§112(b)(4) and 112(b)(17)(A)(iv).)

The state promotes a demand-driven approach to workforce development by training OMJ Center personnel as well as other community partners on how to use economy

and labor market data found on the OhioMeansJobs.com system.

e. What policies are in place to ensure that the resources available through the Federal and/or state Registered Apprenticeship programs, the Job Corps and SCSEP are fully integrated with the state's One-Stop delivery system? (§§112)(b)(17)(A)(iv) and (b)(18)(C).)

Ohio does not have specific policies for inclusion of these partners since they are dictated in federal legislation. They are part of the MOU each local workforce investment area is required to execute.

vi. Local Area Designations -- Identify the state's designated local workforce investment areas and the date of the most recent area designation, including whether the state is currently re-designating local areas. (§§112)(b)(5).) Include a description of the process used to designate such areas. Describe how the state considered the extent to which such local areas are consistent with labor market areas: geographic areas served by local and intermediate education agencies, postsecondary education institutions and area vocational schools; and all other criteria identified in section 116(a)(1) in establishing area boundaries, to assure coordinated planning. Describe the state board's role, including all recommendations made on local designation requests pursuant to §116(a)(4). (§§112)(b)(5) and 116(a)(1).) Describe the process used by the state to hear appeals of local area designations referred to in §116(a)(5) and 112(b)(15).

Over the years the number of designated local workforce investment areas has changed since the inception of the WIA program. Currently, Ohio is organized into 20 workforce investment areas and is not currently re-designating any areas. The current designated local workforce investment areas are as follows:

- Area 1 – Adams, Brown, Scioto, and Pike Counties
- Area 2 – Medina and Summit Counties
- Area 3 – Cuyahoga County and City of Cleveland
- Area 4 – Lorain County
- Area 5 – Lake County
- Area 6 – Stark and Tuscarawas Counties
- Area 7 – Allen, Fayette, Jackson, Muskingum, Williams, Ashland, Fulton, Knox, Ottawa, Wood, Champaign, Gallia, Lawrence, Paulding, Wyandot, Clark, Greene, Licking, Preble, Clinton, Guernsey, Logan, Putnam, Coshocton, Hancock, Madison, Sandusky, Darke, Henry, Marion, Seneca, Defiance, Highland, Miami, Shelby, Delaware, Holmes, Montgomery, Union, Erie, Huron, Morrow, and Wayne 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, Harrison, 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

A map of these areas is provided in the response to 1.a.ii.b. above. As stated, the process used to designate local areas includes a letter signed by the Chief Elected Officials (i.e. County Commissioners and/or Mayors as applicable) requesting designation, technical assistance coordinated by the ODJFS Office of Workforce Development, GEWB approval and recommendation, and approval by the Governor. The GEWB is responsible for hearing any appeals related to local area designations.

As part of the technical assistance process, ODJFS helps the local area identify labor market areas, the geographic areas served by local and intermediate education providers, postsecondary education institutions, and area vocational schools as well as other criteria, including transportation services, commuting patterns, and coordinated regional planning.

vii. Local Workforce Investment Boards -- Identify the criteria the state has established to be used by the Chief Elected Official(s) in the local areas for the appointment of Local Board members based on the requirements of section 117. (§§112(b)(6), 117(b).)

Ohio has established the following criteria for the appointment of Local Board members by the Chief Elected Officials.

- At least five members of the board shall be representatives of private sector businesses in the general labor market area that includes that local area, and shall be appointed from among individuals nominated by local business organizations and business trade associations. Among these members, at least one shall represent small businesses, at least one shall represent medium-sized businesses, and at least one shall represent large businesses. When determining what constitutes small, medium-sized, and large businesses for purposes of this division, the chief elected officials of the local area shall define those sizes as those sizes are generally understood within the labor market area that includes that local area. A majority of the members of the board shall be representatives of private sector businesses.
- At least two members of the board shall represent organized labor and shall be appointed from nominations submitted by local federations of labor representing workers employed in the local area.
- At least two members of the board shall be representatives of local educational entities. For purposes of this division, "local educational entities" includes local

educational agencies, school district boards of education, entities providing educational and literacy activities, and postsecondary educational institutions.

- At least one member of the board shall be a representative of consumers of workforce development activities.
- Any other individuals the chief elected officials of the local area determine are necessary.
- Members of the board serve at the pleasure of the chief elected officials of the local area. Members shall not be compensated but may be reimbursed for actual, reasonable, and necessary expenses incurred in the performance of their duties as board members.

viii. Identify the circumstances which constitute a conflict of interest for any state or local workforce investment board member or the entity that s/he represents, and any matter that would provide a financial benefit to that member or his or her immediate family. (§§111(f), 112(b)(13), and 117(g).)

As indicated in the response to 1.a.ii.g. above, State and Local Board members must, at all times, abide by protections to the public embodied in Ohio's ethics laws, as found in the Executive Order, Chapters 102 and 2921 of the Ohio Revised Code, and as interpreted by the Ohio Ethics Commission and Ohio courts.

In general, these restraints state that no Board member shall:

- Vote, authorize, recommend, or in any other way use his or her position to secure approval of a Board contract (including employment or personal services) in which the Board member, a family member, or anyone with whom the Board member has a business or employment relationship, has an interest
- Solicit or accept honoraria
- Use or disclose confidential information protected by law, unless appropriately authorized
- Use, or authorize the use of, his or her title, the name of the Board in a manner that suggests impropriety, favoritism, or bias by the Board or the Board members
- Solicit or accept any compensation, except as allowed by law, to perform his or her official duties or any act or service in his or her official capacity

ix. Identify the policies and procedures to be applied by local areas for determining eligibility of local level training providers, how performance information will be used to determine continuing eligibility and the agency responsible for carrying out these activities. Describe how the state solicited recommendations from Local Boards and training providers and interested members of the public, including representatives of business

and labor organizations, in the development of these policies and procedures.

The ODJFS Office of Workforce Development is the designated state agency responsible for the development, operation and maintenance of the statewide eligible training provider list and consumer report.

WIATL 23 and WIAPL 10-03.2 outline policies for local areas to determine eligibility of local level training providers, establish how performance information will be used to determine continuing eligibility, and identify the agency responsible for carrying out these activities. Prior to implementation, these policies were posted on the ODJFS website and distributed to interested parties, including representatives of business and labor organizations, to solicit their input and recommendations.

Under these current policies, the OWCMS Eligible Training Provider Online (ETPO) system is the automated procedure for approving and compiling the statewide ETPO list. Training institutions must use the ETPO system to submit application and programs, and local WIBs must use the system to approve training providers' applications and programs. Paper application is not accepted.

Local Workforce Investment Boards (WIBs) may accept applications from training institutions in other states. However, in order to conduct business with a local WIB, a training institution must be up to date with required filings and be in "Good Standing" with the state of Ohio. Filing requirements also apply to correspondence and distance learning/Internet-based training institutions and programs. It is the responsibility of the local WIBs to ensure that training institutions are up to date with required filings and be in "Good Standing." Local WIBs may be subject to questioned and/or disallowed cost if it enrolls WIA participants in a training institution not authorized to conduct business in Ohio.

WIA participants with an Individual Training Account (ITA) must choose an eligible training provider and program from the state ETPO list. The selection of a training provider is a joint decision between the case manager and participant and agreed upon in accordance with a local WIB policy.

Any local WIB may send its WIA participants to any eligible training provider and program on the state ETPO list, regardless of whether a local WIB specifically approved the training provider and its program. The state recognizes a local WIB's responsibility to build a local list. The state also recognizes a local WIB's discretion to require training institutions to submit application and programs to its specific local WIB before it will do business with the training institution. A local WIB may establish its additional application requirements.

A training institution submitting application and programs for the first time is requesting initial eligibility. An eligible training provider agrees on an annual basis to collect, track, and report outcome information regarding participants enrolled in its approved programs.

Local workforce boards may request training institutions to submit performance information to determine initial eligibility. Local boards may require performance levels

higher than the state-minimum performance levels.

All eligible training providers will be required to collect, track, and report the program and cost information. This verifiable program information may include the federally required performance information or other appropriate types of performance information as established by the local board. If the local board requests additional information that imposes extraordinary costs, the local board shall provide access to cost effective methods of collection or provide additional resources.

When a training program fails to meet established local program and cost requirements, a local board may choose to remove that program from the state Eligible Training Provider List for ITAs. A local board can only remove a training program that they have previously approved and recommended to the state.

Of note, ODJFS is currently modifying the ETPO system so that local areas no longer have to approve individual providers. The list of providers will be assessed and updated annually ensuring that all providers and programs are current. Programs that train and offer credentials or degrees in Ohio's in-demand occupations will be highlighted so customers and workforce development professionals will know if the training supports those occupations. Additionally, ODJFS is also updating the Eligible Training Provider List to allow customers to provide feedback and information using a "Trip Advisor" type format. Local workforce development professionals also will be able to provide detailed feedback evaluating providers on facilities, programs and administration.

x. Individual Training Accounts (ITAs):

a. What policy direction has the state provided for ITAs?

The state has implemented WIAPL 13-07 that provides specific direction for ITAs. Under this guidance, each local area is required to develop an ITA policy that includes, but is not limited to, the following criteria:

- Training must be for in-demand occupations, with at least 85% related to jobs identified on the state's In-Demand Occupations List
- Maximum duration of an ITA
- Maximum funding for training financed through ITAs
- Allowable costs to complete training financed through ITAs
- Other locally defined considerations

There may be instances where dislocated workers from multiple workforce investment areas are impacted from one business downsizing or one dislocation event. Local areas are encouraged to work with contiguous workforce investment areas to develop consistent eligibility requirements and delivery of services for ITAs. Consistency between contiguous areas is particularly crucial if the ITAs are funded through the rapid response program as a result of a mass lay-off or plant closing.

ITA expenditures are costs required by the training institution to complete the training. ITA costs required to complete the training may include, but are not limited to

- Tuition and fees
- Books
- Tools
- Uniforms
- Tests
- Medical immunizations/tests

ITA costs do not include any supportive services' costs related to the ITA, such as transportation or child care. Costs must be reasonable and necessary pursuant to 29 CFR, part 97.22 and must represent a sound investment of public funds.

Training services must be provided in a manner which maximizes informed consumer choice in selecting an eligible provider. When participants and local areas select an eligible training provider, they should consider providers who are eligible for financial aid to ensure best utilization of WIA funds.

In relation to training, it is the intent that WIA funding is the payer of last resort. A comprehensive assessment of the cost of the ITA, which involves accessing other grants or funding, including Federal Pell Grants, TAA, and scholarships, must be conducted to ensure best utilization of WIA funds. The local area should utilize all financial aid resources available to minimize any out-of-pocket expense to the participant. The local ITA policy should not be so limited that a participant cannot be served because the training in an in-demand occupation exceeds the maximum ITA funding limit.

Local areas may implement evaluation and performance requirements for those training providers and programs, which the local area has approved to be on the statewide Eligible Training Provider list. Areas may want to review the performance of a provider to determine whether or not the training provider meets established local program and cost requirements. If a training provider does not meet the performance requirements, local areas may choose not to use the provider. Criteria to be considered for evaluation may include, but is not limited to, graduation rates, placement rates, and wage rates of the graduates from the institution.

b. Describe innovative training strategies used by the state to fill skills gaps. Include in the discussion the state's effort to broaden the scope and reach of ITAs through partnerships with business, education, economic development, and industry associations and how business and industry involvement is used to drive this strategy.

Ohio is filling skills gaps by broadening the scope and reach of ITAs, partnering with businesses to fill current job openings by implementing policy WIAPL 13-07 that identifies the parameters for development of local area ITA policies and standardizes the delivery of ITAs to promote in-demand occupations. There are two parameters that guide investments. First, duration of training cannot exceed 24 months, with 12 months or less being preferred. Secondly, at least 85% of a local area's ITA enrollments in each program year must be in an in-demand occupation as identified by the state and the remaining 15% must be in an in-demand occupation for the local area.

Additionally, OWT has prioritized the use of industry workforce alliances, also known as sector partnerships, as a vehicle to address critical workforce shortages. They have been established as a best practice in the workforce development space, not only in Ohio but across the country. Data regarding workforce shortages only tells part of the story. The dialogue created by an industry workforce alliance allows an industry to work collaboratively with education and training partners, local workforce, unions, and other workforce partners to devise solutions to address workforce shortages and help grow the talent pipeline.

In May of 2014, ODJFS, in partnership with OWT announced an Industry Workforce Alliance Pilot Initiative. 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 awards.

Applicants for the grant were asked to outline regional strategies designed to effectively address the skill needs of key industries in Ohio, while fostering partnerships among employers, education and training providers and other community stakeholders.

Through September of 2014, six grants were awarded:

Region	Recipient
Northeast	Mahoning Valley Manufacturing Coalition - Manufacturing
Northwest	Allen County Economic Development Group - Manufacturing
Western	Montgomery County Department of Community and Economic Development – Logistics
Southwest	Partners for a Competitive Workforce – Logistics
Southeast	Appalachian Ohio Health Professions Pathway, helping unemployed and underemployed Ohioans find work in the health care industry-Health Care
Central	Insurance Industry Resource Council-Insurance

In addition to these activities, OBOR and ODE are also partnering to build seamless career pathways between the systems. These opportunities are focused on building consortia as well as maximizing opportunities to earn credit while still in high school as a path to college-level work. These pathways are aligned to best serve education and training to fill state and local in-demand job needs.

c. Discuss the state's plan for committing all or part of WIA title I funds to training opportunities in high-growth, high-demand, and economically vital occupations.

As discussed in the response immediately above, Ohio is committing its WIA funds to training opportunities in high-growth, high-demand, and economically vital occupations by requiring under policy WIAPL 13-07 that participants select training programs that are directly linked to employment in a high-demand occupation or industry in order to

receive an ITA. Local areas are required to budget their ITA funding as follows:

State In-Demand Occupations. Ohio has developed a methodology for Ohio's most in-demand jobs using three important data sources: state labor statistics and projections, OhioMeansJobs.com job posting trend data, and responses from Ohio's businesses on urgent workforce needs.

Each program year, at least 85% of new ITA enrollments for the local area must be in an "in-demand" occupation as defined by the state of Ohio. Participants, who have a current program year training service start date and whose ITA will carry into the next program year will not be counted in the next program year's percentage.

Local Area In-Demand Occupations. The remaining 15% of ITA enrollments for the local area may be for occupations defined as in-demand within the local area. Some examples of local area in-demand occupations may include, but are not limited to:

- An occupation in a geographic area in which the participant is willing to work or relocate
 - Employment associated with regional industry sector or career pathway consortium for workforce development
 - A written guarantee of a bona fide job upon completion of training
- d. Describe the state's policy for limiting ITAs (e.g., dollar amount or duration).**

WIAPL 13-07 also limits the funding and duration of ITAs as follows:

Maximum Funding. When local areas determine the maximum amount for an ITA, the cost must be determined by the average cost of training for specific in-demand occupations within the local area as well as the following criteria:

- The training investment should be in line with the future wages earned by the participant.
- Factors, such as the cost of training, fees and books, tuition, and other associated costs, should be considered.

Maximum Duration. The duration of an ITA is determined by a participant's course of study. Realistic and attainable training plans must be considered. Generally, training is either short-term or long-term. Short-term training is training which is completed in 12 months or less. Short-term training is the preferred method since the goal is to attain employment quickly. Long-term training is training whose length does not exceed 24 months. Four-year degree programs may be funded when the customer can document that he or she is in the last two years of the program (e.g., remaining hours are equal to or less than 50% of the total credit hours required for the degree) and is in an in-demand occupation.

There may be instances where a participant is unable to complete the training program within the time frame outlined in the ITA. These circumstances include, but are not limited to

- Military service or leave time

- Lack of availability of classes
- Cancellations of classes
- Unforeseen illness of the participant or an immediate family member of the participant, such as the participant's parents (including step-parents), spouse, domestic partner, and children (including step-children or children who the participant has been awarded custody through a court).

e. Describe the state's current or planned use of WIA title I funds for the provision of training through Registered Apprenticeship.

The Registered Apprenticeship system in Ohio is funded solely through WIA discretionary funds. State field staff outreach to potential sponsors and individuals through the OMJ Centers. Outside employers are directed to the Centers for services, and individuals are provided information on qualifications and programs in their careers of interest. OBOR is working to leverage these programs into college degree pathways, helping students in selected fields also earn college credit that articulates to degrees on a statewide basis.

Each year the Ohio system serves approximately 15,000 registered apprentices, 1,000 sponsors, and represents over 10,000 employers.

f. Identify state policies that permit the use of WIA title I financial assistance to employ or train participants in religious activities when the assistance is provided indirectly, such as through an ITA.

Ohio does not have a policy that permits or prohibits the use of WIA financial assistance to employ or train participants in religious activities when the assistance is provided indirectly, such as through an ITA.

xi. Identify the criteria to be used by Local Boards in awarding grants for Youth activities, including criteria that the governor and Local Boards will use to identify effective and ineffective Youth activities and providers of such activities. (§112(b)(18)(B).)

Each Local Board adopts specific policies based on their unique demographics and needs for awarding grants for youth activities, including the criteria used to identify effective and ineffective youth activities.

On a statewide basis, Ohio has implemented WIAPL 09-06.3 that waives the requirement for competitive procurement for supportive services, follow up services, and work experience activities as described below:

A Local Board has the option to competitively select a youth provider for three of the program elements (paid and unpaid work experience, supportive services, and follow-up services) or to conduct the three youth program elements internally. This waiver does not apply to the remaining seven youth program elements.

The Local Board, in coordination with its Youth Council, should identify the extent that the three program elements are available in the community since these youth program elements may exist without charge through other community entities. It may choose to:

- Continue to competitively select youth providers to deliver the services because of operational effectiveness and efficiency;
- Authorize the administrative entity to provide services internally through One-Stop locations; and/or
- Use a mixed approach conducting services internally and using a competitive selection process.

Regardless of the option selected, the Local Board must document the decision, including the reasonableness of cost. Annually, the Local Board should ensure completion of an independent analysis of the cost effectiveness and outcomes under the youth program. The analysis will help to verify that youth services remain cost effective and the youth program continues to meet performance expectations.

This policy is not meant to diminish the established network of quality youth service providers.

xii. Describe the competitive and non-competitive processes that will be used at the state level to award grants and contracts for activities under title I of WIA, including how potential bidders are being made aware of the availability of grants and contracts. (§112(b)(16).)

As a state entity with an operating budget that is approximately 70% federally funded, ODJFS has implemented and continuously works to improve upon procurement procedures that ensure compliance with federal procurement regulations, including 41 USC 405a, 29 CFR 95, and 29 CFR 97.

Acquisitions and procurements are centralized and managed by the ODJFS Office of Contracts & Acquisitions through the Procurement Unit, which coordinates procurement activities and provides guidance and technical assistance for the ODJFS offices that administer federal programs to ensure that formal, informal, and small purchase types of competitive selection processes support the concept of “fair and open competition” and meet both federal and state procurement guidelines. ODJFS IPP6003 (currently under revision) outlines the ODJFS procurement process and the related requirements.

The Ohio Department of Administrative Services (DAS) prescribes the procurement policies and procedures for all State Agencies. ODJFS Requests for Proposals (RFPs) are published on the DAS’ procurement website and are accessible via a link on the ODJFS website. The ODJFS Office of Workforce Development will also announce the opportunity via a “Workforce Bulletin” email to state and local workforce agencies and to other stakeholders that have subscribed to receive the bulletins. Other outreach methods include publication in widely circulated newspapers, social media, notices or news bulletins issued by the OWT or other state agencies that may be a partner in the project, or emails with links to organizations that may be potential candidates or that are representatives of the industry that performs the type of service needed.

ODJFS set forth the procurement and acquisition requirements for Ohio counties and Local Workforce Areas’ supported by federal dollars through the enactment of Chapter 5101:9-4 of the Ohio Administrative Code.

b. *Vocational Rehabilitation*- This section is not applicable to Ohio's Unified Plan.

c. *TANF*- This section is not applicable to Ohio's Unified Plan.

What criteria will the state use, subject to each program's authorizing law, to allocate funds for each of the programs included in the Unified Plan? Describe how the state will use funds the state receives to leverage other Federal, state, local, and private resources, in order to maximize the effectiveness of such resources, and to expand the participation of business, employees, and individuals in the statewide workforce investment system. (WIA §112(b)(10).)

In answering this question, if the Unified Plan includes:

1. *WIA Title I and Wagner-Peyser Act and/or Veterans Programs (§112(b)(12):*

- a. If applicable, describe the methods and factors (including weights assigned to each factor) the state will use to distribute funds to local areas for the 30 percent discretionary formula Adult employment and training funds and Youth funds pursuant to sections 128(b)(3)(B) and 133(b)(3)(B).**

Ohio does not use the 30% discretionary option for Adult and Youth funds. All Adult and Youth funds are distributed based solely on the statutory formula.

- b. Describe how the allocation methods and factors help ensure that funds are distributed equitably throughout the state and that there will be no significant shifts in funding levels to a local area on a year-to-year basis.**

Ohio uses a number of allocation methods and factors to help ensure that funds are distributed equitably throughout the state and that there will not be significant shifts in funding levels to a local area on a year-to-year basis.

The Adult and Youth formulas use statistical data on poverty and unemployment that ensure equitable distribution based on local need and generally remain constant 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 measure further helps to minimize significant shifts to a local area's allocation.

At the request of the WIB Directors, Ohio is implementing a new funding formula for dislocated workers. This new funding methodology is supported by the WIB directors, the County Commissioners Association of Ohio and the mayors of Cleveland, Cincinnati and Columbus.

For the Dislocated Worker formula, data is collected under six distribution factors to ensure area allocations are equitable and based on local demand. Further details on the factors and recent improvements to the Dislocated Worker formula to minimize significant annual funding shifts may be found in answer 1c below.

The following charts provide an overview of the allocation methodologies for Adult, Youth, and Dislocated Worker funding streams.

WIA Formula Subrecipient Allocation Methodology (For Program Year 2014 Allocations)

FUNDING STREAM	FACTORS	DEFINITIONS	HOW DETERMINED	DATA SOURCE
Adult WIA Federal Regulations Part 667.130 (Administrative Provisions)	<p>1. 1/3 of the available funds allocated on the basis of the relative number of unemployed individuals in areas of substantial unemployment in each workforce investment area, compared to the total number of unemployed individuals in areas of substantial unemployment in Ohio.</p>	<p>Unemployed individuals = any individual who is without a job and who seeks and is available for work.</p> <p>Area of substantial unemployment = an area that has experienced an average unemployment rate of 6.5 percent or more for the most recent 12-month period for which data is available at the time of allocation.</p>	<p>Most current 12-month period data.</p> <p>July through June 12-month average.</p> <p>Most current 12-month period data.</p> <p>July through June 12-month average.</p>	<p>Ohio ASU Data</p> <p>Ohio ASU Data</p> <p>Information related to Ohio's 88 Counties plus separate city information for Columbus, Cleveland, and Cincinnati</p>
	<p>2. 1/3 of the available funds allocated on the basis of the relative excess number of unemployed individuals in each workforce investment area, compared to the total excess number of unemployed individuals in Ohio</p>	<p>Excess number = the number of unemployed individuals in excess of 4.5 percent of the civilian labor force in the State or the number of unemployed individuals in excess of 4.5 percent of the civilian labor force in areas of substantial unemployment in such State.</p>	<p>This number will vary upwards and downwards with the local unemployment rate, unless such rate falls below 4.5 percent.</p> <p>Most current 12-month period data.</p> <p>July through June 12-month average.</p>	<p>Labor Market Information (LMI)</p>
	<p>3. 1/3 of available funds allocated on the basis of the relative number of disadvantaged adults in each workforce investment area, compared to the total number of disadvantaged adults in Ohio.</p>	<p>Disadvantaged adults = an individual who is age 22-72 who received an income or is a member of a family who received a total family income, that in relation to family size does not exceed the higher of the OMB poverty level or 70 percent of the Lower Living Standard Income Level.</p>	<p>Calculated based on American Community Survey 5 year average. Previously was calculated based upon decennial census data.</p>	<p>American Community Survey (2006-2010)</p>

WIA Formula Subrecipient Allocation Methodology

(For Program Year 2014 Allotments)

FUNDING STREAM	FACTORS	DEFINITIONS	HOW DETERMINED	DATA SOURCE	
<h2>Youth</h2> <p>WIA Federal Regulations Part 667.130 (Administrative Provisions)</p>	1.	1/3 of the available funds allocated on the basis of the relative number of unemployed individuals in areas of substantial unemployment in each workforce investment area, compared to the total number of unemployed individuals in areas of substantial unemployment in Ohio.	Unemployed individuals = any individual who is without a job and who seeks and is available for work. Area of substantial unemployment = an area that has experienced an average unemployment rate of 6.5 percent or more for the most recent 12-month period for which data is available at the time of allocation.	Most current 12-month period data. July through June 12-month average. Most current 12-month period data. July through June 12-month average.	Labor Market Information (LMI) Ohio ASU Data
	2.	1/3 of the available funds allocated on the basis of the relative excess number of unemployed individuals in each workforce investment area, compared to the total excess number of unemployed individuals in Ohio	Excess number = the number of unemployed individuals in excess of 4.5 percent of the civilian labor force in the State or the number of unemployed individuals in excess of 4.5 percent of the civilian labor force in areas of substantial unemployment in such State.	This number will vary upwards and downwards with the local unemployment rate, unless such rate falls below 4.5 percent. Most current 12-month period data. July through June 12-month average.	Labor Market Information (LMI)
	3.	1/3 of available funds allocated on the basis of the relative number of disadvantaged youth in each workforce investment area, compared to the total number of disadvantaged youth in Ohio.	Disadvantaged youth = an individual who is age 16 through 21 who received an income, or is a member of a family that received a total family income, that in relation to family size does not exceed the higher of the OMB poverty level or 70 percent of the Lower Living Standard Income Level.	Calculated based on American Community Survey 5 year average. Previously was calculated based upon decennial census data.	American Community Survey (2006-2010)

FUNDING STREAM	FACTORS	DEFINITIONS	ASSIGNED WEIGHT %	HOW DETERMINED	DATA SOURCE					
<p>Dislocated Worker Workforce Innovation and Opportunity Act, Section 133(b)(2)(B)</p>	<p>Funding formulas for dislocated workers must use the most appropriate information available including information on insured unemployment data, unemployment concentrations, plant closing and mass layoff data, declining industries data, farmer-rancher economic hardship data, and long-term unemployment data.</p>	<p>Assigned Weight Percentage Options Available (100% Split As Follows)</p>	<p>Weights</p>	<p>Hold Harmless Provision: No area shall receive an allocation that is less than 90 percent of the average allocation percentage of the local area for the two preceding fiscal years. Amounts needed to increase such allocations shall be obtained by ratably reducing the allocations to the other local areas.</p>						
						1. Insured unemployment	The relative number of unemployment insurance claimants under the UI system.	30	Most current 12-month period data. January through December 12-month average.	Labor Market Information (LMI)
						2. Unemployment concentrations	The relative number of excess unemployed individuals adjusted by the ratio of the county average unemployment rate to the excess unemployment baseline (4.5 percent).	20	Most current 12-month data on excess unemployed and Unemployment Rate. July through June 12-month ave.	Labor Market Information (LMI)
						3. Plant Closings and Mass Layoffs (Non-WARN)	The relative number of displaced workers (three year average) affected by layoffs which are not subject to WARN Act reporting requirements.	5	Most current 36-month period data. January through December, 3-year average.	OhioRED Rapid Response database report
						4. Plant Closings and Mass Layoffs (WARN)	WARN mass layoffs are those which affect 50 or more workers at a single site. The relative number of layoffs (three year average) reported to the state pursuant to the requirements of the WARN Act.	5	Most current 36-month period data. January through December, 3-year average.	OWD/WARN Notices (Rapid Response)
						5. Declining industries	The relative number of jobs lost within industries which have experienced declining employment.	5	Most current 12-month period data. January through December, 12-month average.	Labor Market Information (LMI)
						6. Farmer-rancher economic hardship (available by county only)	The relative share of deficits between farm earnings and the federal poverty guideline for a family of four multiplied by the number of farms.	5	Most current 12-month period data. January through December 12-month average.	Bureau of Economic Analysis, Table CA04: farm income statistic
7. Long-term unemployment			30	The relative number of unemployment insurance claimants who have received benefits for 15 weeks or more weeks under the UI system.	Labor Market Information (LMI)					

c. Describe the state’s allocation formula for dislocated worker funds under 133(b)(2)(B).

As stated previously, at the request of the WIB Directors, Ohio is implementing a new funding formula for dislocated workers. This new funding methodology is supported by the WIB directors, the County Commissioners Association of Ohio and the mayors of Cleveland, Cincinnati and Columbus.

The chart in the response to 1.b. above describes Ohio’s allocation formula for Dislocated Worker funds. Six factors are considered with the amount of funding to be issued under each factor weighted as follows:

1. Unemployment Insurance claimants	30 percent
2. Unemployment concentrations	20 percent
3. Plant closings and mass layoffs*	10 percent
4. Declining industries	5 percent
5. Farmer-rancher economic hardship	5 percent
6. Long-term unemployment	30 percent

*Uses both WARN and Non-WARN reports

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 that factor’s funding. The amounts computed under all of the above factors for all counties within an area are then summed to determine the area’s allocation. The county-level award amounts are provided to the local Workforce Investment Area, but the Workforce Investment Board is not required to distribute its funds to each county based on the county’s computation.

To minimize significant shifts in annual Dislocated Worker formula allocations, three additional improvements to the formula will be implemented for allocations to be distributed following approval of this plan:

1. A hold harmless provision requires that areas must receive an allocation at least equal to 90% of their average allocation percentage over the prior two years. This provision, not previously used in the Dislocated Worker formula, is hereby added.
2. In prior allocation periods, the formula factor weight assigned to the Insured Unemployment factor was 5% of the funding, and the weight of the Long Term Unemployment factor was 55%. The weights of these two factors are revised to be balanced at 30% each.
3. The Unemployment Concentrations factor method has been revised to be based on the relative number of excess unemployed individuals adjusted by the ratio of the local unemployment rate to the excess unemployment baseline (4.5%). Adjusting the count of excess unemployed individuals by the ratio of local

unemployment to the baseline will ensure that relatively more resources per capita continue to flow to those areas with high rates of unemployment while minimizing abrupt decreases in funds that had been occurring under the prior methodology defined for this factor.

d. Describe how the individuals and entities on the state board were involved in the development of the methods and factors, and how the state consulted with chief elected officials in local areas throughout the state in determining such distribution.

Individuals and entities on the Governor's Executive Workforce Board (GEWB) provided input on the methods and factors for the WIA formula as part of the overall Unified State Plan finalization, review and approval process. Additionally, the committee of Local Workforce Investment Board Directors that worked to review and recommend formula changes included a representative of County Commissioner's Association of Ohio (CCAO) that represents Ohio's Chief Elected Officials. The CCAO consulted with and informed their membership through its outreach and communication processes. The formula was also presented to the CCAO board at their September 19, 2014 meeting. City mayors who serve as chief local elected officials in three areas (or their staff) were consulted separately and individually on the formula methods and factors by the director of the Workforce Investment Board in such areas.

e. Describe the procedures and criteria that are in place under 20 CFR 663.600 for the governor and appropriate local boards to direct One-Stop operators to give priority of service to public assistance recipients and other low-income individuals for intensive and training services if funds allocated to a local area for adult employment and training activities are determined to be limited. (§§112(b)(17)(A)(iv) and 134(d)(4)(E).)

In January 2014, Ohio updated its state level Limited Funds and Priority of Service policy WIAPL 13-06 to mandate that all local areas submit their limited funds and priority policies for review and approval by the state. A template was also provided for the local areas to explain their criteria for limited funds, priority of service under limited funds, process for establishing and maintaining service waiting lists, and process for maintaining access to universal services for all individuals. A committee of ODJFS subject matter experts then reviewed all the local plans to ensure compliance.

f. Specify how the state will use the 10 percent Wagner-Peyser Act funds allotted to it under section 7(b) in accordance with the three provisions of allowable activities: performance incentives; services for groups with special needs; and extra costs of exemplary service delivery models. (§112(b)(7) and 20 CFR 652.204.)

Ohio focuses its 10% Wagner-Peyser funding on services for groups with special needs. Currently, ODJFS is not a grant recipient of the federal migrant seasonal farmworker funding, but maintains a unit of state staff funded through Wagner-Peyser 10% grant dollars to assist growers with finding and attracting migrant workers and to advocate for migrant workers and help them move into permanent non-seasonal employment.

ODJFS also funds 10 administrative staff positions to support the state's Veterans Services Unit, performing activities which may not be allowable under the Jobs for Veterans State Grant, but that are essential and for the benefit of veterans across Ohio.

ODJFS Customer Service Representatives working in the local OhioMeansJobs Centers report their time and effort to the Wagner-Peyser 10% grant if they are working with customer(s) from any of the following special populations:

- Incarcerated in Ohio's state prison system and Ex-Offenders;
- Older Job Seekers (55+);
- Migrant Seasonal Farmworkers;
- Youth;
- Disabled- a person who (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment.

2. Adult Education and Family Literacy:

a. Describe how the eligible agency will fund local activities in accordance with the considerations described in section 231(e) and the other requirements of title II of WIA. (§ 224(b).)

In Ohio, Adult Basic and Literacy Education (ABLE) providers represent local education agencies, technical centers, community colleges, community-based organizations, and county agencies. Collectively, there are over 600 physical locations where classes are offered throughout the state, maximizing student access to high quality staff and services. ABLE also uses distance education to further increase accessibility.

Ohio's ABLE program ensures compliance with Section 231(e) by building all 12 WIA title II considerations for funding eligible providers into various sections of the local ABLE instructional grant application, either in the content of the grant itself and/or in the Assurances that must be signed off on by the heads of eligible agencies applying for funds. All applications are reviewed and scored to determine whether they meet all requirements for funding including but not limited to the 12 considerations identified in WIA Title II section 231(e). Furthermore, these considerations, and other requirements, are reviewed by state ABLE program managers as part of their formal on-site monitoring of local ABLE programs.

b. Describe the process to show that public notice was given of the availability of Federal funds to eligible recipients and the procedures for submitting applications to the state, including approximate time frames for the notice and receipt of applications. (§231(c).)

Ohio uses a competitive grant application process to award funds for local activities in accordance with considerations for funding described in Section 231(e) of the Adult Education and Family Literacy Act. Access to the application is made available to the general public on the Ohio Board of Regents (OBOR) website under Grant Resources and RFPs.

The following chart depicts the time frames for the notice and receipt of applications for the most recent competitive grant application process.

Event	Dates
Release of RFP	March 21, 2014
Submission of Questions	March 21 - April 15, 2014
Submission Deadline	May 2, 2014 at 5:00 PM
Review of Grants	May 7 - May 21, 2014
Notification of Awards	June 1, 2014
Start of fiscal year	July 1, 2014

The grant application consists of two-parts: a Program Plan and the Addendum with charts for budget narratives, personnel costs, and instructional sites. Once the grants are approved, the selected grantees complete the elements in the Comprehensive Continuous Improvement Plan application located on the Ohio Department of Education Server. This is a system that has a unified grants application and verification process that consists of a planning tool and a funding application. ABLE continues to use this system for the ease of the funding process.

c. Describe how the eligible agency will use funds made available under section 222(a)(2) for state leadership activities. (§223(a).)

With respect to state leadership activities, the Ohio State Leadership system has been reorganized into two fiscal agents: (1) The Ohio State University which is responsible for professional development and research and (2) Kent State University which is responsible for the data management system and statewide communication.

In addition, resources are offered to the local programs through a centralized library at Kent State University. This reorganization offers a unified statewide system of leadership activities.

The planned activities include at least two Teacher Academies and an Administrator Summit. These activities address the needs of the local programs as well as the priorities of the state program. Any technical assistance that needs to be provided to the local programs is incorporated into these events.

The selected fiscal agents work collaboratively with the state ABLE staff to identify professional development, technical assistance, and resources needed to build the capacity of local program staff. This will help local programs provide quality instruction and support in assisting students to successfully transition to postsecondary education/training and/or employment.

d. Describe the steps the eligible agency will take to ensure direct and equitable access, as required in section 231(c). (§224(b)(12).)

To ensure direct and equitable access, Ohio uses the same application review process for all competitive applications. Such applications are reviewed by a review panel.

F. Funding

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Factors evaluated include the federal Section 231 considerations as well as programs' continued:

- a) effectiveness in achieving Student Performance Levels;
- b) capacity to implement approved activities; and
- c) achievement of projected enrollments.

3. *SNAP Employment and Training*- This section not applicable to Ohio's Unified Plan.

4. *TANF*- This section not applicable to Ohio's Unified Plan.

5. *Vocational Rehabilitation*- This section not applicable to Ohio's Unified Plan.

6. *CSBG*- This section not applicable to Ohio's Unified Plan.

For each of the programs in the Unified Plan, provide a general description of the activities the state will pursue using the relevant funding.

In answering the above question, if the Unified Plan includes:

1. WIA Title I and Wagner-Peyser Act and/or Veterans Programs:

Describe the approaches the state will use to provide direction and support to Local Boards and the One-Stop Career Center delivery system on the strategic priorities to guide investments, structure business engagement, and inform service delivery approaches for all customers. (§112(b)(17)(A).)

As outlined below, the Ohio Department of Job and Family Services (ODJFS) will continue to provide direction and support to Local Boards and the OhioMeansJobs (OMJ) Center delivery system on the strategic priorities to guide investments, structure business engagement, and inform service delivery approaches for all customers.

Guide Investments. To help guide investments, the Governor's Office of Workforce Transformation (OWT) was charged with working with employers to identify Ohio's most in-demand jobs. An in-demand job means a job provides a living wage and growth opportunities based on the projected number of openings and growth. This work has become the foundation of the reform efforts in Ohio.

Ohio used a three-pronged approach in identifying in-demand data:

Jobs Forecasting Tool. Working with JobsOhio, the state surveyed nearly 2,000 businesses in the nine JobsOhio industry clusters to better understand their current and future needs.

Job Posting Trend Data. Again, working with the nearly 2,000 businesses that were targeted, Ohio identified recent job openings based on the past four years' trend data of electronic job postings from OhioMeansJobs.com.

State Labor Statistics and Projections. Information is collected by the state from all companies doing business in Ohio. This data is analyzed and detailed labor projections are prepared as part of the state's agreement with the Department of Labor Statistics.

The data gathered from the three sources identified above were then further analyzed using the following criteria to define an "In-Demand job" in Ohio:

- Median annual wage greater than or equal to \$12.54 per hour
- Annual growth in the number of jobs greater than or equal to the state average
- Annual job openings greater than or equal to the state average

To ensure sufficient system resources are being spent to support training of individuals in high growth/high demand industries, Ohio recently implemented a new Individual Training Account (ITA) policy, WIAPL 13-07 that identifies the parameters for development of local area ITA policies and standardizes their delivery to lead to employment in an in-demand occupation. The state identifies these occupations using

information and data for projected openings, projected growth, selected JobsOhio industry cluster occupations, employer feedback, and historical and current job postings.

Under WIAPL 13-07, there are two parameters that guide training investments. First, because short-term training is more cost effective and results in individuals attaining employment faster, the duration of training cannot exceed 24 months, with 12 months or less being the preferred timeframe. Secondly, a minimum of 85% of a local area's ITA enrollments in each program year must be in an in-demand occupation as identified by the state.

A primary focus of ODJFS over the past several years has been on improving the Ohio Works First federal work participation rates to ensure recipients are getting the services they need to move towards self-sufficiency. ODJFS implemented the Ohio Works Incentive Program (OWIP), a partnership with the local OhioMeansJobs centers that provides incentives to the local workforce areas for job placement and retention of individuals into on-the-job training or unsubsidized employment. The goal is to reduce dependency on the Ohio Works First (OWF) program while strengthening Ohio's workforce.

The local workforce areas assisted 3,637 unique OWF cash recipients in the first year of OWIP. Of these, 2,363 have been placed into jobs. Approximately 700 of these placements were "Track B" meaning the income was high enough to enable the family to be over income eligibility for OWF cash assistance.

Structure Business Engagements. ODJFS provides Workforce Specialists to each of the local workforce areas. These skilled personnel build relationships with local businesses, assessing needs and identifying solutions. They work in conjunction with the local workforce boards to coordinate business outreach, and communicate business needs to OMJ Center partners regarding worker skills needs and requirements.

There are four different types of business services offered through the OMJ Centers:

1. Employee recruitment, including
 - o Posting and filling of job openings,
 - o Job fairs,
 - o Mass recruitments, and
 - o Help writing position descriptions.

2. Employee selection, including such services as
 - o Screening of qualified applicants,
 - o Skill assessment,
 - o Job readiness,
 - o Aptitude testing, and
 - o Support for hiring special populations (e.g., older workers, veterans, workers with disabilities, youth).

3. Employee training, including
 - o Referrals to local employee training providers,
 - o Computer training labs,
 - o Use of conference rooms, and
 - o Assistance with establishing apprenticeship programs.

4. Human resource planning, including
 - o Customized workshops,
 - o Resources for small businesses/entrepreneurs,
 - o Employee retention, and
 - o Supportive services for employees.

Inform Service Delivery Approaches for All Customers. Through policy directives issued to local workforce boards, ODJFS sets guidelines for minimum service requirements within the OMJ Centers. Additionally, the state provides a forum for local areas to share best practices with one another and actively encourages regional service planning.

ODJFS sponsors ongoing staff training that is available to all OMJ Center personnel. These informative sessions are provided through webinars and are frequently repeated so that all staff has ample opportunities to participate and expand their technical expertise.

Ongoing trainings include WIA provisions, including adult, dislocated worker and youth programs as well as local Workforce Investment Board and Youth Council requirements.

Training is also provided on all new workforce development policies issued by ODJFS to ensure staff understands the impact of the policy and how business will be done differently as a result. Recent training on new policies includes funding ITAs, using OhioMeansJobs.com for labor exchange, and establishing limited funds status and priority of service.

Many of the Perkins recipients also provide customized training to meet the needs of local area businesses. In doing so, they convene Employer Advisory Panels to ensure that program graduates obtain the skills they need to be successful in the identified jobs. Through the Unified Plan, these panels will be better aligned to more comprehensively link to other parts of the system.

a. One-Stop Service Delivery Strategies: (§111(d)(2) and 112(b)(2).)

i. How will the services provided by each of the required and optional One-Stop partners be coordinated and made available through the One-Stop system? (§112(b)(8)(A).)

Ohio utilizes a standardized Memorandum of Understanding (MOU) that outlines the services and funding to be provided by each required and optional local workforce system partner. Of particular note, Temporary Assistance for Needy Families (TANF) is

a required partner and is included as part of the MOU. As Ohio moves forward and implements its Unified State Plan to integrate Adult Basic and Literacy Education (ABLE) and Perkins services, ODJFS will require that each local area submit a unified plan to ensure coordinated, available services. Overall, the MOU and local unified plans will detail efforts to ensure effective and efficient delivery of workforce services.

ii. How are Youth formula programs funded under §128(b)(2)(A) integrated in the One-Stop system?

Youth formula funds are allocated along with Adult and Dislocated Worker funds to each of the local workforce areas. Each decides how the funds will be utilized to best meet the unique needs of their particular region, such as targeting special populations or connecting with high-growth industries. Some OMJ Centers have resource rooms designated specifically for youth and have embedded youth programs and activities directly within the career center to further integrate services.

iii. What minimum service delivery requirements does the state mandate in a comprehensive One-Stop Career Centers or an affiliate site?

Ohio requires that each local workforce area possess at least one comprehensive OMJ Center that includes all the federally required partners as well as the county TANF provider(s). Each of these comprehensive centers must provide the following job seeker services:

- Resource room with access to computers, phones, fax machines, and other materials required to research a career or conduct a job search
- Job matching and referral
- Information on careers, training, community resources, and the local labor market
- Orientation of services available at the Center
- Initial needs assessment
- Eligibility determination

Additionally, every OMJ Center is also required to provide the following services to businesses:

- Job posting
- Candidate recruitment
- Job matching
- Applicant referral
- Labor market information
- Information on partner programs
- Rapid Response, including layoff aversion activities

Ohio does not mandate particular services at affiliate sites or satellite locations. They may be staffed by one or more partner organization, providing a combination of any of the aforementioned services.

iv. What tools and products has the state developed to support service delivery in all One-Stop Career Centers statewide?

Using funding awarded from the USDOL Workforce Innovation Grant, Ohio has made wide-ranging changes to OhioMeansJobs.com to provide customers with improved access to workforce services. A few of the key changes include:

- “How do I’s” help customers easily navigate the system.
- Videos provide an orientation of services.
- Webinars give overviews of system functions to both employers and individuals.
- Workshops at the local OMJ Centers provide in-person assistance.
- Brochures show the activities required to maintain unemployment benefits.
- “First Up” online career counselor takes an individual through the process of registration, career assessment, occupation selection, assessment, budget calculation, and resume posting.
- Resume Builder tool creates resumes for customers and gives them the opportunity to have their resumes rated for improvement.
- Online Training Center provides customers with access to thousands of study guides, practice tests, and training modules to increase their skills and prepare for college and careers.
- Budget Calculator tool allows customers to determine how much money they need to earn and which careers pay matching salaries.
- Career Profile helps customers identify which careers match their interests.
- Career Planning allows customers to select recommended activities to achieve their career goals as well as a calendar tool to track their goals.
- Backpack keeps track of all of a customer’s activity on the system and allows each customer to upload resumes and other career-related documents for storage.
- In-demand occupation data provides customers with the most current data available on which good paying careers are in-demand in Ohio.

Along with the OhioMeansJobs.com system enhancements, Ohio also re-branded its local one-stops under the OhioMeansJobs brand, providing a single, unified identity and logo for the entire state.

ODJFS also designed OhioHeretoHelp.com to help Ohio's unemployed workers learn more about the many programs and resources available to them, from both the government and the private sector. The site provides resources for individuals that need assistance with money, food, housing, healthcare, education, and training.

v. What models/templates/approaches does the state recommend and/or mandate for service delivery in the One-Stop Career Centers? For example, do all One-Stop Career Centers have a uniform method of organizing their service delivery to business customers? Is there a

common individual assessment process utilized in every One-Stop Career Center? Are all One-Stop Career Centers required to have a resource center that is open to anyone?

As discussed in the response to Part E. State and Local Governance 1.a.v.c, Ohio requires that an OMJ Center use the standard brand and logo on all materials and signage. Each must have a resource room that is open to the general public, providing computers, phones, fax machines, and other related supplies and materials necessary to research a career or conduct a job search. The OMJ Center must register all customers, ages 18 and over, in the Mini-Registration portion of the OWCMS to track services and usages. Each center must be ADA accessible and provide at least one workstation that is fully equipped for customers with disabilities.

ODJFS recommends that the OMJ Center have a library of books, videos, and/or newspapers available to further assist job seekers with career research and job search. Workshops on career planning, OhioMeansJobs.com registration and usage, resume writing, and interviewing are also encouraged.

As the state moves forward, ODJFS plans to develop and implement a unified curriculum for job placement and retention to provide a consistent, high quality delivery of job preparation and job-readiness skills training to assist individuals in preparing for, obtaining, and retaining employment.

b. Workforce Information – A fundamental component of a demand-driven workforce investment system is the integration and application of the best available state and local workforce information including, but not limited to, economic data, labor market information, Census data, private sources of workforce information produced by trade associations and others, educational data, job vacancy surveys, transactional data from job boards, and information obtained directly from businesses. (§§111(d)(8), 112(b)(1), and 134(d)(2)(E).)

i. Describe how the state will integrate workforce information into its planning and decision-making at the state and local level, including state and local boards, One-Stop operations, and case manager guidance.

In addition to reports that show Ohio's in-demand jobs, which uses labor market information as one of its main components, ODJFS has equipped OhioMeansJobs.com with state-of-the-art technology that provides real-time labor market information, enabling the state and local areas to forecast occupational trends and related skill requirements. Armed with this information, the state and local areas are able to effectively set priorities and establish the services that prepare and deliver qualified workers that meet current and emerging business needs.

Information from OhioMeansJobs is also used to inform secondary and postsecondary both traditional and career-technical students. This information is used by students and advisors to help guide individual choices into career-technical programs in in-demand fields as well as better make the connection between education and employment.

ODJFS also applied for and received a Health Transformation Innovation Fund grant that will supplement the Section 503 WIA incentive funds received from U.S. Department of Labor. The state is using the money on grants for the enhancement of industry workforce alliances that address occupations from Ohio's in-demand list. The alliances will support the development or enhancement of a sector-focused career pathway system to build a skilled workforce that meets the occupational needs of high-growth, high-demand industries in each of the six JobsOhio regions. The funds support both the development of career pathways systems and the utilization of those pathways by enrolling individuals in training services.

ii. Describe the approach the state will use to disseminate accurate and timely workforce information to businesses, job seekers, and employment counselors, in easy to use formats that are readily accessible within One-Stop Career Centers and at remote locations such as libraries, schools, worksites, and at home.

OhioMeansJobs.com has numerous easy-to-use reports that provide a wide variety of workforce information to businesses, job seekers, and employment counselors -- from job openings in specific industries to average wage levels for typical occupations. Information is available on-demand at the user's request. It can be accessed via standard reports and also has the flexibility for the user to customize information based on particular needs and interests.

Because OhioMeansJobs.com is a web-based system, it can be accessed from any location that has Internet access, including an OMJ Center, home, worksite, or library.

iii. Describe how the activities funded through the Workforce Information grants are aligned with other workforce investment activities to ensure that the investments in core products and services support the state's overall strategic direction for workforce investment.

Ohio uses its Workforce Information grants to fund the creation and maintenance of a variety of labor market tools and products that provide detailed data and information required to make decisions regarding the state's overall strategic direction for workforce investment. Labor market information and data are available on a statewide, regional, and local-area basis. Examples include:

- In-Demand Occupations Reports are derived from occupation projections and an employer forecasting survey. It provides a listing of the jobs that are most in-demand. Again, it helps both individuals with their job search and employment counselors in career counseling and training decisions.
- The Occupational Wage tool provides information on pay rates for specific jobs. This information is helpful to job seekers when making career decisions as well as businesses in establishing market-based wage rates for their employees.

- Industry/Occupational Employment Projections gives an overview of how a sector or occupation is growing or declining. This data assists individuals with their job search educational endeavors, and also helps employment counselors make determinations in funding decisions for workforce training activities.

During the past two years, Ohio's Bureau of Labor Market Information has delivered a number of comprehensive training sessions to assist workforce professionals in using these innovative tools. On an ongoing basis these sessions are held at least two times per year to ensure users remain current on the capabilities of the workforce information systems.

iv. Describe how state workforce information products and tools are coordinated with the national electronic workforce information tools.

Ohio's workforce information products and tools are coordinated with the national electronic tools in a number of ways. The OhioMeansJobs website is directly linked to the American's Job Bank national website. Additionally, Ohio labor market information also links to the data found on the Bureau of Labor Statistics website. Finally, Ohio also shares its employment projections information with the USDOL.

c. Adults and Dislocated Workers

i. Core Services. (§112(b)(17)(a)(i).)

a. Describe state strategies and policies to ensure adults and dislocated workers have universal access to the minimum required core services as described in §134(d)(2).

Ohio has initiated a number of strategies and policies to ensure adults and dislocated workers have universal access to the minimum required core services.

First, the OMJ Centers located throughout the state provide the following core services to all universal customers.

- Resource room with equipment, supplies, and materials necessary to conduct job search activities
- Orientation of available services
- Intake and initial assessment of skills, abilities, interests, and aptitudes
- Career exploration
- Supportive service information
- Training information
- Labor market information
- Referral to partner and community services
- Job matching, referral, and placement
- Program eligibility

Importantly, core services for universal customers are not limited to the physical OMJ center locations. The enhanced OhioMeansJobs.com website enables individuals 24/7 access using its Internet-based functionality.

Additionally, to ensure all Ohioans have access to services and stay engaged in the workforce system, especially during limited funds status, ODJFS implemented WIAPL 13-06, Limited Funds Status and Priority of Service with WIA Formula Adult Funds. Under this policy, local areas are required to submit a plan for limited funds status and how they will successfully serve individuals in their workforce areas when they are in this status. The plans include the criteria for priority of service and serving the eligible adult population, process for establishing and maintaining waiting lists for services, and the process for maintaining access to universal, core services for all individuals including the types of services individuals will receive while local areas are in limited funds status. Once local areas are in limited funds status, they must notify ODJFS's Office of Workforce Development that limited funds status is in effect.

- b. Describe how the state will ensure the three-tiered service delivery strategy for labor exchange services for job seekers and employers authorized by the Wagner-Peyser Act includes (1) self-service, (2) facilitated self-help service, and (3) staff-assisted service, and is accessible and available to all customers at the local level.**

As described below, Ohio provides three-tiered service delivery for labor exchange services.

Self-Service. Customers can connect to the OhioMeansJobs.com website from any of the workstations available in each of the OMJ Centers, or they may choose to access the site from an alternative location, including their homes, offices, libraries or any other place that is convenient for them. Customers can use the site to find the job that best suits their skills and interests, create a career profile, search and save occupations, set up a career plan, take core assessments, and find their target salary. They can also prepare a resume, explore careers, and learn about training and apprenticeship opportunities. Customers can also access information, tips, and specialized search tools. If they need additional assistance, there is a live chat feature that will connect them to a workforce development specialist. OhioMeansJobs.com provides customers with access to the same services customers provided in Ohio's 89 physical OMJ Centers.

Facilitated Self-Help. The OMJ Centers offer a variety of workshops for job seekers and employers. For the job seeker information is provided on conducting a job search, completing applications, preparing resumes, and interviewing skills. For businesses, information is provided on how to post a job on OhioMeansJobs.com, recruiting qualified candidates, preparing job descriptions, and understanding labor laws.

Staff-Assisted Service. OMJ Center staff is available to answer questions and provide assistance to help job seekers and businesses connect with one another. The local staff stands ready to provide one-on-one advice to a job seeker to providing an individualized service to a business to assess its needs and provide customized solutions.

ODJFS Business Support Center. The Business Support Center is operated by staff in the Office of Workforce Development. Services include placing job postings on OhioMeansJobs.com as well as completing resume searches within the system on behalf of a business 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.

c. Describe how the state will integrate resources provided under the Wagner- Peyser Act and WIA title I for adults and dislocated workers as well as resources provided by required One-Stop partner programs, to deliver core services.

ODJFS integrates its full array of workforce funding through the aforementioned MOUs established at the local level. Each year these agreements are revised and re-negotiated to ensure that costs are shared equitably by all required partners, including Wagner-Peyser, WIA, TANF, as well as other organizations participating in the OMJ Center. Partnering with Perkins-funded programs in the development of the local Unified Plan will also serve to strengthen pathways into education and training programs for adults.

ii. Intensive Services. Describe state strategies and policies to ensure adults and dislocated workers who meet the criteria in §134(d)(3)(A) receive intensive services as defined.

Ohio has established strategies and policies for intensive services that are designed to maximize funding investments and promote improved outcomes for adults and dislocated workers. Using a defined progression of service, eligible job seekers who are unable to obtain jobs through core services may access intensive services.

OMJ Center personnel deliver the following types of intensive services based on each job seeker's unique needs:

- Comprehensive and specialized assessments
- Development of an Individual Employment Plan
- Individual and/or group career counseling
- Short-term pre-vocational skills training
- Non-credential training courses

Eligibility, enrollment, and activities are recorded in the Ohio Workforce Case Management System (OWCMS) case management system to track the job seeker's progress in meeting employment goals.

iii. Training Services. Describe the governor's vision for increasing training access and opportunities for individuals including the investment of WIA title I funds and the leveraging of other funds and resources.

ODJFS has secured waivers for on-the-job training and customized training, and has issued WIAPL 10-08.2 that makes it easier for job seekers and employers to take

advantage of these innovative employment and training services. Under this new policy, the employer reimbursement for wages is on a sliding scale as follows:

Reimbursement Rate	On-the-Job Training Employer Size	Customized Training Employer Size
Up to 90%	50 or less employees	50 or less employees
Up to 75%	51 to 250 employees	51 to 100 employees
Up to 50%	251 or more employees	101 or more employees

Additionally, ODJFS implemented policy WIAPL 13-07 that identifies the parameters for development of local area ITA policies and standardizes the delivery of ITAs statewide to promote in-demand occupations. There are two parameters that guide investments. First, duration of training cannot exceed 24 months, with 12 months or less being preferred. Secondly, at least 85% of a local area's ITA enrollments in each program year must be focused on in-demand occupations as identified by the state and the remaining 15% must be in an in-demand occupation for the local area.

The Ohio Incumbent Workforce Training Voucher Program was created with the belief that an individual should not have to lose his or her job to receive training. The Voucher Program provides direct financial assistance to train workers and improve the economic competitiveness of Ohio's employers. This public-private partnership is designed to offset a portion of the employer or employee's cost to upgrade the skills of an incumbent worker and provides reimbursement to eligible employers or individual employees for specific training costs accrued during training.

iv. Eligible Training Provider List. Describe the state's process for providing broad customer access to the statewide list of eligible training providers and their performance information including at every One-Stop Career Center. (§112(b)(17)(A)(iii).)

To provide broad customer access to the statewide list of eligible training providers and their performance information, Ohio maintains an online list at <https://ohiomeansjobs.com/etpo/>. Using this system, customers can compare information on each approved training program's employment rates, training-related employment rates, retention rates, and average wage at placement. Customers can also review information on program requirements and standards, costs, and scheduling. Personnel at the local OMJ Centers are available to help customers interpret and understand provider information.

ODJFS is currently modifying the online system so that local areas no longer have to approve individual providers. The list of providers will be assessed and updated annually ensuring that all providers and programs are current. Programs that train and offer credentials or degrees in Ohio's in-demand occupations will be highlighted so customers and workforce development professionals will know if the training supports those occupations. Additionally, ODJFS is also updating the Eligible Training Provider List to allow customers to provide feedback and information using a "Trip Advisor" type

format. Local workforce development professionals also will be able to provide detailed feedback evaluating providers on facilities, programs, and administration.

**v. On-the-Job (OJT) and Customized Training (§ 112(b)(17)(A)(i) and 134(b).)
Based on the outline below, describe the state's major directions, policies and requirements related to OJT and customized training.**

a. Describe the governor's vision for increasing training opportunities to individuals through the specific delivery vehicles of OJT and customized training.

ODJFS encourages local areas to utilize OJT to directly connect job seekers to available job openings in their region. To support OJT, the state has secured waivers allowing local areas to reimburse employers for OJT training wages on a sliding scale in excess of 50% depending upon employer size and up to 90% of customized training wages in certain instances.

Additionally, Ohio created a comprehensive OJT Policy and Procedures Manual that facilitates training approval and contract development. Under the new policy, OJTs and customized training are limited to six months and the same contractual format is used for both WIA and TAA contracts. The new policy and procedures provide a seamless system for employers and customers, especially if they are transitioning from WIA to Trade.

b. Describe how the state:

1. Identifies OJT and customized training opportunities;

Utilizing information found on OhioMeansJobs.com and working with local businesses, ODJFS Workforce Specialists identify potential OJT and customized workforce training opportunities. Once training opportunities are identified, the local OMJ Center staff is responsible for developing the OJT/customized training contract that clearly outlines the curriculum, training time and wage reimbursement. The main goal of all OJT/customized training is for an individual to secure permanent employment that provides a self-sustaining wage.

Ohio's public secondary and postsecondary career-technical education (CTE) providers also work to develop customized training opportunities; this linkage can be strengthened in the local Unified Plan development processes.

2. Markets OJT and customized training as incentives to untapped employer pools including new business to the state and employer groups;

ODJFS Workforce Specialists and other OMJ Center staff who work directly with businesses include OJT and customized training as part of their toolkit of services. This information is shared with potential business customers as part of outreach activities, including economic development initiatives. OhioMeansJobs.com also promotes OJT and customized training as part of a library of programs and services that benefit employers.

3. Partners with high-growth, high-demand industries and economically vital industries to develop potential OJT and customized training strategies;

As part of outreach efforts, ODJFS Workforce Specialists and other OMJ Center staff who work directly with business actively target high-growth, high-demand industries to develop potential OJT and customized training opportunities.

4. Taps business partners to help drive the strategy through joint planning, competency and curriculum development; and determining appropriate lengths of training; and

Local workforce areas, working within state and local policies, develop OJT and customized training curricula within an established timeline that provides the trainee with the skills required to secure permanent employment with the business customer. Ohio received an H-1B grant to build on existing industry-sector partnerships that developed specific curriculum to meet the occupational demands of that industry. Training had been developed and implemented; the H-1B grant expanded that existing work by adding OJT for participants. Now participants have the opportunity to apply what they learned in the classroom via OJT giving employers the opportunity to provide additional training to future employees.

In addition, Ohio's public career-technical education providers all convene advisory boards of business partners. These boards ensure that CTE programs have the appropriate curriculum and skill development so that graduates can be successful in their chosen field.

5. Leverages other resources through education, economic development and industry associations to support OJT and customized training ventures.

Ohio encourages local areas to use other resources available to support OJT and customized training ventures. Examples include training space and materials provided through education partners and incentives received from economic development associations, and in-kind contributions, such as instructors from industry associations.

vi. Veterans' Priority of Service. What policies and strategies does the state have in place for the state workforce agency or agencies, local workforce investment boards, and One-Stop Career Centers to ensure that priority of service is provided to veterans and eligible spouses for all employment and training programs funded by DOL, pursuant to the Jobs for Veterans Act (P.L.107-288) (38 USC 4215) and the requirements of the Jobs for Veterans Act regulations 20 CFR 1010.230? The description must include:

- a. How the state policies ensure that covered persons are identified at the point of entry and given an opportunity to take full advantage of priority of service.

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 OMJ Center staff are trained on veterans' preference and priority of service, meaning that veterans have the right to take precedence over non-covered persons: either the veteran gains access to service 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, OMJ Center staff asks customers if they served in the military as a further effort to inform about priority of service. Additionally, Disabled Veterans' Outreach Program Specialist (DVOP) personnel in the OMJ Centers provide intensive services to those veterans and eligible spouses who are identified as having a significant barrier to employment, as defined by the US Department of Labor.

- b. How the state policies ensure that covered persons are aware of:**
 - a. Their entitlement to priority of service;**
 - b. The full array of employment, training, and placement services available under priority of service; and**
 - c. Any applicable eligibility requirements for those programs and/or services.**

WIAPL 10-07.1 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 through the following methods:

- Awareness through posters and handouts strategically placed at the OMJ Centers to alert covered persons of their priority of service rights.
- Notification of priority of service rights should be addressed on the local area's and/or the OMJ 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, are given priority of service.
- Descriptions of how partner program staff within the OMJ 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 sheet or desk aid, self-service kiosks, and information bulletin boards.

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

c. A description or copy of the state's policy requiring Local Workforce Investment Boards to develop and include policies in their Local Plan to implement priority of service for the local One- Stop Career Centers and for service delivery by local workforce preparation and training providers.

WIAPL 10-07.1 also outlines the state's policy requiring Local Workforce Investment Boards to develop and include policies in their Local Plan to implement priority of service for the local OMJ Centers and for service delivery by local workforce preparation and training providers.

As outlined in the policy, each local area is required to develop a priority of service policy that includes, but is not limited to, addressing the following questions:

- How will the local area ensure veterans and eligible spouses are notified of their entitlement to priority of service, the full array of employment, training, and placement services available, and applicable eligibility requirements for programs and services?
- How will the local area assist individuals in identifying themselves as veterans or eligible spouses at the point of entry to the system or priority?
- How will the local area monitor the area's implementation of priority of service, including how monitoring is a shared responsibility between the ODJFS veterans' program managers, local area, and OMJ Center's operator?

It should be noted that a clause pertaining to priority of service is included in the OMJ Center MOU template and must be utilized by all local workforce investment areas. Priority of service is also and will continue to be addressed in all USDOL-funded employment and training program grant agreements.

vii. Rapid Response. Describe how the state provides Rapid Response services with the funds reserved under section 133(a)(2).

Ohio sets aside the maximum allowable 25% of WIA Dislocated Worker program funds to provide Rapid Response services throughout the state.

In 2012, Ohio put out a Request for Quotes in order to get qualified Rapid Response service vendors on the State Term Contract to help assist local areas quickly if they are unable to provide the services needed as a result of a layoff or closure event. The Rapid Response Vendor List serves as an option for local teams around the state to procure services through a simplified process. This increases the capacity of the state and local areas to provide early intervention and timely Rapid Response services. Since the inception of the program, 27 vendors have successfully completed the process and are part of the vendor list.

The Rapid Response strategy and accompanying procedures should be viewed in the larger context of Ohio's comprehensive talent development system. Attention must be focused on the key elements of an efficient and effective talent supply chain, including:

- Attraction and retention – having a documented, qualified pool of talented workers
- Layoff Aversion – providing assistance to employers to make the most of talent, potentially reorganizing, and managing talent
- Rapid Response Intervention – Re-skilling workers, matching workers with growing companies

a. Identify the entity responsible for providing Rapid Response services. Describe how Rapid Response activities involve Local Boards and Chief Elected Officials. If Rapid Response activities are shared between the state and local areas, describe the functions of each and how funds are allocated to the local areas.

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 and stakeholders.

Rapid response services are delivered at the local level through local workforce areas and the OMJ Centers. Local workforce areas validate their role as the service delivery mechanism through signing a Notice of Intent (NOI). This NOI requires adherence to state policy and procedure requirements, the Rapid Response Procedures Manual, and any future policies issued by the state. Should a local area choose not to participate in the rapid response delivery system or fail to follow Ohio rapid response policies and procedures, the state will offer technical assistance. However, it is the state's intent, should the need arise, to identify alternate delivery methods in order to fulfill its statutory requirements. In many instances, Ohio's public postsecondary CTE providers are members of the rapid response teams.

Each local workforce development system must have a state/local area rapid response team made up of the following mandated partners:

- ODJFS Regional Rapid Response Coordinator
- Local area Rapid Response Coordinator representing the local workforce board, WIA, and OMJ Center system

All local workforce areas must have a complete array of rapid response services available, as needed, for local employers and impacted workers. Assistance may include layoff aversion, survey of workers, transition committees, peer-to-peer counseling, transition centers, job and education fairs, workshops on a variety of topics including resume preparation and interviewing, and job search assistance. In addition, the following ten steps are required for every dislocation event, with variances for unique circumstances in order to meet customer needs:

- Notification
- Research
- Initial Contact
- Strategy Meeting
- Initial Employer Meeting
- Approved Plan for Services
- Rapid Response Worker Orientation
- Additional Rapid Response Services
- Transition to Local OMJ Center Services
- Post Rapid Response Follow-up

If it is determined that rapid response funds are needed in order to respond to a dislocation event, local area WIBs must apply using the application for rapid response emergency assistance funds. Detailed instructions on the application procedures are available on Ohio's Rapid Response web site (<http://ohioed.gov/misc/forms.stm>).

Rapid response funds are used to ensure that efficient early intervention strategies are available for dislocation events, with effective transitions to local WIA formula-funded programs, when needed.

Ready access to accurate up-to-date information for Ohio's dislocation events is critical to many stakeholders at the state and local level. These data are also a key factor in assessing the need for state or federal financial assistance and are required when applying for National Emergency Grants through USDOL. For these reasons, the state mandates the collection and reporting of rapid response data elements at the local level, using an information tracking system called OhioRED

b. Describe the process involved in carrying out Rapid Response activities.

1. What methods are involved in receiving notice of impending layoffs (include WARN Act notice as well as other sources)?

The ODJFS Rapid Response Unit receives all Worker Adjustment and Retraining Notification (WARN) notices of mass layoffs and/or plant closings. It also learns of dislocations via news media, labor contacts, employers, workers, elected officials, economic development organizations, and local area contacts, including ODJFS Workforce Specialists. WARNs are posted on ODJFS' website and added to the Ohio Rapid Response database, OhioRED.

2. What efforts does the Rapid Response team make to ensure that rapid response services are provided, whenever possible, prior to layoff date, onsite at the company, and on company time?

When a dislocation is announced, the ODJFS Rapid Response Unit 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.

3. What services are included in Rapid Response activities? Does the Rapid Response team provide workshops or other activities in addition to general informational services to affected workers? How do you determine what services will be provided for a particular layoff (including layoffs that may be trade-affected)?

There are four critical elements to providing successful Rapid Response services:

- Relationships with business
- Early intervention
- Cooperation
- Full range of customized program options

Programs provide individual workers with career planning based upon an assessment of the worker's unique background, needs, and skills as well as the realities of the current job market. Ohio's Rapid Response Unit and local teams use traditional and real-time labor market information, as may be captured in OhioMeansJobs.com reports of online job ads, to assess the jobs available and the talent pool available to fill those jobs. By using the worker survey and up-to-date labor market information, Ohio is promoting more direct job placement activity.

Rapid Response activities include:

- Holding orientation meetings for employees to learn about the services available
- Conducting an employee survey of needs
- Arranging job search workshops and/or job fairs
- Providing occupational and labor market information
- Forming an Employee Management Council (EMC), as appropriate
- Arranging for training and placement services

The services provided for a particular dislocation are based on the employee survey results, discussions with the employer, and conversations with individual workers or groups of workers, including labor representatives. If it appears that the layoff might be trade-related, technical assistance is provided about how to file a petition for TAA.

Rapid response activities may be a short-term solution, but have the greatest impact on making an affected worker job ready, minimizing time to re-employment, and providing employers on the expansion side of the business cycle with desired workforce talent. The ODJFS Rapid Response Unit annually reviews the effectiveness of its service delivery model, looking for continuous improvement opportunities and best practices. In addition, quarterly professional development opportunities are provided to Rapid Response staff statewide in order to continually enhance services.

4. How does the state ensure a seamless transition between Rapid Response services and One-Stop activities for affected workers?

Because the ODJFS Rapid Response Unit works hand-in-hand with the local areas, Rapid Response services are seamlessly transitioned to the OMJ Center activities.

5. Describe how Rapid Response functions as a business service. Include whether Rapid Response partners with economic development agencies to connect employees from companies undergoing layoffs to similar companies that are growing and need skilled workers. How does Rapid Response promote the full range of services available to help companies in all stages of the economic cycle, not just those available during layoffs? How does the state promote Rapid Response as a positive, proactive, business-friendly service, rather than only as a reactive service?

Ohio's Rapid Response program functions as a business service in a variety of ways, providing information to employers to help mitigate the impact of a dislocation event and customizing solutions to meet the particular needs of the impacted business and its workers. It connects employers to organizations in the community that can provide help with federal aid, business loans, economic development incentives, business retention services, and services to prevent or minimize job loss. Ohio's Rapid Response services also include assistance with prefeasibility studies to determine possible ways to prevent business closure, including employee purchase of the business.

To support this business-friendly service, Ohio has requested a waiver allowing the state to use up to 20% of dislocated worker funds and 20% of Rapid Response funds for Incumbent Worker Training for layoff aversion activities.

6. What other partnerships does Rapid Response engage in to expand the range and quality of services available to companies and affected workers and to develop an effective early layoff warning network?

The ODJFS Rapid Response Unit maintains regular contact with a variety of groups to expand the range and quality of services available to companies and affected workers as well as develop an effective early layoff warning system. Examples include economic development organizations, industry associations, organized labor, the non-profit community, faith-based organizations, and training institutions. Rapid Response teams also coordinate with recipients of Trade Adjustment Assistance Community College and Career Training grants where they exist in Ohio.

7. What systems does the Rapid Response team use to track its activities? Does the state have a comprehensive, integrated management information system that includes Rapid Response, Trade Act programs, National Emergency Grants, and One-Stop activities?

Ready access to accurate up-to-date information for Ohio's dislocation events is critical to many stakeholders at the state and local level. This data are also a key factor in assessing the need for state or federal financial assistance and are required when

applying for National Emergency Grants through USDOL. For these reasons, the State mandates the collection and reporting of rapid response data elements at the local level, using an information tracking system called OhioRED.

8. Are Rapid Response funds used for other activities not described above; e.g., the provision of additional assistance to local areas that experience increased workers or unemployed individuals due to dislocation events?

Ohio is currently implementing a new policy regarding funding of layoff aversion strategies. Under the proposed policy, Rapid Response Emergency Assistance Funds (RREAF) will be available to local areas allowing flexibility in serving potentially affected workers and at-risk employers. RREAF are intended to supplement the local dislocated worker formula-funded program, not act as a replacement for these funds.

If the local Rapid Response team determines that funds are needed to conduct layoff aversion strategies, the local area board must apply using the Application for Rapid Response Emergency Assistance Funds-Layoff Aversion and the ODJFS Rapid Response Unit will review and determine approval or denial of the application. Upon receipt of rapid response funds for approved layoff aversion strategies, local WIBs must ensure that impacted workers are not turned away from services based upon residency.

d. Veterans Programs. For the grant period FY 2005 - FY 2009, states submitted five year strategic plans to operate Disabled Veterans' Outreach Programs (DVOP) and Local Veterans' Employment Representative (LVER) programs under the Jobs for Veterans Act. These plans may be incorporated by reference as part of a state's Unified Plan. Modifications to these five year Jobs for Veterans Act plans will be managed in accordance with policy guidance from the Veterans' Employment and Training Service.

Ohio is incorporating the Five Year Strategic Plan for Disabled Veterans' Outreach Programs and Local Veterans' Employment Representative programs under the Jobs for Veterans Act as part of this Unified Plan.

e. Youth. ETA's strategic vision identifies youth most in need, such as youth who are: out-of-school, at risk, in foster care or aging out of foster care, offenders, children of incarcerated parents, homeless, and migrant and seasonal farmworker youth as those most in need of service. State programs and services should take a comprehensive approach to serving these youth, including basic skills remediation; helping youth stay in or return to school, employment, or internships; and helping youth attain a high school diploma or GED, post-secondary vocational training, Registered Apprenticeship, or enrollment in community and four-year colleges. (§112(b)(18).)

i. Describe the state's strategy for providing comprehensive, integrated services to eligible youth, including those most in need as described above. Include any state requirements and activities to assist youth who have special needs or barriers to employment, including those who are

pregnant, parenting, or have disabilities. Include how the state will coordinate across state agencies responsible for workforce investment, foster care, education, human services, juvenile justice, and other relevant resources as part of the strategy. (§112(b)(18).)

Recognizing the importance of Ohio's youth to the future of Ohio's workforce system and health of Ohio's economy, the Governor's Executive Workforce Board in partnership with the OWT, convened a youth work group to look for ways to better align and improve the TANF Summer Youth Employment Program and the WIA Youth Program. With leadership and support from the ODJFS, ODE, a number of local youth workforce partners participate in this work group.

Ohio has developed a number of strategies to provide comprehensive integrated services to eligible youth. For example, ODJFS received waivers permitting ITAs to be awarded to WIA youth participants and the option for three youth program elements—supportive services, follow up, and work experience—to be provided in-house rather than being competitively procured. This flexibility enables local areas to tailor local programs to the unique needs of their emerging workforce.

Ohio has also launched OhioMeansJobs K-12 as an enhancement on OhioMeansJobs.com. OhioMeansJobs K-12 is an online career development tool that enables teachers, parents and students to explore career interests, research career options and evaluate education and training programs in a youth friendly way. It is provided at no cost to schools, teachers, parents and students.

“Connecting the Dots from Foster Care to Employment and Independent Living” is a new initiative to deliver comprehensive services to youth aging out of foster care. It is a collaborative effort between the ODJFS Offices of Workforce Development and Families and Children to develop solutions that would lead to better results for the 1,000 - 1,300 youth who age out of the foster care system each year by breaking down silos and removing duplication of services. The partners envision career-focused mentors to focus on strengths and remove problems related to housing, food, health, transportation, education, and employment. A customized training curriculum was developed for mentors, foster youth mentees, and OMJ Center and foster care case managers to pave the way for a strong career-focused mentoring program component in this youth initiative.

“Connecting the Dots” includes the following four-tiered approach to address the needs of Ohio's youth:

- Statewide training to build common, foundational cross-program knowledge – 13 webinars were conducted with over 1,100 registrants. Topics included: using the Ohio Career Information System (<http://ocis.ode.state.oh.us/>) to help youth identify strengths and career interests, online job search and resume preparation resources, and OhioMeansJobs.
- Pilot programs at the local level

- A comprehensive web site providing access to self-service tools and resources
- The integration of programs statewide in a phased approach – Ohio selected the following five locations to host the local “Connecting the Dots” pilot programs: Cuyahoga County (including Cleveland), Hamilton County (including Cincinnati), Summit County (including Akron), Lake County, and a cooperative in the Greater Dayton area that includes Montgomery and Greene counties. The goal of the local pilot sites is to deliver comprehensive services and better integrate WIA youth program services and Chaffee-funded foster care independent living services.

Another example of comprehensive services for youth is the joint work of Ohio’s WIA and TANF programs. They have collaborated and delivered technical assistance, such as video conferences, to highlight usage of TANF resources to fund Summer Youth Employment programs. Services for WIA participants are integrated with TANF programs to ensure co-enrollment and improved outcomes for at-risk youth.

The, “Engaging the New Generation to Achieve their Goals Through Empowerment” (ENGAGE) program has been developed as a statewide system of care framework that coordinates and adapts policy, fiscal, and administrative actions of multiple agencies and programs to support Ohio’s youth and young adults ages 14 – 21 years who have serious emotional disturbances or serious mental illnesses, including co-occurring disorders, and multi-system needs when transitioning to adulthood. ENGAGE is funded by the federal Substance Abuse and Mental Health Services Administration. The outcome of the ENGAGE process is a system of care spectrum that is effective, utilizes community-based services, and provides supports for children and youth with mental health challenges, along with their families. More information about ENGAGE can be found at <http://www.sites.google.com/site/engageohio>.

ii. Describe how coordination with Job Corps and other youth programs will occur. (§112(b)(18)(C).)

Ohio has Job Corps centers in three workforce investment areas: Hamilton County, Cuyahoga County, and Montgomery County. Each Job Corp center is a mandatory partner on its respective local workforce investment board and participates in the local OMJ Centers. ODJFS also makes the other local workforce investment areas aware of Job Corps services so that they may cross-refer youth for services.

At the local level, ODJFS encourages workforce boards to secure participation from other youth programs in their areas such as Connecting the Dots from Foster Care to Independent Living, YouthBuild, Junior Achievement, Jobs for Ohio’s Graduates, and others. Typically, participation in these programs occurs through referrals from the OMJ Centers and local workforce development professionals.

iii. How does the State Plan to utilize the funds reserved for statewide activities to support the state’s vision for serving youth? Examples of activities that would be appropriate investments of these funds include:

- a. utilization of the funds to promote cross agency collaboration;**
- b. demonstration of cross-cutting models of service delivery;**
- c.**

development of new models of alternative education leading to employment; or d. development of demand-driven models with business and industry working collaboratively with the workforce investment system and education partners to develop strategies for bringing these youth successfully into the workforce pipeline with the right skills.

Ohio uses a portion of funds reserved for statewide activities to provide ongoing technical assistance and professional development opportunities to local providers in the development of comprehensive program models for youth. This guidance has enabled local providers to offer innovative, effective programs that seek to remove barriers to youth employment by offering services such as career counseling, skill assessment, job-readiness preparation, and education, training, and job search assistance. Specific training modules available include:

- Performance measures – How to structure a youth program for maximum efficiency
- Service Strategy Development - Creating effective service plans
- Summer Employment Opportunity – Regulations regarding the operation of a SEO
- WIA Youth Eligibility – Basic guidelines regarding the enrollment of youth in WIA
- Workforce System Training – This training covers WIA policy as it relates to the WIA and use of the WCMS
- Improving quality of youth service delivery, especially employment outcomes for the hard-to-serve

iv. Describe in general how the state will meet the Act's provisions regarding Youth program design. (§§112(b)(18) and 129(c).)

The state will meet the Act's provisions regarding Youth program design by setting the over-arching policies for youth services, including the required programmatic elements as well as negotiating performance measures. Local workforce boards and youth councils set the local criteria needed to connect youth with quality secondary and post-secondary educational opportunities that prepare them to compete for jobs in today's global economy.

Youth providers prioritize services based on local requirements and develop a mix of services based on the assessment of each youth. Short-term goals are developed and reassessed as the youth progresses through the program. Long-term goals promote educational attainment and placement into employment, education, and/or training.

f. Business Services.

i. Describe how the needs of employers will be determined in the local areas and on a statewide basis.

Ohio has taken a multi-pronged approach to identifying high growth industries and in-demand occupations.

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. Those clusters include:

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

Building upon the work of JobsOhio, the OWT was charged with identifying in-demand jobs in Ohio. An in-demand job in Ohio means that a job has good pay and a promising future based on the projected number of openings and growth. This work has become the foundation of the reform efforts in Ohio.

Ohio used a three-pronged approach in identifying in-demand data:

Jobs Forecasting Tool. Working with JobsOhio, the state surveyed nearly 2,000 businesses in the nine JobsOhio industry clusters to better understand their current and future needs.

Job Posting Trend Data. Again, working with the nearly 2,000 businesses that were targeted Ohio identified recent business activity, represented by the past four years' trend data of electronic job postings from OhioMeansJobs.com.

State Labor Statistics and Projections. Information is collected by the state from all companies doing business in Ohio. This data is analyzed and detailed labor projections are prepared.

The data gathered from the three sources identified above were than further analyzed using the following criteria to define an "In-Demand job" in Ohio:

- Median annual wage greater than or equal to \$12.54 per hour
- Annual growth in the number of jobs greater than or equal to the regional average
- Annual job openings greater than or equal to the regional average

ii. Describe how integrated business services, including Wagner-Peyser Act services, will be delivered to employers through the One-Stop system.

Using Wagner-Peyser funding, ODJFS pays for Workforce Specialists in each of the local workforce areas. The 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 others in the local communities to ensure non-duplication of efforts. At the OMJ Center level, Workforce Specialists meet and interact with other personnel assigned to assist business customers to share information and coordinate outreach efforts.

iii. How will the system streamline administration of Federal tax credit programs within the One-Stop system to maximize employer participation (20 CFR 652.3(b), §112(b)(17)(A)(i).)

Ohio has improved and streamlined the business process for the Work Opportunity Tax Credit (WOTC) program by creating a web-based process for employers. The new web-based application replaces a largely manual process (which typically had a fifteen-month plus backlog) and was launched in July 2014. With the new automated system, WOTC applications may be entered or mass uploaded online by individual employers and by tax credit consultants and, in most cases, receive a determination within twenty-four hours.

The customer focused automated system also provides for immediate technical support needs with a live chat function to ensure the needs of the system interfacing employers and/or agent are being met. While the focus of the initiative was to provide more efficient services to Ohio employers, the automated system provides a significant cost savings in the form of the reduction of staff time needed to receive, distribute, and organize mail; reduction in staff time needed for data entry, eliminates cost of printing and mailing certificates, denials, or request for additional information; and, since no paper is being generated, the reduction of document storage space.

Ohio WOTC has seen a 30% growth in the number of applications received in the previous three years reaching a total of over 175,000 applications per year. Estimates show only 2% of Ohio employers are taking advantage of the tax credit program. Therefore, a more proactive marketing approach is planned to outreach to Ohio employers in 2015.

g. Innovative Service Delivery Strategies. Describe innovative service delivery strategies the state has or is planning to undertake to maximize resources, increase service levels, improve service quality, achieve better integration or meet other key state goals. Include in the description the initiative's general design, anticipated outcomes, partners involved and funds leveraged (e.g., title I formula, statewide reserve, employer contributions, education funds, non-WIA state funds). (§112(b)(17)(A).)

Ohio has undertaken a number of innovative service delivery strategies to maximize resources, increase service levels, improve service quality, achieve better integration, and meet key state goals.

OhioMeansJobs.com has been enhanced to a virtual career planning tool and now offers free core and intensive services online that in the past have only been offered in the local OhioMeansJobs Centers. OhioMeansJobs.com offers a menu of career services for all Ohioans, and an abundance of resources for businesses looking to hire. ODJFS also offers an employer assistance service that allows employers to receive help via telephone, email and online chats.

Employers have been very receptive of the new enhancements to OhiomeansJobs.com, with resume views by Ohio businesses increasing from 199,734 in 2009 to 462,126 in 2013. Moreover, as shown the chart below, the overall usage by employers and job seekers in 2014 is on track to surpass usage in 2013.

Activity	Total Year 2013	First Six Months 2014	Estimated 2014
Job Searches	56,336,980	33,279,431	66,558,863
Unique Visitors	2,440,614	1,386,314	2,772,628
Job Postings	203,110	126,446	252,892

Identifying and prioritizing Ohio’s most in-demand jobs is the foundation of the reform efforts in the OWT. Demand must drive supply, and the workforce and education systems need information to help align their programs and services to meet those needs. Knowing the most urgent workforce needs helps Ohio better target to ensure businesses have the skilled workforce needed to grow.

In September 2013, Ohio sent 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 in one year, three years 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 Report Jobs Report. Ohio’s in-demand job list currently stands at 196 unique occupations comprising over 17,000 related job titles.

To ensure that Ohio’s education and training opportunities are aligned to the occupations that are most in-demand in the economy, Ohio has adopted a consistent statewide policy for the application of Individual Training Accounts, directing that 85% of the individuals trained must be for occupations appearing on the state’s In-Demand Jobs Report. Beginning this program year, 87% of training has been for in-demand jobs.

Additionally, the Business Support Center at ODJFS works with employers to match their job openings to resumes on OhioMeansJobs.com for qualified and talented workers. When an employer contacts the Business Support Center, staff responds by sending the employer resumes for review and potential hire.

Lastly, the state publishes monthly reports based upon the Help Wanted OnLine® (HWOL) data series using exclusive methodology. This "real-time" online job ad

information produces profiles of the number of job ads organized by top employers, top industries, top occupations and more. These reports, available at the state and regional levels, represent a monthly snapshot of the overall labor market picture and are meant to be used in conjunction with traditional local labor market information.

h. Strategies for Faith-Based and Community Organizations

i. Describe those activities to be undertaken to:

- a. increase the opportunities for participation of faith-based and community organizations as committed and active partners in the One-Stop delivery system; and**

Ohio knows that faith-based and community organizations provide many useful and meaningful wrap-around services that are helpful to employers and job seekers in addition to those offered through the federal and state workforce programs. Therefore, ODJFS provides opportunities for these groups to participate in all grant solicitations and encourages their inclusion and contribution in local workforce investment area activities and services, including special statewide programs such as Connecting the Dots to Employment and Independence.

- b. expand the access of faith-based and community organizations' clients and customers to the services offered by the One-Stops in the state.**

The Governor's Office of Faith-Based and Community Initiatives (GOFBCI) works with state agencies and local providers offering support and assistance to faith-based and community organizations. The office serves as the liaison between faith-based and community organizations and state governments to assist them in navigating state policy and interfacing with state systems.

In addition, Ohio expands the access of faith-based and community organizations' clients and customers to the services offered in the OMJ Centers by providing training and technical assistance to personnel employed by these groups. For example, ODJFS provides specific training to faith-based and community organizations on how to use the OhioMeansJobs.com system so that their customers are able to fully utilize the comprehensive menu of available services. Such trainings are offered via webinar on at least a quarterly basis.

- ii. Outline those action steps designed to strengthen state collaboration efforts with local workforce investment areas in conducting outreach campaigns to educate faith-based and community organizations about the attributes and objectives of the demand-driven workforce investment system.**

ODJFS hosts ongoing webinars and technical assistance sessions that are designed to strengthen state collaboration efforts with local workforce investment areas in conducting outreach campaigns to educate faith-based and community organizations about the attributes and objectives of the demand-driven workforce investment system. For example, during the past year, ODJFS hosted numerous workshops on the enhanced OhioMeansJobs.com system to educate these stakeholders about the new

functions and how to effectively use them. These trainings will continue to be offered on at least a quarterly basis.

iii. Indicate how these resources can be strategically and effectively leveraged in the state's workforce investment areas to help meet the objectives of the Workforce Investment Act. (§112(b)(17)(i).)

Ohio understands the important role faith-based and community organizations play in helping job seekers prepare for and connect to jobs that provide self-sustaining wages and career opportunities. These groups are often able to provide support and wrap around services that may not be otherwise addressed by traditional workforce programs due to funding limitations and/or regulatory restrictions. Additionally, faith-based and community organizations also provide additional outreach to populations that may not be readily reached through the standard OMJ Center processes.

2. Adult Education and Literacy Services, including workplace literacy services:
ABLE workplace literacy and other services include:

- **Orientation/Intake.** All students are required to go through an orientation and intake where academic/foundation skills are assessed for proper placement in classes, required reporting data gathered, goals are identified, barriers discussed, resources identified (often through OMJ Centers and other community partners).
- **Foundation Skills.** These services improve literacy, numeracy, technology, and employability/soft skills.
 - For students who are functionally illiterate providing the skills needed to pass the high school equivalence credential, e.g. 2014GED®.
 - Academic content standards exist in Math, Reading and Writing, aligned with the College and Career Readiness Standards
- **High School Equivalency Credential Preparation**
- **Transition Services**
 - Career advising (utilizing OhioMeansJobs and other resources)
 - Bridge programs – partnerships with post-secondary institutions to facilitate students successfully transitioning beyond ABLE along a career pathway)
 - Transitions Framework – all ABLE programs are required to operate within this framework of Instructional Services, Support Services and Collaboration
- **Workplace Literacy**
 - ABLE programs partner with business and industry to provide services to incumbent workers to improve their skills for job retention/advancement. This can be done alone or in partnership with other education/training and workforce development partners.
 - Programs serving students in this way formally report them as “Workplace Literacy” students.
 - ABLE programs also work with all unemployed students to help them prepare for employment, e.g. career advising, employability/soft skills development, which may or may not be done in partnership with an employer/workforce

development partner. While no statewide soft-skills training exists today, the state is currently developing model curricula that addresses both job readiness and soft-skills and will ensure it is offered more broadly.

- **Corrections Education**

- A certain percentage of WIA Title II funds may be used to support services to eligible youth and adults in corrections/institutionalized settings. Local ABE programs do this through collaboration and partnerships with community-based correctional facilities (CBCF), jails, detention centers, etc.
- These students are reported separately to the USDOE as are the funding expenditures.

- **Distance Education**

- Ohio ABE defines **Distance Education** as: *“A formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.*
- All ABE programs are required to offer this service. This helps increase students’ access to services.
- Distance education can be offered by programs themselves and/or as a Referring Partner to a statewide Hub, coordinated through Kent State University’s Ohio Literacy Resource Center. The Hub maintains trained teachers available to Distance Education students.
- There is an Ohio ABE Distance Education policy that identifies requirements and resources available to programs to support important service area.

- a. **Describe the state’s family literacy services.**

WIA Title II defines **Family Literacy services** as: *“services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:*

- *Interactive literacy activities between parents and their children.*
- *Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.*
- *Parent literacy training that leads to economic self-sufficiency.*
- *An age-appropriate education to prepare children for success in school and life experiences.”*

ABE programs offer Family Literacy services to families participating in formal community Family Literacy programs, directly providing the component of *parent literacy training that leads to economic self-sufficiency*. The other three components referenced above must be offered through providers using non-ABE funds. Note - programs serving students in this way formally report them as “Family Literacy” students.

In Ohio, ABLE programs also offer “Family Literacy Activities” using ABLE funds that do not have all four of the required components listed above.

b. Describe the state’s English literacy programs.

ABLE has established English for Speakers of Other Languages (ESOL) academic content standards in listening, speaking, reading and writing in English. The Ohio ABLE Professional Development Network uses federal AEFLA State Leadership funds to provide curriculum resources and professional development to instructors teaching ESOL. Complementing this effort, ABLE Program Managers also provide technical assistance to programs offering ESOL services.

All ABLE programs that serve the ESOL population must describe their services based on specific questions contained in competitive grant applications. A program may be exempted from providing ESOL services if there are fewer than 500 persons who “don’t speak English well or at all” residing within their service area per the US Census Bureau.

In Fiscal Year 2015, there are 56 approved fiscal agents and 38 local ABLE programs providing ESOL services. Of these, 18 are exempt based on the above criteria.

3. *SNAP Employment and Training* – This section is not applicable to Ohio’s Unified Plan.

4. *TANF* - This section is not applicable to Ohio’s Unified Plan.

5. SCSEP: Provide a description of each project function or activity and how the state will implement the project. The following activities should be discussed separately: (title V of the Older Americans Act, as amended.) Describe how the services proposed support the State Senior Employment Services Coordination Plan.

a. Describe how the services proposed support the State Senior Employment Services Coordination Plan.

Ohio’s vision for ensuring that older individuals receive workforce training that will prepare them to reenter the labor market and become a workforce solution for employers is contained in Section A of this plan.

State coordination by the Ohio Department of Aging (ODA) and local programming provided by Ohio’s six SCSEP Providers (i.e., AARP, Experience Works, Senior Service America, Easter Seals, Mature Services, National Center and Caucus on Black Aged) through twenty-one local project offices supports the plan by developing host agency assignments with career pathways in regional industry cluster with both high-growth potential and high number of openings. Examples include health care, long-term care and customer service occupations. To the greatest extent possible, host agency

assignments will mirror occupations in the private sector to maximize unsubsidized placements and allow for expanded services.

b. Describe how recruitment and selection of participants will be achieved under Training and Employment Guidance Letter 13-04 and the regulations at 20 CFR 641.500 and 641.525. Include a description of the new recruitment strategies that will be used to reach the target population.

Local projects implement outreach plans to ensure they have adequate numbers of potential participants age 55 and older who meet federal low-income level of 125% 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 OMJ Center staff and partners to generate referrals;
- Engage in community events such as Mature Worker Job & Career Fairs or similar events and community resource fairs;
- Continue partnerships with community agencies geared towards placement of individuals 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 and the ODA;
- Continue engagement with Ohio Benefits Bank to identify potential applicants;
- Develop resources on OhioMeansJobs.com for older workers;
- Distribute flyers at point of contact locations such as libraries, stores, OMJ Centers.

Once participants are recruited, the following criteria is 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 individual who are identified as most-in-need such as individuals who have failed to find employment after utilizing services under WIA, veterans, limited English proficiency or low literacy skills;
- In addition to being low-income, the applicant must be unemployed.

c. Describe how participant income will be recertified each year, including where eligibility records will be maintained.

Local Projects recertify eligibility for all SCSEP participants on an annual basis. The following information is collected:

- All income documentation
- Family size

d. Describe the arrangements that will be made to offer physical examinations as a required fringe benefit.

Participants are offered the benefit of a physical examination upon enrollment and during the annual recertification process each year. They sign a document that indicates their choice to accept or waive the fringe benefit option.

e. Describe the orientation procedures for participants and host agencies.

Participant Orientations. 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 the policies and procedures of the Senior Community Service Employment Program (SCSEP).

Host Agency Orientations. 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. Many local projects including Mature Services, Inc., ODA's sub-grantee also 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.

f. Describe the procedures for assessing job aptitudes, job readiness, and job preferences of participants and their potential for transition into unsubsidized employment.

The process for assessing job aptitudes, job readiness and job preferences begins with the initial assessment that 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
- 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.

g. Describe how the assessment will be used to develop the participant's Individual Employment Plan (IEP).

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
- 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.

h. Describe how the participant will be assigned to community service including: the types of community service activity that will be emphasized and how they were chosen; methods used to match participants with community service training; the extent to which participants will be placed in the administration of the project itself; the types of host agencies used and the procedures and criteria for selecting the assignments; the average number of hours in a participant's training week; the average wage paid during training; the fringe benefits offered (if any); procedures for ensuring adequate supervision.

Assigning Participants to Host Agencies. Local projects give priority to assignments in host agencies that are demand-driven with career pathways, tied to the implementation of the participant's 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 pathway identified in the IEP.

Assigning Participants to Program Administration. Local projects 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 OMJ 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.

Average Hours and Fringe Benefits Provided. Typically, the average hours per week for a SCSEP participant is 20 hours per week. They get paid Ohio's minimum wage that includes annual cost of living adjustments. Participants' fringe benefits also include Workers' Compensation and FICA. Participants do not receive unemployment benefits. Local payroll taxes are also deducted based on where the host agency assignment occurs.

Procedures for Providing Adequate Supervision. The requirement to provide adequate supervision is reinforced in the 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.

- i. **Describe the training that will be provided during community service training and any other types of training provided, including linkages with local One-Stop Career Centers, the Registered Apprenticeship Program, and the Disability Program Navigators.**

Local projects 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, 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% of the funds on wages and fringes and allocate up to an additional 10% 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 OMJ 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 high-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.

j. Describe the supportive services that will be offered to help participants obtain and retain an unsubsidized job.

The primary tool for accessing supportive services is through active case management. Such services are coordinated through the OMJ Centers and participating partners as well as through a variety of local community resources. For example, individuals may get transportation assistance through the OMJ 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.

k. Describe arrangements that will be made to provide transportation assistance to participants.

Local project staff actively assists participants in identifying and securing transportation assistance through the OMJ Centers as well as community partners. Based on individual needs, they may also provide bus passes to help participants reach work experience sites.

l. Describe the steps that will be taken to move or place participants into unsubsidized employment, including cooperative measures that will be taken with the One-Stop delivery system, and that support high-growth industries. Any grantee that failed to meet at least 20 percent unsubsidized placements in program year 2004 must submit a corrective action plan.

Local projects 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% of a program goal is asked by their 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.

- **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 the state's 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 One Stop 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).** On the Job Experience Program (OJE) provides specific skills needed to bridge the gap between the employer's expectations and the participant's 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 held at OMJ 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 pro-active 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 OhioMeansJobs 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 Job Club or participants who have successfully completed job seeking skills training at other OMJ Centers will be encouraged to join the state'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.** 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 with or reverse job fairs
 - ✓ Employer presentations or mock interviews conducted at Job Clubs

m. Describe any policy for maximum duration of enrollment or maximum time in community service.

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 possible extensions if available.

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.

n. Describe procedures for terminating a participant, including Individual Employment Plan terminations and the grievance procedures that will address termination from the program.

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 the 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 and 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 OMJ 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.

o. Describe the procedures for addressing and resolving participant complaints.

Participant complaints are best resolved at the local level through project staff; however, a formal grievance procedure process has been established and approved by the 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 staff and progressing to regional staff, corporate level staff, the ODA, the USDOL, and, where appropriate, the Office of Civil Rights.

p. Describe procedures for over enrolling participants, including 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 are 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.

q. Describe steps that will be taken to ensure compliance with the maintenance of effort provision of section 501(b) (1) (F).

To ensure compliance with maintenance of effort, the following steps are followed:

- Host Agency Agreements contains language defining maintenance of effort to inform Agency partners that Maintenance of Effort it is against regulations
- Supervisors are trained annually regarding SCSEP regulations and maintenance of effort
- Regular monitoring at host agency sites giving special attention to agencies that have laid off individuals during the year

r. Describe payroll procedures and how workers' compensation premiums are paid.

Each SCSEP provider processes payroll according to their individual agency's policies

and procedures. Typically, payroll is processed on either a weekly or bi-weekly basis and timesheets are verified prior to processing. Payroll is processed in-house or through a third-party vendor. SCSEP participants have the option of direct deposit or a paper paycheck.

Workers' compensation premiums are paid semi-annually and are based on gross wages for the previous six months, less section 125, times the manual classification rate. Payments may be remitted online or by check.

s. Describe collaboration efforts with the One-Stop System and with other partner programs under the Workforce Investment Act to maximize opportunities for SCSEP participants.

Local projects participate in the MOU process with each OMJ Center and sit on committees such as partner, employer services and strategic planning committees when warranted. This provides ample opportunities to develop collaborative partnerships and build relationships with other partners.

Additionally, the Ohio Department of Aging (ODA) facilitates collaboration on a state-wide basis with its partnership with the ODJFS. This includes taking the lead on identifying opportunities for local projects to access services through Ohio's upgraded OhioMeansJobs.com, with enhanced virtual workforce services.

t. Describe efforts to work with local economic development offices in rural locations.

Local projects engage local economic offices for assistance for participants interested in starting their own business to link them with local resources. Plans are in the works for developing local economic development programs such as incubators as host agency sites. The ODA facilitates strategic partnerships to help local projects make connections with economic development offices where appropriate.

u. Describe current slot imbalances and proposed steps to correct inequities to achieve equitable distribution.

Ohio's slot imbalance is negligible due to cooperation among the national grantees operating within the state. ODA's sub-contract with Mature Services, a national grantee, has made it easy to shift positions around to help alleviate prior imbalances.

ODA holds an annual meeting with all SCSEP providers to discuss issues and to fine tune equitable distribution slots. Imbalances are managed through this meeting, or at the local level through unsubsidized placements and/or attrition.

v. List the cities and counties where the project and subprojects will be conducted. Include the number of SCSEP authorized positions and indicate where the positions changed from the prior year.

Ohio's SCSEP providers serve all 88 counties. Each program establishes regional offices, typically in the larger metro area within the region. Each year the allocated slots change slightly to accommodate the increase in Ohio's minimum wage.

w. Describe the organizational structure of the project and how subprojects will be managed, including assurances that adequate resources for administrative costs will be provided. Also describe the training that will be provided to local staff and describe how projects will be monitored for program and financial compliance, including audit plans.

Ohio 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 USDOL grantees.

The ODA currently operates its SCSEP program under a sub-grant to Mature Services, Inc. a national grantee based in Akron, Ohio. Mature Services 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 workforce clearinghouse of the ODA website, and convening regular meetings of Ohio's SCSEP providers and other older worker resources.

x. 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 ODA maintains regular conference calls and an annual meeting of service providers operation in the state. These calls also include representatives from the national grantees operating in 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 grantee.

y. Include a proposed level for each performance measure for each of the program years covered by the plan. While the plan is under review or through a subsequent modification, the state will negotiate with the Employment and Training Administration to set the appropriate levels for the next year. 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: entered employment, employment retention, average earnings, service level, service to most-in-need, and community service.

Proposed levels for PY14 performance include the following:

- Entered Employment: 39.0%
- Retention: 65.8%
- Service Level: 150.4%

G. Activities To Be Funded

FINAL
DECEMBER 2014

- Community Service: 75.0%
- Most in Need: 2.9%
- Average Earnings: \$7,207

New goals will be negotiated each year with the Department of Labor during the period of the state plan. The aim for each new goal is continuous improvement. Grantees who perform below the national average receive a goal at 75% 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. All goals have floors and caps.

z. Describe any request for an increase in administrative costs consistent with section 502(c) (3) of the Older Americans Act.

This provision is handled by each grantee during the annual submission of the Plan of Operations. This option must be reapplied for each program year. ODA's grant does not include this option.

aa. Describe plans to provide a copy of this section to Area Agencies on Aging consistent with section 502(d) of the Older American Act.

The ODA will post a link to the Unified Plan on their web site and provided notice to each local Area Agency on Aging as well as other appropriate partners within the aging community.

6. CSBG - This section is not applicable to Ohio's Unified Plan.

Describe how the state will coordinate and integrate the services provided through all of the programs identified in the Unified Plan in order to meet the needs of its customers, ensure there is no overlap or duplication among the programs, and ensure collaboration with key partners and continuous improvement of the workforce investment system. (States are encouraged to address several coordination requirements in a single narrative, if possible.)

In answering the above question, if the Unified Plan includes:

1. WIA Title I and Wagner-Peyser Act and/or Veterans Programs Structure/ process for state agencies and state board to collaborate and communicate with each other and with the local workforce investment system. (§112(b)(8)(A).)

a. Describe the steps the state will take to improve operational collaboration of the workforce investment activities and other related activities and programs outlined in section 112(b)(8)(A), at both the state and local level (e.g., joint activities, memoranda of understanding, planned mergers, coordinated policies, etc.). How will the state board and agencies eliminate any existing state-level barriers to coordination? (§§111(d)(2) and 112(b)(8)(A).)

In June 2014, the Kasich Administration sought and received approval from the Ohio General Assembly to submit a single unified state plan for the three largest workforce programs: ABLE, Carl Perkins career technical programs, and the Workforce Investment Act (WIA). This coordination will ensure job seekers move through Ohio's workforce support and training programs seamlessly. The programs will work together on shared goals and outcomes that will take critical steps forward in creating a unified workforce system. Under the legislation, Ohio must submit a unified plan to the federal government for ABLE, Carl Perkins, and WIA by December 31, 2014.

Ohio has used the opportunity of developing a unified state 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. 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. One unified state plan will offer better coordination and an improved delivery of services, resulting in healthier companies and more Ohioans being able to provide for themselves and their families.

Through a six-month process working with state policy makers, local program providers, and businesses, Ohio identified 10 reforms to move the state's workforce system forward, making the system easier to navigate, consistent across providers and programs, and aligned with business needs. The 10 reforms include:

1. Require Registration in OhioMeansJobs.com

OhioMeansJobs.com is Ohio's virtual 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.

Requiring all consumers of WIA, ABLE and Carl Perkins Adult Career Technical Schools to enroll in OhioMeansJobs.com will increase their awareness of the resources and functionality of OhioMeansJobs.com, ensure consistency among programs, enhance job readiness and placement efforts and support career planning.

2. Require a Common Application for ABLE, WIA and Carl Perkins Adult Career Technical Schools

Currently ABLE has one application statewide but applications for WIA and Ohio Technical Centers 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 Ohio's three largest workforce programs—ABLE, WIA and Carl Perkins Adult Career Technical Schools—are a patchwork of systems that operate independent of one another. One of the key reforms brought forward by the 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. Common Assessment Strategy

The state will work with local workforce partners and providers to develop a common approach for assessments that can meet all programs' needs. This important work 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.

5. Co-enrollment Between Programs and Services

Co-enrolling appropriate individuals in ABLE, WIA and/or adult career technical programs allows credential-seekers to move more quickly through the system, 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, 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 Local Unified Plan

At the state level, the unified plan is aligning Ohio’s largest federally-funded workforce programs. Since these services are delivered locally, a logical next step is to require a local unified plan among local partners to better facilitate collaboration to ensure the needs of business and the job seeker are being met.

A local unified 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 unified 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 unified 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

The Adult Basic Literacy and Education Program (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.

The Ohio Board of Regents (OBOR) will lead 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.

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-skill training is sprinkled throughout the workforce system but at the present time is not administered in a consistent way. Ohio's workforce system is going to meet this challenge head on by developing model curricula that addresses job readiness and soft skills and ensures it is offered more broadly. The model curricula will be responsive to business, ensuring consistency and quality.

9. Ensure Career Counseling

The OWT is working with the Ohio Department of Education (ODE), OBOR 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.

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, the OWT worked with stakeholders and The Ohio State University to create a common set of workforce success measures for ABLE, WIA, Carl Perkins Adult Career Technical Schools, 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.

For meaningful change, all of our local workforce programs, Workforce Investment Act, Adult Basic and Literacy Education, and Carl D. Perkins 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 unified local plan. Working with the secondary career technical schools, the unified local planning process may also include any other reforms local partners collectively deem appropriate.

Supporting these reforms and providing guidance in their implementation is an interagency workforce cabinet working group, comprised of the 15 lead agencies in Ohio that have at least one workforce program. The work group is led by the Director of

the Ohio Department of Job and Family Services (ODJFS). These agencies offer a broad array of services and resources that the state will leverage as it works through each of these reforms.

As Ohio works to implement these reforms and continues to make improvement to the workforce development delivery system, the state will continue to look to apply these reforms to other programs that are serving similar customers.

b. Describe the lines of communication and mechanisms established by the governor to ensure timely and effective sharing of information between the state agencies/state board and local workforce investment areas and local boards. Include types of regularly issued guidance and how Federal guidance is disseminated to local boards and One-Stop Career Centers. (§112(b)(1).)

As detailed in the response to Part E. State and Local Governance 1.a.iii.c., Ohio has implemented an inclusive structure to ensure timely and effective sharing of information between the state agencies, state board, and local workforce investment areas and local boards. Ohio has an Interagency Workforce Work Group that is comprised of the key agencies that are involved in workforce activities. The Interagency Workforce Work Group Chair acts as the state's representative on the Governor's Executive Workforce Board (GEWB) and participates in meetings and committees.

ODJFS is responsible for disseminating state and federal guidance to local boards and OhioMeansJobs (OMJ) Centers. This is accomplished via email notifications called Workforce Alerts that are communicated directly to the local workforce investment boards' chairs, administrative entities, fiscal agents, and OMJ operators. ODJFS also communicates and participates in the monthly Local Workforce Investment Area Directors meetings to discuss needs, provide technical assistance, and offer policy guidance. Additionally, both the OWT and GEWB strive to improve communication and collaboration between the state and local level through the GEWB WIB Chairs Committee. The Board Chair hosts a quarterly discussion with the business chairs of the local workforce investment boards to provide an update and get feedback on the Board's efforts and the work of the OWT.

The OWT also communicates information to state agencies and the local workforce system through email alerts sent to OWT listserv and posting information on the OWT website at www.workforce.ohio.gov.

c. Describe any cross-cutting organizations or bodies at the state level designed to guide and inform an integrated vision for serving youth in the state within the context of workforce investment, social services, juvenile justice, and education. Describe the membership of such bodies and the functions and responsibilities in establishing priorities and services for youth. How is the state promoting a collaborative cross-agency approach for both policy development and service delivery at the local level for youth? (§112(b)(18)(A).)

As discussed in the response to Part B One-Stop Delivery System h and Part E. State

and Local Governance 1.a.iv., the GEWB has created a Youth Work Group that is charged with examining Ohio's youth programs, with an emphasis on WIA Youth and the TANF Summer Youth Employment Program. This group is exploring options for how to better align the programs, including improved funding integration, program design, and service delivery.

Moreover, Connecting the Dots from Foster Care to Employment and Independent Living is a new initiative to deliver comprehensive services to youth aging out of foster care. It is a collaborative effort between the ODJFS Office of Workforce Development and Families and Children to develop solutions that would lead to better results for the 1,000-1,300 youth who age out of the foster care system each year by breaking down silos and removing duplication of services. The partners envision career-focused mentors to concentrate on strengths and remove problems related to housing, food, health, transportation, education, and employment. A customized training curriculum has been developed for mentors, foster youth mentees, and OMJ Center and foster care case managers to pave the way for a strong career-focused mentoring programs component in this youth initiative.

The Secondary Career and Technical Alignment Initiative (SCATAI) is a joint effort of the ODE and the OBOR to review the content of secondary Career and Technical Education (CTE) certificate programs to determine if coursework can articulate to credit. These efforts align curriculum and provide incentives for students to leverage their secondary learning in high school into postsecondary programs by awarding credit.

2. *Adult Education and Family Literacy*, describe how the *Adult Education and Family Literacy* activities that will be carried out with any funds received under *AEFLA* will be integrated with other adult education, career development, and employment and training activities in the state or outlying area served by the eligible agency. (§224(b)(11)).

In Ohio, ABLE providers and Perkins recipients are required partners in the local OMJ Centers, configuring services to meet the specific needs of the communities they serve.

ABLE providers are required to describe in their grant applications their particular plans to collaborate and coordinate with other area providers, including other ABLE programs and the OMJ Centers. Services are prioritized for economically and educationally disadvantaged adults who have barriers such as child care, transportation, learning difficulties/differences/disabilities, housing, health care, etc. that impact their attendance and achievement of outcomes. All ABLE programs are required to develop community partnerships with providers with resources that can be coordinated to reduce such barriers.

Additionally, the administrative structure of postsecondary Perkins in Ohio has been shifted to support greater regional coordination between providers. The regional support model enables state staff to work with all institutions in a given region and foster coordination of programs. Moreover, OBOR program approval processes call for new programs to either coordinate or demonstrate that they are not duplicating program

H. Coordination and Non-Duplication

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content with a nearby public provider.

3. *Vocational Rehabilitation*- This section is not applicable to Ohio's Unified Plan.

4. *Unemployment Insurance*- This section is not applicable to Ohio's Unified Plan.

5. *CSBG*- This section is not applicable to Ohio's Unified Plan.

1. Describe how the state will develop program strategies to target and serve special populations. States may present information about their service strategies for those special populations that are identified by multiple Federal programs as they deem most appropriate and useful for planning purposes, including by special population or on a program by program basis.

In providing this description, if the Unified Plan includes any of the programs listed below, please address the following specific relevant populations:

- a. *WIA Title I and Wagner-Peyser Act and/or Veterans Programs* (§112(b)(17)(A)(iv) and 112(b)(17)(B)):

- i. Describe the state's strategies to ensure that the full range of employment and training programs and services delivered through the state's One-Stop delivery system are accessible to and will meet the needs of dislocated workers, displaced homemakers, low-income individuals such as migrants and seasonal farmworkers, women, minorities, individuals training for non-traditional employment, veterans, public assistance recipients and individuals with multiple barriers to employment (including older individuals, limited English proficiency (LEP) individuals, and people with disabilities.) (§112(b)(17)(iv).)

Ohio's full range of employment, training programs and services delivered through the OhioMeansJobs (OMJ) system are accessible to all who need them. Ohio achieves this through a variety of strategies, including:

- Providing core, intensive, and training services online 24/7 through OhioMeansJobs.com
- Requiring OMJ Centers be barrier-free and fully accessible to all customers
- Providing bi-lingual staff, signage, documents, and making interpretation services available for non-English speakers
- Mandating use of the OhioMeansJobs brand and logo
- Co-locating mandatory partners in comprehensive OMJ Centers
- Requiring TANF as a mandatory partner program to leverage services and resources
- Collaborating with community and faith-based organizations for wrap-around services
- Embedding Veterans Program staff members in each of the comprehensive OMJ Centers
- Averting layoffs to prevent individuals' dislocation from jobs
- Providing Rapid Response activities for laid-off individuals
- Hosting and participating in community forums targeting special populations
- Providing public service announcements about services available
- Connecting with community education, alternative schools, and technical colleges to streamline services between these groups and workforce
- Providing training and professional development opportunities to improve the skills of workforce professionals assisting customers
- Customizing services to meet individual needs and requirements at the local level
- Linking in-demand jobs information with career counseling to provide improved outcomes
- Working with local groups representing immigrants, veterans, people with disabilities,

older individuals, women, minorities, and others to coordinate services and customers

- Senior Community Service Employment Plan (SCSEP)

Priority services are provided for the following target populations: veterans and eligible spouses, low-income individuals, public assistance recipients, food stamp recipients, dislocated workers and under-skilled adults, disconnected youth (from education and/or work), unemployment compensation claimants, individuals with disabilities, and ex-offenders.

Additionally, to promote accessibility to alternative resources, Ohio has created www.OhioHereToHelp.com that provides links to a broad array of partner programs and community services. Initially developed for individuals exhausting Unemployment Compensation benefits, Ohio Here to Help (OHH) is now utilized widely as an electronic support service network for individuals needing comprehensive information about multiple programs and services. OHH offers a checklist all of the resources available to assist customers, including help with income, food, housing, healthcare, education, and training needs.

ii. Describe the reemployment services you will provide to unemployment insurance claimants and the Worker Profiling services provided to claimants identified as most likely to exhaust their unemployment insurance benefits in accordance with section 3(c)(3) of the Wagner-Peyser Act.

OMJ Centers offer a variety of reemployment services, including assessment, counseling, job-search workshops, job clubs, referral to education and/or training, and job referral and placement. Those claimants who are identified as likely to exhaust regular unemployment compensation may be selected to participate in the Unemployment Compensation Reemployment Services (UCRS) profiling program to receive a more rigorous level of job search assistance.

Additionally, Ohio continues to enhance the Reemployment and Eligibility Assessment (REA) program that randomly selects some claimants to participate in intensive reemployment services. Using OhioMeansJobs.com, REA participants can access the REA Orientation via the web rather than having to come on-site to a physical workforce center. Customers are informed of this option in the “Schedule Notice for REA Orientation” that is mailed to them. The claimant is given a claim number and link to access the online orientation. Upon completion, the claimant is directed to the Barrier to Employment Success Inventory (BESI) assessment.

As a unique new reemployment service, Ohio has implemented its “Learn to Earn” program, matching individuals looking for work with businesses looking to hire. The program 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 working for up to 24 hours each week for six weeks.

Also, recent changes have been made to Ohio's Unemployment Compensation law to better integrate work test, feedback, and reemployment activities. Under the new state law, UI claimants:

- Must immediately register with OhioMeansJobs.com and post an active, searchable resume.
- Must apply for at least two positions each week and report these contacts with the Ohio Job Insurance system, including the dates of job contacts, the names and address of the companies or persons contacted, the type of work sought, the method of application, and the outcome.
- Receive a weekly listing of up to five available jobs based on information he/she provided at the time of OhioMeansJobs.com registration.
- Must report for reemployment services, beginning with the eighth calendar week after applying for unemployment benefits.
- Must complete three core assessments in Mathematics, Reading and Locating Information by the end of the 14th week after the initial application date.
- Must complete a Career Profile and receive a report showing the kind of work best suited for them by the end of the 20th week after applying for unemployment benefits.

If a claimant fails to complete a required activity, benefits may be stopped until the individual satisfies the requirement.

iii. Describe how the state administers the unemployment insurance work test and how feedback requirements (under §7(a)(3)(F) of the Wagner-Peyser Act) for all UI claimants are met.

Ohio's work test and feedback activities go well beyond the minimum requirements of ensuring that UI claimants are able to work, available for work, and actively seeking work. The state continuously strives to help jobless workers return to the workforce and, in doing so, seeks to reduce the duration of unemployment as well as improper payments. Three offices within the Ohio Department of Job and Family Services (ODJFS) play integral roles:

- **Office of Unemployment Compensation.** Responsible for setting UI policy and monitoring for compliance.
- **Office of Local Operations.** Responsible for processing claims of UI claimants and administering reemployment programs.
- **Office of Workforce Development.** Responsible for labor exchange, job search,

career counseling and other WIA core services provided through the OMJ Centers.

Recent changes have been made to Ohio's Unemployment Compensation law to better integrate work test, feedback, and reemployment activities. Under the new law, UI claimants:

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- Must apply for at least two positions each week and report these contacts with the Ohio Job Insurance system, including the dates of job contacts, the names and address of the companies or persons contacted, the type of work sought, the method of application, and the outcome.
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- Must complete three core assessments in Mathematics, Reading and Locating Information by the end of the 14th week after the initial application date.
- Must complete a Career Profile and receive a report showing the kind of work best suited for them by the end of the 20th week after applying for unemployment benefits.

If a claimant fails to complete a required activity, benefits may be stopped until the individual satisfies the requirement.

Trained staff members are available in person at each of the OMJ Centers as well as virtually through OhioMeansJobs.com to provide UI claimants with job search assistance, career counseling, labor market information, and labor exchange activities.

iv. Describe the state's strategy for integrating and aligning services to dislocated workers provided through the WIA rapid response, WIA dislocated worker, and Trade Adjustment Assistance (TAA) programs. Does the state have a policy supporting co-enrollment for WIA and TAA? (§112(b)(17)(A)(ii and iv).)

Ohio recently modified the Ohio Workforce Case Management System (OWCMS) to better to integrate and align services to dislocated workers provided through WIA Rapid Response, WIA Dislocated Worker, and TAA programs. Under the new method, case managers co-enroll trade-eligible dislocated workers in both WIA and TAA programs.

Additionally, all Rapid Response participants are required to be entered into the self-service part of the OWCMS to ensure that they can be tracked from the time services

are made available until exit from USDOL-funded services. OWCMS tracks and reports all outcomes related under the common performance measures.

To streamline access to additional services available in the local WIA Dislocated Worker Program, ODJFS allows local areas to automatically determine a "profiled" claimant as eligible for the Dislocated Worker Program. Information is passed from Ohio's Unemployment System, Ohio Job Insurance (OJI), to OWCMS. This process expedites enrollment for WIA services needed beyond those available under the Worker Profiling and Reemployment Services program, strengthening the connections between ODJFS' Offices of Unemployment Compensation, Local Operations, and Workforce Development, with the local OMJ Centers. It also streamlines customer data and information sharing, reducing duplication of services.

v. How is the state's workforce investment system working collaboratively with business and industry and the education community to develop strategies to overcome barriers to skill achievement and employment experienced by the populations listed above in section (b)(i)(a.) of this section and to ensure they are being identified as a critical pipeline of workers?

Ohio continues to collaborate with business, industry and the education community to remove barriers so individuals have access to skill enhancement, job training and work searches. Identifying and prioritizing Ohio's most in-demand jobs is the foundation of the reform efforts underway in Ohio. Too often, jobs go unfilled because Ohio businesses are not able to recruit qualified workers. Policymakers and educational training entities have been too slow to react to the changing educational and job training needs of Ohio's businesses and industry. Demand must drive supply, and the workforce and education systems need information to help align their programs and services to meet those needs. Knowing the most urgent workforce needs helps Ohio better target resources to ensure businesses have the skilled workforce needed to grow.

While much work has been done to identify and understand Ohio's in-demand jobs, in order to truly understand the workforce needs, the state needs to have a clear picture of the supply side of the equation. The Ohio Board of Regents is leading the efforts to incorporate the "supply" side of the jobs equation by building an inventory of the state's education and training programs. When completed Ohio will have a complete catalog of the training programs, including all types of providers (public, private and propriety schools), cost of the program, length of training, type of credential earned, program capacity, etc.

Having both a listing of the in-demand jobs and being able to search for education and training programs online will be invaluable to customers—especially youth, students in postsecondary education, and dislocated workers—helping them make informed career decisions. At the same time, the training inventory, coupled with Ohio's in-demand jobs list, will provide business and industry with the critical supply and demand information

needed to identify gaps in the workforce system and talent pipeline.

Ohio knows that investing in training opportunities based on employer demand will ensure individuals are being trained in occupations that will lead to employment. Supporting this effort, ODJFS has secured waivers for on-the-job training and customized training, and has issued WIAPL 10-08.2 and WIAPL No. 09-07.4, making it easier for job seekers and employers to take advantage of these innovative employment and training services. Under these policies, employers are reimbursed on a sliding scale as follows:

Reimbursement Rate	On-the-Job Training Employer Size	Customized Training Employer Size
Up to 90%	50 or less employees	50 or less employees
Up to 75%	51 to 250 employees	51 to 100 employees
Up to 50%	251 or more employees	101 or more employees

Additionally, ODJFS has implemented policy WIAPL 13-07 that identifies the parameters for development of local area ITA policies and standardizes the delivery of ITAs to promote in-demand occupations. There are two parameters that guide investments. First, duration of training cannot exceed 24 months, with 12 months or less being preferred. Secondly, at least 85% of a local area’s ITA enrollments in each program year must be in an in-demand occupation as identified by the state and the remaining 15% must be in an in-demand occupation for the local area.

Ohio has also encouraged 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.

The state is also helping individuals overcome barriers through the alignment of its training and workforce programs, improved data sharing enabling customers to seamless move between programs and receive the services that best meet their individual workforce and educational needs.

vi. Describe how the state will ensure that the full array of One-Stop services are available to individuals with disabilities and that the services are fully accessible.

Ohio ensures that its OMJ Centers provide physical, programmatic, and communication access for individuals with disabilities. Universal access is included in the continuous improvement program and Opportunities for Ohioans with Disabilities, formally known as Ohio Rehabilitation Services Commission, is included as a mandatory partner in the local Memoranda of Understanding (MOU).

Additionally, the state has provided funds to make improvements at the OMJ Centers,

including signage, computer equipment, software, and enhancements to meet Americans with Disability Act requirements. A web portal on OhioMeansJobs.com was also developed under the USDOL-funded Disability Employment Initiative (DEI) to provide information on state partner services and resources for individuals with disabilities, available at www.OhioMeansAccessibility.com.

Under the DEI program, Disability Resource Coordinators partner with the Opportunities for Ohioans with Disabilities staff and others at the Centers to coordinate employment and training as part of integrated resources teams. All personnel are provided with training and resources on how to better serve individuals with disabilities. A training curriculum, developed as part of the Disability Program Navigator Initiative, is available to build staff awareness of how to improve services to individuals with disabilities.

Ohio's long-term strategy for continuing to improve OMJ Center services for individuals with disabilities is to sustain many of the promising practices from the DEI project and replicate them throughout Ohio's OMJ Center system.

vii. Describe the role LVER/DVOP staff have in the One-Stop delivery system. How will the state ensure adherence to the legislative requirements for veterans' staff? How will services under this Plan take into consideration the agreement reached between the Secretary and the state regarding veterans' employment programs? (§§112(b)(7), 322, 38 U.S.C. Chapter 41 and 20 CFR 1001.120.)

Ohio's goal is to have the top veterans' employment program in the nation. To accomplish this, the state must continue to build upon past successes while strengthening and improving its primary program activities. ODJFS works closely with the Department of Veterans Services (DVS) and the OWT to serve Ohio's veterans and employers most effectively. Partner agencies also work closely with the OBOR, which is the advisory board for higher education in Ohio, and the DVS county veterans offices.

Ohio's goal aligns with that of the USDOL's Veterans' Employment and Training Service (DOL/VETS): To provide meaningful and successful careers for all veterans. In particular, the state helps veterans with identified Significant Barriers to Employment (SBE), including disabled and special disabled veterans, find jobs as quickly as possible. The state has established the Veterans Business Support Center, available online at OhioMeansJobs.com, as a streamlined, one-stop shop exclusively serving employers looking to hire veterans. The Veterans Business Support Center connects employers with trained veteran employment representatives via phone, email and/or face-to-face meetings at local OMJ Centers.

Priority of service for veterans is well-established in Ohio's workforce systems and through ODJFS partner programs, including policies for consistent and timely communication, staff training on priority of service requirements, a statewide initial intake form. Priority of service is also supported through coordination with the WIA program management team and collaborative partnerships at the local level. ODJFS staff, consisting of State Employment and Training Administration (ETA) and Wagner-

Peyser personnel, conduct monitoring and compliance visits to local areas. DOL/VETS also conducts audits on a regular basis.

Veteran services are provided in all OMJ Centers. Comprehensive OMJ Centers are staffed full time by at least one Local Veterans' Employment Representative (LVER) or Disabled Veterans' Outreach Program Specialist (DVOP). Metropolitan OMJ Centers may house as many as five full-time veteran staff. Many satellite OMJ Centers are also staffed full time, with the remainder being staffed part-time or by appointment. These staff provide employment and training services to qualified veterans and other eligible persons in accordance with Title 38, USC, as amended by Public Law 107-288, the Jobs for Veterans Act of 2002.

Lead LVERs perform the duties outlined in 38 U.S.C. 4104(b), which are related to outreach to the employer community and facilitation within the state's employment service delivery system. Therefore, they are assigned duties that promote to employers, employer associations, and business groups the advantages of hiring veterans. Lead LVERs, also known as veterans' program managers (VPMs) in Ohio, serve a vital role in the program and report directly to the state veterans' coordinator.

Lead LVERs establish, facilitate and/or maintain regular contact with employers, including federal contractors. They are active members of the OMJ Centers' Business Service Teams to include veterans in their 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 Unified Plan. Lead LVER staff advocate for veterans for employment and training opportunities with business, industry and community-based organizations through outreach activity.

Additionally, Lead LVERs assist OMJ Center operators with policy promulgation for veterans' service delivery; provide capacity-building and technical assistance to the OMJ Center partner staff; and develop and provide initial and remedial training to DVOPs and OMJ Center partner staff on the provision of employment services for veterans. Lead LVERs also negotiate services to be provided by veterans' staff within each Memorandum of Understanding (MOU).

Lead LVERs conduct comprehensive, focused outreach to employers. This outreach is accomplished through 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. They plan and participate in career and information fairs as part of their effort 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.

Lead LVERs conduct veterans' program training for OMJ Center management and partner staff in order to enhance cooperation and collaboration and ensure that all are proficient in services to veterans. During training, partners are provided detailed explanations of programs and services, of how the services are provided and of how programs administered. Partner education improves coordination and helps prevent duplication of effort. It also is an effective method of ensuring that veterans receive priority of service at OMJ Centers.

Other duties of LVER staff are to conduct employer outreach and advocacy to the business community on behalf of veterans for employment and training opportunities. They market veterans as a special class of job seekers who are highly skilled, disciplined and possess leadership attributes developed and enhanced during military service. It is also a primary duty of the LVERs to monitor the provision of services to veterans in the public labor exchange system. This is done via the Department of Labor Quarterly Managers Report that is submitted to the State Veterans Program Coordinator, and the Director of the Veterans Employment and Training Service, USDOL.

In accordance with 38 U.S.C. 4103A(a), DVOP specialists must provide intensive services to eligible veterans and eligible spouses 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.

DVOPs serve as case managers for those qualified veterans with significant barriers to employment. They maintain weekly contact with each veteran client to facilitate the ultimate removal of all barriers to employment in order for the veteran client to obtain and sustain long term and gainful employment.

In order to integrate the DVOPs, 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 under this Unified Plan. As the Veterans Program is a required partner in Ohio's workforce system, an MOU is negotiated with each local workforce system. 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.

Lead LVER staff also participates on the local workforce investment area business support teams. Customer flow is mapped to ensure all appropriate services are provided to eligible veterans. Those veterans not meeting the SBE definition or not within a specified category identified by the Secretary are referred to appropriate non-JVSG OMJ Center staff member(s) to receive core, intensive, and/or training services, on a priority of service basis. DVOP services are reserved for veterans with significant barriers to employment or who have been identified by the Secretary of Labor as part of

a special population of veterans seeking employment and in need of intensive services. Information concerning the services available to veterans is conveyed electronically; through face-to-face orientations; through brochures at job fairs, county and state fairs; and in person at the OMJ Centers and other partner locations.

To increase the number of recently separated veterans using OMJ Centers, Ohio is implementing a higher education outreach initiative. ODJFS Veterans Program staff conducts outreach to colleges, universities, and trade schools, connecting with Veterans Administration Certifying Officers, Veterans Coordinators, and Advisors. This process creates a linkage to veterans who immediately enter school upon return from duty.

Additionally, National Guard and Reserve soldiers are also informed about ODJFS and OMJ Center services and locations as well as the state veterans program. Newly returning veterans are encouraged to visit their local Center and register with OhioMeansJobs.com to post their resumes and search for jobs. If a significant barrier to employment is identified, veterans are assessed and enrolled into intensive services and the DVOP specialists provide them with labor market information, vocational guidance, job development, and job-training and supportive service referrals.

A resource for veterans who are ex-offenders is the Offender Network for Employment to STOP Recidivism, or O.N.E.-STOP, a partnership between the ODRRC, ODJFS and local OMJ Centers. It is designed to help ex-offenders and those nearing their release more successfully enter the workforce. Four Ohio correctional institutions have O.N.E.-STOP employment centers that offer many of the same services available at local OMJ Centers. On the third Friday of each month, O.N.E.-STOPS hold "Services to Veterans" workshops. After their release, veterans are assigned a veteran's representative based on their home address. Ex-offender veterans who seek assistance from the DVOP are also enrolled in the intensive services in order to receive case management to overcome their barriers to employment.

- viii. Department of Labor regulations at 29 CFR 37 require all recipients of Federal financial assistance from DOL to provide meaningful access to LEP individuals. Federal financial assistance includes grants, training, equipment usage, donations of surplus property, and other assistance. The regulations also apply to sub-recipients when Federal DOL funds are passed through from one recipient to a sub-recipient. Describe how the state will ensure access to services through the state's One-Stop delivery system by persons with limited English proficiency and how the state will meet the requirements of ETA Training and Employment Guidance Letter (TEGL) 26-02 (May 29, 2003) which provides guidance on methods of complying with the Federal rule.**

ODJFS ensures meaningful access to LEP individuals through the activities and programs of the ODJFS Cultural Diversity and LEP Initiatives in the Office of Employee and Business Services. These activities help employees of ODJFS as well as county agencies and OMJ Centers to become more aware and culturally competent when working with co-workers and in providing services to Ohio's individuals and businesses.

Specifically, the ODJFS Cultural Diversity and LEP Initiatives spearheads the department's effort to provide access to all human services in compliance with the Prohibition Against Discrimination Against Limited English Proficient persons under Title VI of the Civil Rights Act of 1964 and its implementing regulations. They also include monitoring for compliance and addressing the needs of LEP customers.

The Cultural Diversity and LEP Initiatives provide leadership by conducting cultural diversity training to all department staff, pursuant to the department policy IPP.9003 "Cultural Responsiveness," that is a part of mandatory training that all staff must attend every two years. Other related training is also made available through cultural diversity programs where presenters provide a birds-eye-view of the many different ethnic groups in Ohio.

The Cultural Diversity and LEP Initiatives also provide access to interpreters to various program areas within ODJFS, pursuant to IPP.9004 "Language Access Protocols" intended to ensure LEP persons have access to all benefits and services. ODFJS provides interpreters (both over the telephone and person-to-person) when needed.

The department also provides translation of vital and outreach documents in approximately 28 languages. Vital documents are translated for each LEP group of 5% or 1,000 (whichever is less) of the eligible population for a particular program administered or supervised by ODJFS. Outreach Documents are translated for each LEP group of 10% or 3,000 (whichever is less) of the eligible population for a particular program administered or supervised by ODJFS. The ODJFS Bureau of Civil Rights/Labor Relations provides technical assistance to ODJFS offices in these matters.

Moving forward under the Unified Plan, the Adult Basic and Literacy Education (ABLE) system will enhance Ohio's LEP Initiatives by assisting in the coordination of English for Speakers of Other Languages (ESOL) services made available by local ABLE programs, in partnership with the OMJ Centers.

ix. Each state workforce agency shall operate an outreach program in order to locate and to contact migrant and seasonal farmworkers (MSFWs) who are not being reached by the normal intake activities conducted by the local offices. To this end, each state agency must include an annual agricultural outreach plan, setting forth numerical goals, policies, and objectives. Regulations at 20 CFR 653.107 require that the outreach plan include the following elements:

- **Assessment of need**
- **Proposed outreach activities**
- **Services provided to agricultural employers and MSFWs through the One-Stop delivery system**
- **Numerical goals**
- **Data analysis**

ODJFS has an outreach program to locate and contact migrant and seasonal

farmworkers who are not being reached by normal intake activities conducted by the local offices. This annual agricultural outreach plan includes the elements of assessment of need, outreach activities, services provided through the OMJ Centers, numerical goals, and data analysis. The complete plan is found at <http://jfs.ohio.gov/Agriculture/2014ODJFSAgriculturalOutreachPlan.stm>.

b. Adult Education and Family Literacy:

- i. Low income students (§224(b)(10)(A).)**
- ii. Individuals with disabilities (§224(b)(10)(B).)**
- iii. Single parents and displaced homemakers (§224(b)(10)(C).)**
- iv. Individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency (§ 224(b)(10)(D).)**
- v. Criminal offenders in correctional institutions and other institutionalized individuals (§ 225).)**

The target populations identified above represent those that the Ohio ABLE programs are approved to prioritize for services. Students identify these categories at the time of intake and staff uses this information to target instruction and support services.

Local ABLE programs are required to generate their own cash and in-kind revenue to supplement federal funding. Sources include private contributions, foundations, community organizations, and private-sector partnerships. Programs are required to report these revenues annually.

In Ohio, local programs typically generate approximately \$3.9 million annually. These funds, along with Ohio General Revenue Funds supplement the federal AEFLA funding to support the statewide ABLE system. They also satisfy the federal AEFLA Maintenance of Effort requirement.

Additionally, the current postsecondary Perkins funding formula distributes funds based on many of the factors listed above as well as performance measures.

- c. TAA and NAFTA-TAA-** This section not applicable to Ohio's Unified Plan.
- d. Vocational Rehabilitation-** This section not applicable to Ohio's Unified Plan.
- e. TANF-** This section not applicable to Ohio's Unified Plan.
- f. SCSEP (§3(a)(1).):** Indicate how the state will meet the priority for serving individuals age 65 and older and individuals
 - i. with a disability;**
 - ii. with limited English proficiency or low literacy skills;**
 - iii. who live in a rural area;**
 - iv. who are veterans;**
 - v. who have low employment prospects;**
 - vi. who have failed to find employment after utilizing services under WIA;**
 - vii. who are homeless or at risk for homelessness.**

Currently, Ohio has the 7th largest older population in the nation, with 1.5 million

people aged 65 and older. Therefore, one of Ohio's priorities is to implement strategies that provide targeted services to older job seekers and employers who value a multigenerational workforce. To meet the primary goals of special populations within the SCSEP program, grantees use the following strategies to meet the priority of services:

- Target recruitment activities to identify geographic areas for most-in-need populations
- Use an established method to identify most-in-need populations through an interview process, orientations, and the initial assessment when screening applicants for eligibility for SCSEP services
- Implement active case management of SCSEP participants to identify barriers that were not apparent prior to enrollment
- Partner with organizations that serve most-in-need populations for referrals to SCSEP

g. *CSBG*- This section not applicable to Ohio's Unified Plan.

h. *HUD Employment and Training Programs*- This section not applicable to Ohio's Unified Plan.

2. Identify the methods of collecting data and reporting progress on the special populations described in question 1 of this section.

To collect data and report progress on special populations, the following types of key information are collected from customers as they access education and workforce programs:

- Veterans
- Limited English proficiency
- TANF recipients
- Migrant and seasonal farmworkers
- Individuals with disabilities
- Offenders
- Homeless persons
- High school dropouts
- Race
- Age
- Ethnicity
- Sex
- Low-Income
- Education Level
- UI Claimants

Recorded information is reported out and analyzed for impact on program participation, outcomes, and demographic analysis as well as requests from stakeholders regarding special populations.

Currently, this data is recorded into separate systems for WIA/Wagner-Peyser/Veterans and AEFL. Under this Unified Plan, Ohio will develop an integrated case management approach that will be used by both workforce and education to record, track, and report information. These reports will be utilized within the state's workforce success measures, allowing policymakers to continually monitor progress across multiple

programs, ensuring these programs are meeting the needs of individual job seekers as well as Ohio's employers.

3. If the Plan includes *Adult Education and Family Literacy or Vocational Rehabilitation*, describe the steps the eligible agency will take to ensure equitable access to, and equitable participation in, projects or activities carried out with the respective funds by addressing the special needs of student, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age. (§427(b) General Education Provisions Act.)

To overcome barriers to equitable participation, including gender, race, color, national origin, disability, and age, Ohio's ABLE grant application has the following assurance that is signed by all approved providers and reviewed by ABLE Program Managers as part of on-site monitoring visits:

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.).

Additionally, Ohio ensures equal access to its Perkins Act career-technical programs 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 plans.
- Encourage increased participation in and completion of non-traditional career preparation through a set-aside of leadership dollars dedicated to this purpose.
- Provide consultant services dedicated to monitoring civil rights compliance at all levels (secondary, adult, and postsecondary), including 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 Ohio Department of Education (ODE) Office of Career-Technical and Adult Education and a) the ODE Office for Exceptional Children; and b) the OBOR 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 Career Technical Education (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 the Ohio Career Information System (OCIS) and the Individual Academic and Career Plan (IACP) and other personalized learning tools into which OCIS and the IACP 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 programs. Cross-agency and external stakeholder committees will address areas of needed improvement such as effective use of IEPs in 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.

- 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.
- Require sub-recipients, as part of their local plan, 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 STEM and other high-skill, high-wage or high-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;
 - Priorities 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” portion of their Perkins Title I funding allocation.
 - Activities to encourage increased participation of special populations’ learners in career-technical student organizations (CTSOs);
 - Accommodations for the needs of special populations within their state-approved Programs of Study;
 - Details as to how their allocation funds will be used to promote preparation for special populations in non-traditional fields;
 - Details as to how secondary and postsecondary programs will prepare members of special populations to earn diplomas, degrees or credentials; and
 - Activities to assure that special populations will have equal access to CTE programs, including Tech Prep programs.

How will the state develop personnel to achieve the performance indicators for the programs included in the Plan?

In answering this question, if the Unified Plan includes:

1. WIA Title I and Wagner-Peyser Act and/or Veterans Programs:

a. Capacity of Local Boards -- How will the state build the capacity of local boards to develop and manage high performing local workforce investment system? (§§111(d)(2) and 112(b)(14).)

To help local boards develop and manage high performing local workforce investment systems, the Ohio Department of Job and Family Services (ODJFS) provides a wide variety of technical assistance to build the capacity and skills of local workforce development professionals, board members, and community partners. Such sessions are held via in-person workshops, webinars, and regional meetings.

Additionally, a menu of on-line presentations is available on-demand on the ODJFS website at <http://jfs.ohio.gov.owd/WorkforceProf/WFDtraining.stm>. Topics include:

- WIA 101 Overview of the Workforce Investment Act
- WIA 201 Adult and Dislocated Worker Eligibility
- WIA 301 Enhancing Performance for Adults, Dislocated Workers, and Youth
- WIA 401 Service Mix and Sequence of Services
- WIA 501A Elements of a WIA Youth Program (Part 1)
- WIA 501B Elements of a WIA Youth Program (Part 2)
- WIA 601 Intensive Services in the OhioMeansJobs (OMJ) Centers
- Dislocated Worker Program File Documentation
- Serving Customers in a Challenging Environment
- Writing More and Better On-the-Job Training Agreements
- Financial and Grants Management
- Cost Principles and Selected Cost Items
- How to Make the Most of Your Funding
- Americans with Disabilities Act and Limited English Proficiency
- Ethics
- Personal Data Security
- Processes for Procurement Planning and Competitive Procurement
- Helping Job Seekers with Criminal Records
- Serving At-Risk Youth
- Serving Ex-Offenders
- Serving Migrant and Seasonal Farmworkers
- Work Opportunity Tax Credit
- Kids These Days – Leave Me Alone! Connecting with Traumatized Youth
- Kids These Days – Get a Job! Preparing At-Risk Youth for the Workplace
- Managing Summer Youth Jobs Programs
- Youth Eligibility
- Youth Program File Documentation
- Youth Councils Under WIA

The ODJFS professional development website also has a section entitled Frequently Asked Questions that provides easy access to information on topics such as OMJ, Ohio Workforce Case Management System (OCWMS), workforce policies, TANF Summer Youth Employment Program, and unemployment.

Additionally, ODJFS has a technical assistance unit that manages the WIA Question and Answer (WIAQNA) mailbox and provides ongoing assistance to the local areas by answering policy questions. The WIAQNA mailbox is a mechanism for local areas and constituents to e-mail questions regarding the WIA program, policies, and procedures and the OMJ Centers. These questions are researched by the technical assistance unit and a response to each question is provided to the inquirer.

b. Local Planning Process -- Describe the state mandated requirements for local workforce areas' strategic planning. What assistance does the state provide to local areas to facilitate this process, (§112(b)(2) and 20 CFR 661.350(a)(13)), including:

i. What oversight of the local planning process is provided, including receipt and review of plans and negotiation of performance agreements?

At the state level, the state unified plan is aligning Ohio's largest federally-funded workforce programs. Since these services are delivered locally, a logical next step is to require a local unified plan among local partners to better facilitate collaboration and to ensure the needs of business and the job seeker are being met.

A local unified 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 unified 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

With all these benefits, the state unified plan includes the development of local unified plan as one of the core reforms. The local unified plan would be developed based on guidelines and criteria developed by the state in collaboration with local workforce partners, providers and interested parties.

Administratively, ODJFS is responsible for providing oversight of the local planning process, including receipt and review of plans and negotiation of performance agreements.

Currently, Ohio requires that local workforce areas' plans include the following elements:

- Identification of the workforce needs of businesses, job seekers, and workers
- Current and projected employment opportunities
- Job skills necessary to obtain employment
- Description of the workforce delivery system
- Continuous improvement of eligible providers of services
- Copy of each Memorandum of Understanding (MOU)
- Negotiated performance levels
- Assessment of Adult, Dislocated Worker, and Youth employment and training activities
- Coordination of local Rapid Response with statewide activities
- Public comment processes
- Identification of fiscal agent
- Description of the competitive process used to award grants and contracts

In addition, a local area may choose to use the state's negotiated measures with USDOL or may elect to negotiate performance standards that are different. If alternative level(s) are requested, the local area is required to submit a letter to ODJFS proposing the new standard(s) and the reason(s) for the change.

ODJFS reviews the request, compares previous performance outcomes, and takes into consideration the supporting documentation presented. Negotiations are held with the local area and an agreement on the standards is established. This information is included as an amendment to the local plan.

Once a local area's unified plan is submitted to the state, it is considered approved within 90 days unless ODJFS makes a written determination that (1) the local area has operational deficiencies that have been previously identified and it has not made acceptable progress in correcting such deficiencies and/or (2) the local area plan does not comply with required guidance and regulations.

ii. How does the local plan approval process ensure that local plans are consistent with state performance goals and state strategic direction?

To promote consistency with the state strategic direction, ODJFS provides a template for local areas to utilize for their local unified plans. ODJFS also provides data on in-demand occupations and other key elements for local areas to incorporate into their plans, further supporting statewide strategies.

With respect to state performance goals, ODJFS negotiates with USDOL to establish statewide performance standards on an annual basis. After they are set, ODJFS requires local areas to propose standards that both reflect their specific workforce environment and support the state's overall performance outcomes.

Each local area may choose to adopt the statewide standards, or they may propose alternative level(s) as described in the response to 1.b.i. above.

c. Oversight/Monitoring Process -- Describe the monitoring and oversight

criteria and procedures the state utilizes to move the system toward the state's vision and achieve the goals identified above, such as the use of mystery shoppers, performance agreements. (§112(b)(14).)

A key reform in guaranteeing proper oversight, ensuring the state's workforce programs are meeting the needs of individual job seekers as well as Ohio's employers, is Ohio's commitment to a common set of workforce success measures for ABLE, WIA, Carl Perkins, 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.

In addition, Ohio's Oversight/Monitoring System is designed to achieve three objectives:

- To determine if local WIA activities comply with the Act, Federal and state regulations, guidance and procedures, and other applicable guidelines and goals;
- To identify areas of improvement; and
- To provide technical assistance to support the continuous improvement of WIA local area operations;

As part of the state's oversight/monitoring efforts, ODJFS conducts annual on-site comprehensive reviews of uniform administrative requirements for all WIA formula programs as well as National Emergency Grant (NEG) programs and other special grants and initiatives.

Written guidelines provide a consistent framework for conducting programmatic monitoring, reinforcing Federal law and regulations as well as Ohio's directives and policies as it pertains to administering workforce development activities at the local level.

Once an on-site review has been completed, the guidelines are used to develop the report to the local area. An exit conference is conducted to discuss the results and to work collaboratively on any solutions for issues identified. A continuous improvement plan is requested for any significant observations. The local area may also seek technical assistance at this time.

2. Vocational Rehabilitation- This section is not applicable to Ohio's Unified Plan.

Nothing in this guidance shall relieve a state of its responsibilities to comply with the accountability requirements of WIA titles I and II, including, for example, the requirements to renegotiate performance levels at statutorily defined points. The appropriate Secretary will negotiate adjusted levels of performance with the state for these programs prior to approving the State Plan.

1. What are the state's performance methodologies, indicators and goals in measurable, quantifiable terms for each program included in the Unified Plan and how will each program contribute to achieving these performance goals? (Performance indicators are generally set out by each program's statute.)

In answering the above question, if the Unified Plan includes:

a. *WIA Title I and Wagner-Peyser Act and/or Veterans Programs*: Improved performance and accountability for customer-focused results are central features of WIA. To improve, states need not only reporting systems in place to collect data and track outcomes based on service delivery, but also performance management and accountability systems to analyze the information and modify strategies to improve performance. See Training and Employment Guidance Letter (TEGL) No. 17-05, Common Measures Policy for the Employment and Training Administration's (ETA) Performance Accountability System and Related Performance Issues, issued February 17, 2006.) In this section, describe how the state measures the success of its strategies in achieving its goals, and how the state uses these data to continuously improve the system.

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, the Governor's Office of Workforce Transformation (OWT) has worked with stakeholders and The Ohio State University to create a common set of workforce success measures for Adult Basic and Literacy Education (ABLE), WIA, Carl Perkins Adult Career Technical Schools, 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 available on a user-friendly, online dashboard at: www.workforce.ohio.gov.

The Ohio Department of Job and Family Services (ODJFS) uses the Ohio Workforce Case Management System (OWCMS) to collect data and measure the success of its strategies in achieving its goals and continuously improving the workforce system. To

promote consistency, ODJFS established a rule requiring local areas to use the OWCMS for WIA reporting. Many Local Business Plans (Local WIA Plans) include a clause stating that all OhioMeansJobs (OMJ) Center partners will use the OWCMS.

ODJS uses the OWCMS data to calculate individual outcomes for each performance measure on a quarterly basis and uses this data to create cumulative performance reports for the state, each local area, and each sub-area in Ohio, allowing ODJFS and each area to monitor local performance outcomes and adjust strategies based on results. If a local area is failing performance measure(s), ODJFS offers technical assistance to help improve results.

Additionally, OWCMS produces pre-programmed as well as ad-hoc reports on the WIA, Wagner-Peyser, and Veterans data. These reports are available to all users of the system, enabling ODJFS and local areas to track participation rates, exit rates, types of services, duration of services, service outcomes, and other program management data. Data is used measure the successes and challenges that are experienced in operating the system, allowing the state and local areas to continuously improve the program delivery.

OWCMS has been enhanced to enable OMJ Center partners to have access to the first three screens of customer records. Integrated services are provided through pop-up reminders of information or action needed impacting performance results. These reminders greatly enhance each case manager's ability to keep track of important performance information.

OWCMS was also recently modified to integrate the TAA program and WIA, allowing case managers to co-enroll trade-eligible dislocated workers. Individuals continue to be enrolled in both programs until they receive all the resources from both programs that they need before having to exit either program.

All individuals who have been identified by Ohio's Rapid Response Program are required to be entered into the self-service part of the OWCMS to ensure that they can be tracked from the time when services were made available to them until the point they exit all USDOL-funded services. OWCMS was revised and updated to permit tracking and reporting common performance measures.

To streamline access to additional services available in the local WIA Dislocated Worker Program, ODJFS allows local areas to automatically determine a "profiled" claimant as eligible for the Dislocated Worker Program. Information is passed from Ohio's Unemployment System, Ohio Job Insurance (OJI), to OWCMS. This process expedites enrollment for WIA services needed beyond those available under the Worker Profiling and Reemployment Services program, strengthening the connections between ODJFS' Offices of Unemployment Compensation, Local Operations, and Workforce Development, with the local OMJ Centers. It also streamlines customer data and information sharing, reducing duplication of services.

One of the reforms brought forward by stakeholder groups when formulating Ohio's unified state plan was the importance of having one case management system so each program can access the same information and improve customer service.

The current case management systems for Ohio's three largest workforce programs – ABLE, WIA, and Carl Perkins Adult Career Technical – are a patchwork of systems that operate independent of one another.

Ohio is working with stakeholders, interested parties and providers to develop a common system to allow for data sharing and improving Ohio's workforce system by:

- Providing consistency throughout the workforce system;
- Simplifying the referral process between programs, allowing the 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.

- i. **Describe the state's performance accountability system, including any state-system measures and the state's performance goals established with local areas. Identify the performance indicators and goals the state has established to track its progress toward meeting its strategic goals and implementing its vision for the workforce investment system. For each of the core indicators, explain how the state worked with local boards to determine the level of the performance goals. Include a discussion of how the levels compare with the state's previous outcomes as well as with the state-adjusted levels of performance established for other states (if available), taking into account differences in economic conditions, the characteristics of participants when they entered the program and the services to be provided. Include a description of how the levels will help the state achieve continuous improvement over the life of the plan. (§§112(b)(3) and 136(b)(3).)**

Ohio has been approved to operate under the federal Common Measures. All performance results are tracked using OWCMS.

Overall, the state's workforce goals include: increasing employment, retention and earnings to improve the skills of Ohio's workforce; reducing welfare dependency; enhancing the productivity of the workforce; and helping businesses compete globally. These goals, and their connected performance outcomes, help local areas shape workforce programs to place more Ohioans in jobs and prepare youth for future careers.

The following elements were considered when establishing Ohio's performance goals:

- Economic trends and demographic variables;

- Information gathered from Local Business Plans and current business environment;
- State strategic vision and policy directions impacting programs and performance;
- Quarterly Census of Employment and Wages (QCEW); and
- Historical data from statewide performance system for prior years and the most current quarter.

Although Ohio's economy has been improving, unemployment, job losses, and stagnant earnings continue to have an adverse impact on the employment outcomes of many citizens. In spite of this uncertainty, the state continues to set high goals for its workforce system.

For the Adult and Dislocated Worker Programs, Ohio set performance level goals that balanced the commitment to continuous performance improvement while recognizing current economic conditions. Ohio's Youth Program performance level goals were established to prioritize services to out-of-school and hard-to-serve youth.

Ohio requires local areas to propose individual performance standards in support of statewide goals. ODJFS sends a letter to each local area instructing them on procedures for negotiating their local performance standards or, as an alternative, adopting the state's performance goals. If a local area wishes to negotiate a different performance level they must submit a letter to the state proposing their new standard(s) and the reason(s) for the change.

ODJFS reviews the information and data provided by the local area, compares proposed levels against previous performance outcomes, and considers other factors related to the request. Negotiations are held and an agreement on the local area standards is established. The state then sends a letter to the local area on the agreed upon standard(s) which also serves as the Local Plan Amendment for performance standards for that year.

ii. Describe any targeted applicant groups, such as TANF recipients, Veterans, ex-offenders, and migrant and seasonal farmworkers, under WIA title I, the Wagner-Peyser Act or Title 38 Chapters 41 and 42 (Veterans Employment and Training Programs) that the state tracks. (§§111(d)(2), 112(b)(3) and 136(b)(2)(C).)

OWCMS captures information for the following targeted applicant groups:

- | | |
|------------------------------------|-------------------|
| • Veterans | • Race |
| • Limited English proficiency | • Age |
| • TANF recipients | • Ethnicity |
| • Migrant and seasonal farmworkers | • Sex |
| • Individuals with disabilities | • Low-Income |
| • Offenders | • Education Level |
| • Homeless persons | • UI Claimant |
| • High school dropouts | |

Ohio reviews the data for impact on program participation, outcomes, and demographic analysis as well as requests from stakeholders regarding special populations.

iii. Identify any performance outcomes or measures in addition to those prescribed by WIA and what process is the state using to track and report them.

Along with the federal Common Measures, Ohio requires that local areas report credential and/or certificate outcomes for Adults and Dislocated Workers who received training services under WIA.

To ensure the state's workforce programs are meeting the needs of individual job seekers as well as Ohio's employers, the OWT is working with stakeholders and The Ohio State University to create a common set of workforce success measures for ABLE, WIA and Carl Perkins, 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 result in industry-recognized credentials;
- Connect individuals to short-and long-term employment;
- Increase participants' overall earnings; and
- Meet the needs of employers in terms of job retention.

Ohio has also used a Return on Investment (ROI) model to measure workforce training program effectiveness: quantifying the net benefits and identifying opportunities for program improvement.

The methodology is built upon key principles of: transparency, credibility, adaptability, sensitivity to change, relative simplicity to administer, and ability to yield timely and relevant results. It uses cohort group and control group regression analysis.

The core assumption is that the impact of WIA is not limited to its participants, but is also extended to taxpayers who fund the services, and society as a whole who gains from the investment in its members. It measures both costs and benefits relative to three perspectives: program participants, taxpayers, and society.

Specific data elements include costs for tuition and on-the-job training, taxes and wages, unemployment compensation, and costs and benefits associated with Cash Benefits, Food Assistance, and Tax Credit programs. Additionally, the model produces information on one-year ROI for various occupational categories to provide local areas with data regarding high prospect occupations, typical education requirements, earnings, and average training costs.

ROI results are informational only. They are shared internally within ODJFS and with the local areas to educate them about the results of their training investments.

iv. Describe the state's common data system and reporting processes in place to track progress. Describe what performance information will be collected from the various One-Stop partners (beyond that required by DOL), use of quarterly wage records, and how the statewide system will have access to the information needed to continuously improve. (§112(b)(8)(B).)

OWCMS is used to track progress in meeting performance goals. Local areas enter data into the system, including participant demographics, placements, wage rates, credentials, and related information. This information is used to report the outcomes for each of the Common Measures. On a quarterly basis ODJFS publishes performance reports for the state, by local area, and by sub-area, enabling each to adjust strategies to meet expectations and continuously improve results.

To further promote goal attainment, Ohio has pursued a number of strategies for the application of wage record information to measure progress on state and local performance measures and for the provision of wage record information for state and local program management and research:

- Incorporating wage record information within the system design of program data to establish entered employment, employment retention and average earnings within the Workforce Information Act Standardized Record Data (WIASRD) reports.
- Providing local WIBs the opportunity to obtain, on a quarterly basis, information on WIA participants who had wages, total average wages and average wages by major industry sector.
- Implementing and expanding a longitudinal data repository of educational attainment, workforce program participant information, and industry employment and wage files, under the Workforce Data Quality Initiative grant. This repository is intended to serve as a resource for state government and the larger research community for policy relevant research and analysis on Ohio – to holistically and strategically evaluate workforce system outcomes, challenges and opportunities.

v. Describe any actions the governor and state board will take to ensure collaboration with key partners and continuous improvement of the statewide workforce investment system. (§§111(d)(2) and 112(b)(1).)

Creating jobs and economic opportunity drives every policy decision and reform priority in Governor John Kasich's administration. Recognizing the importance of a well-trained workforce to Ohio's overall economic health, Governor Kasich created the OWT and the Governor's Executive Workforce Board (GEWB) through Executive Order 2012-02K. The office is tasked with coordinating and aligning workforce policies, programs, and resources across state government to improve effectiveness, functionality and

accountability. The Board advises the Governor and OWT on the development, implementation, and continuous improvement of Ohio's entire 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.

Pursuant to Executive Order 2012-02K, the OWT is charged with

- Coordinating and aligning workforce policies, programs and resources across state government to improve effectiveness, efficiency and accountability;
- Determining the best deployment of state and federal workforce resources and directing how these resources are used and allocated by Cabinet Agencies, Boards and Commissions through a single, unified workforce development budget;
- Establishing cross-agency workforce system performance measures that are meaningful to employers, individuals, and policymakers;
- Reviewing federal laws and rules that limit state discretion over the use of federal workforce funds and recommending changes to pursue with federal officials; and
- Convening and leading an interagency team of representatives made up of staff and Cabinet Agencies, Boards and Commissions that will provide information and input to support the work of the OWT and implementing the administration, program, policy, reporting and budget directives or requests.

These charges are undertaken in a collaborative approach with the GEWB, state policy makers, and local providers and stakeholders.

vi. How do the state and local boards evaluate performance? What corrective actions (including sanctions and technical assistance) will the state take if performance falls short of expectations? How will the state and local boards use the review process to reinforce the strategic direction of the system? (§§111(d)(2), 112(b)(1), and 112(b)(3).)

ODJFS is capable of reporting individual outcomes for the federal Common Measures on a quarterly basis. This data is used to create cumulative quarterly performance reports for the state, each local area, and each sub-area in Ohio allowing the state and local areas to monitor performance outcomes and strategies as needed based on results.

Additionally, OWCMS has the capability to produce pre-programmed as well as ad-hoc reports on the WIA, Wagner-Peyser, and Veterans data. These reports are available to all users of the system, from administrators to case managers, enabling the state and local areas to track participation rates, exit rates, types of services, duration of services, service outcomes, and other management data.

If a local area fails a required performance measure, ODJFS offers technical assistance to help it get back on track. If the area continues to fail, the state may choose to modify the OMJ Center and/or local workforce board structures.

- vii. Include a proposed level for each performance measure for each program year covered by the plan. While the plan is under review, the state will negotiate with the respective ETA Regional Administrator to set the appropriate levels for the applicable year. States must identify the performance indicators required under section 136, and, for each indicator, the state must develop an objective and quantifiable performance goal for each program year covered by the plan. States are encouraged to address how the performance goals for local workforce investment areas and training providers will help them attain their statewide performance goals. (§§112(b)(3) and 136.)

The negotiated performance measures for Program Year 2014 are listed in the following chart. Future years will be negotiated annually prior to the start of each program year.

Performance Measure	Level
Adult	
Entered Employment	79.0%
Employment Retention	89.0%
Average Earnings	\$15,800
Dislocated Worker	
Entered Employment	81.0%
Employment Retention	92.5%
Average Earnings	\$19,250
Youth	
Placement in Employment or Education	67.0%
Diploma, Degree, or Certificate	63.0%
Literacy and Numeracy	56.0%
Wagner Peyser	
Entered Employment	55.0%
Employment Retention	82.5%
Average Earnings	\$18,000

Additionally, Ohio has negotiated the following WIA performance levels for Program Year 2014 with specific local workforce investment areas as identified in the chart below:

Local Area	Performance Measure	Level
Area 13	Youth Literacy and Numeracy Gains	54.0%
Area 14	Youth Placement in Employment or Education	55.0%
	Adult Average Earnings	\$12,500
	Dislocated Worker Average Earnings	\$15,000
Area 19	Youth Literacy and Numeracy Gains	50.0%
Area 20	Adult Average Earnings	\$14,000
	Dislocated Worker Average Earnings	\$14,500

b. Adult Education and Family Literacy:

- i. Include a description of how the eligible agency will evaluate annually the effectiveness of the Adult Education and Family Literacy activities, such as a comprehensive performance accountability system, based on the performance measures in section 212.**

Ohio holds all grantees accountable to the projected outcomes listed in their ABLÉ applications. Performance is measured by internal monitoring and if it is determined that a grantee materially fails to comply with any term of the award, the Ohio Board of Regents (OBOR) State ABLÉ program follows federal rules regarding Enforcement (EDGAR 80.43) and Termination of Convenience (EDGAR 80.44).

Low performing programs receive targeted assistance and may include on-site program reviews. High performers become eligible for incentive funds (based on availability) to build program capacity. Programs with continued low performance may receive funding reductions or may lose funding if efforts for program improvement are not impacting student outcomes.

Local ABLÉ programs are identified for on-site monitoring through a comprehensive risk analysis based, in part, on the following factors:

- Two consistent years of “Not Acceptable” on the Desk Review
- Key personnel changes (such as new organizational leaders, ABLÉ 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%) over a two-year period
- Time since last on-site review

Additionally, postsecondary institutions receiving Perkins funds are held to negotiated performance standards for each of the core indicators of performance. Both the Ohio Technical Centers and the Colleges and Universities are held to these performance standards, but have historically had slightly different definitions of success for each performance indicator. OBOR is in the process of developing common definitions for postsecondary Perkins performance across the entire University System of Ohio.

The Perkins postsecondary core indicators of performance are noted as the following:

- 1P1 – Technical Skill Attainment
- 2P1 – Credential, Certificate, or Degree Completion
- 3P1 – Student Retention or Transfer
- 4P1 – Student Placement into Employment
- 5P1 – Non-traditional Participation
- 5P2 – Non-traditional Completion

- ii. Identify levels of performance for the core indicators of performance described in section 212(b)(2)(A) for the first three program years covered by the Plan (§ 212(b)(3)(A)(ii).), and any additional performance indicators selected by the eligible agency. (§ 212 (b)(2)(B).)

Ohio's Core Indicator of Performance (CIP) targets are negotiated annually with US Department of Education. Therefore, at any particular time, the state only possesses one year of measures, not three as requested in the question. The chart below outlines the estimated levels for the CIPs and Additional Measures.

NRS EFL/CIP	FY 2015 OH Proposed CIP Target	FY 2015 OCTAE Approved Target
ABE Level 1	67	67
ABE Level 2	59	59
ABE Level 3	60	60
ABE Level 4	60	60
ASE Level 5	72	72
ASE Level 6	77	NA
ESL Level 1	54	56
ESL Level 2	65	65
ESL Level 3	69	69
ESL Level 4	68	68
ESL Level 5	64	64
ESL Level 6	57	57
Placement in Postsecondary Education/Training	17	20
Obtained a GED®/HS Equivalence Diploma	90	90
Entered Employment	50	50
Retained Employment	31	31
Family Literacy (state) percent of parents with increased involvement in child's school as a goal	NA	NA
Family Literacy (state) percent of parents with increased involvement in child's literacy-related activities as a goal	NA	NA
GED® Completers entering PSET (state)	NA	NA

With respect to Perkins, as discussed in the response to 1.b.i.above, different parts of the postsecondary system use slightly different definitions for each of the performance indicators. This is because oversight of the Ohio Technical Centers was part of the Ohio Department of Education (ODE) when the last Perkins plan was submitted. However, administrative oversight has since been shifted to the OBOR and efforts are underway to develop uniform definitions to apply across the system.

- i. Describe how such performance indicators or measures will be used to ensure the improvement of Adult Education and Family Literacy activities in the state or outlying area. (§ 224(b)(4).)

To ensure the improvement of Adult Education and Family Literacy activities in the state, Ohio uses the required performance measures as listed below:

- Demonstrated improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem solving, English language acquisition and other literacy skills;
- Placement in postsecondary education or training, unsubsidized employment, or job retention; and
- Receipt of a secondary school diploma or its recognized equivalent, the Ohio High School Equivalence Diploma.

Additionally, Ohio has elected to establish optional secondary performance measures for family literacy, for obtaining a high school equivalency, and for enrolling in postsecondary education and training to further promote improvement:

- increased involvement of parents, custodians and primary care givers in their child's formal education and school (such as providing assistance with homework, interaction with teachers and other school personnel);
- increased involvement of parents, custodians and primary care givers in general literacy related activities with their children (such as reading to children, using libraries and purchasing reading materials); and
- increased number of high school equivalency recipients enrolled in postsecondary education.

Regular input of data into the state database by providers has resulted in state and local efforts to improve student achievement, goal setting, data collection and reporting. In addition, professional development activities for all local staff include trainings that relate to the performance accountability system (data entry, orientation, student assessment, program management) and how to improve the program. Annual Desk Reviews (audits) for all programs yield an assessment for each based on Student Performance Measures.

c. *TANF*- This section not applicable to Ohio's Unified Plan.

d. SCSEP: Provisions on performance are set forth in section G.1. (g)(xxv) of these instructions.

As discussed in email conversations with USDOL, Section G.1.(g)(xxv) cannot be located. All SCSEP details have been addressed in Section G.5. of this report as instructed by USDOL staff.

e. *CSBG*- This section not applicable to Ohio's Unified Plan

2. Has the state developed any common performance goals applicable to multiple programs? If so, describe the goals and how they were developed.

A top priority for the GEWB is to implement a set of common performance measurements for Ohio's workforce system. With this charge, the OWT began working with local and state workforce programs to create clear, simple, uniform, and easy to understand workforce success measures, allowing policymakers to continually monitor

progress across multiple programs, creating better transparency and greater accountability. The value of clear workforce performance measures for key workforce programs allows the state to identify and replicate what works best in putting individuals to work.

The workforce success measures 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 in terms of employee retention.

The chart on the following page outlines these new measures. Ohio's workforce success measures will be unveiled on a user-friendly, online dashboard in December 2014.



- **To what extent do education levels increase?**
- The percentage of participants who have earned a certificate, diploma, GED, degree, licensure or industry recognized credential during participation or within one year of completion.



- **Do participants get jobs in the short term and long term?**
- The percentage of participants employed in the 2nd quarter after program completion.
- The percentage of participants employed in the 4th quarter after program completion.



- **What do participants earn in the short and long term?**
- Average earnings in the 2nd quarter after program completion.
- Average earnings in the 4th quarter after program completion.



- **Are we meeting the needs of employers?**
- The percentage of program completers who are still employed with the same employer in the 4th quarter that were also employed during the 2nd quarter after completion.

1. What processes does the state have in place to collect and validate data to track performance and hold providers/operators/sub-grantees accountable?

In answering the above question, if the Unified Plan includes:

- a. *WIA Title I and Wagner-Peyser Act and/or Veterans Programs*, describe the state's common data system and reporting processes in place to track progress. Describe what data will be collected from the various One-Stop partners (beyond that required by DOL), use of quarterly wage records, and how the statewide system will have access to the information needed to continuously improve. (§112(b)(8)(B).)**

As detailed in the response to Part K. Performance Accountability 1.a.iv., Ohio received a waiver to operate under the federal Common Measures so program design changes could be made to best meet state and USDOL strategic policy goals. The state's performance level goals for the Common Measures will help Ohio achieve continuous improvement for each Program Year.

For the Adult and Dislocated Worker programs, Ohio set performance goals that balance the commitment to continuous performance improvement while recognizing current economic conditions. Youth performance goals have been established so local areas are focused on out-of-school and hard-to-serve youth.

The Ohio Department of Job and Family Services (ODJFS) requires local areas to submit performance standards to ensure that the state meets USDOL performance measures. Notification is sent annually to each local area with instructions on procedures for negotiating local performance standards or, as an alternative, adopting the state performance measures.

Ohio uses the Ohio Workforce Case Management System (OWCMS) to collect the data for the WIA, Wagner-Peyser, and Trade programs. This data is the source for compiling federal reports and performance outcomes required by USDOL. Ohio uses the ETA Data Reporting and Validation System (E-DRVS) software, with OWCMS data, to prepare the ETA 9091, 9090, 9002, and Veteran's 200 reports.

Additionally, Ohio has pursued a number of strategies for the application of wage record information to measure progress on state and local performance measures and for the provision of wage record information for state and local program management and research. Three key strategies are

- Incorporating wage record information within the system design of program data to establish entered employment, employment retention and average earnings within the Workforce Information Act Standardized Record Data (WIASRD) reports.
- Providing local WIBs the opportunity to obtain, on a quarterly basis, information on WIA participants who had wages, total average wages and average wages by major industry sector.
- Implementing and expanding a longitudinal data repository of educational

attainment, workforce program participant information and industry employment and wage files, under the Workforce Data Quality Initiative grant. This repository is intended to serve as a resource for state government and the larger research community for policy relevant research and analysis on Ohio – to holistically and strategically evaluate workforce system outcomes, challenges and opportunities.

Ohio's efforts are not necessarily limited to these particular strategies. The state is continually reviewing strategic uses and users of these data within the context of maintaining confidentiality protections and abiding by legal requirements.

b. *SNAP Employment & Training*- This section is not applicable to Ohio's Unified Plan.

2. What common data elements and reporting systems are in place to promote integration of Unified Plan activities?

In addition to the existing Common Measures, the OWT has been working with stakeholders and The Ohio State University to create a common set of workforce success measures for ABLE, WIA and Carl Perkins Adult Career Technical schools, 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:

- Skill Gains
- Entered Employment
- Average Wages
- Business Engagement

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

Describe the corrective actions the state will take for each program, as applicable, if performance does not meet expectations.

In answering the above question, if the Unified Plan includes:

1. *Vocational Rehabilitation*- This section is not applicable to Ohio's Unified Plan.
2. *Unemployment Insurance*- This section is not applicable to Ohio's Unified Plan.

Will the state be requesting waivers as a part of this Unified Plan?

In answering this question, the following waiver provisions apply if the Unified Plan includes:

- 1. *WIA Title I and Wagner-Peyser Act:* States wanting to request waivers as part of their Unified Plan submission must attach a waiver plan, as required by 20 CFR 661.420(c), that includes the following information for each waiver requested:
 - o Statutory and/or regulatory requirements for which a waiver is requested.**
 - o A description of the actions the state or local area has undertaken to remove state or local statutory or regulatory barriers.**
 - o A description of the goals of the waiver, how those goals relate to Unified Plan goals, and expected programmatic outcomes if the waiver is granted.**
 - o A description of individuals impacted by the waiver.**
 - o A description of the processes used to monitor implementation, provide notice to any local workforce investment board affected by the waiver, provide affected local workforce investment boards an opportunity to comment on the waiver request, and ensure meaningful public comment, including comment from business and labor.****

Ohio is not requesting waivers under this Unified Plan.

- 2. *Vocational Rehabilitation* – This section is not applicable to Ohio’s Unified Plan.**

Appendix 1
Ohio In-Demand Occupations Report

FINAL
DECEMBER 2014



In-Demand Occupations Report - 12/1/2014

Draft Baseline Jobs List - Incomplete until full analysis of In-Demand Occupations data is compiled

Occupations with State Annual Earnings ≥ \$12.54 per hour, Annual Growth in Jobs ≥ the Area Average and/or Total Annual Job Openings ≥ the Area Average and JobsOhio Industry Cluster In-Demand Occupations and 2nd Tier Methodology for Forecasted Jobs (as of 2/5/2014)

Ref. No.	Occupation Title - 196	Projections						Methodology				OMJ		Forecast		WIA
		Starting Wage	Median Wage	Education Level ¹	On-the-Job Training ²	Total Annual Openings	Growth	Base	JobsOhio	2nd Tier	Review Comm	Jobs	Employers	Jobs	Employers	
1	Accountants and Auditors	\$37,378	\$52,663	Bachelor's degree	-	1,319	438	x	-	-	-	25,787	659	188	24	24
2	Actuaries	\$53,830	\$78,559	Bachelor's degree	Long-term on-the-job training	68	21	-	x	-	-	249	21	57	3	3
3	Administrative Services Managers	\$45,323	\$65,138	High school diploma or equivalent	-	323	89	x	-	-	-	429	116	-	-	2
4	Aerospace Engineers	\$65,707	\$88,294	Bachelor's degree	-	77	0	-	x	-	-	2,087	81	76	4	10
5	Agricultural Inspectors	\$34,944	\$45,253	Bachelor's degree	Moderate-term on-the-job training	13	0	-	x	-	-	-	-	-	-	33
6	Aircraft Mechanics and Service Technicians	\$33,925	\$51,127	Certificate/Some College	-	64	4	-	x	-	-	145	31	182	3	2
7	Airline Pilots, Copilots, and Flight Engineers	-	\$69,184	Bachelor's degree	Moderate-term on-the-job training	33	0	-	x	-	-	53	17	-	-	-
8	Architectural and Engineering Managers	\$71,490	\$99,230	Bachelor's degree	-	184	60	-	-	x	-	2,700	316	154	3	-
9	Assemblers and Fabricators, All Other	-	-	High school diploma or equivalent	Moderate-term on-the-job training	538	187	-	-	x	-	202	60	185	5	1
10	Automotive Service Technicians and Mechanics	\$18,970	\$29,851	High school diploma or equivalent	Long-term on-the-job training	835	151	x	-	-	-	2,773	96	3	1	1
11	Avionics Technicians	\$37,024	\$49,021	Certificate/Some college	-	6	0	-	-	x	-	45	15	47	2	15
12	Bill and Account Collectors	\$19,989	\$26,452	High school diploma or equivalent	Moderate-term on-the-job training	630	250	x	-	-	-	5,569	208	186	3	1
13	Billing and Posting Clerks	\$21,965	\$28,483	High school diploma or equivalent	Short-term on-the-job training	787	377	x	-	-	-	1,072	109	-	-	-
14	Biomedical Engineers	\$51,709	\$75,631	Bachelor's degree	-	25	18	-	x	-	-	276	29	20	2	-
15	Bookkeeping, Accounting, and Auditing Clerks	\$20,842	\$30,504	High school diploma or equivalent	Moderate-term on-the-job training	1,294	530	x	-	-	-	4,590	420	16	1	-
16	Bus and Truck Mechanics and Diesel Engine Specialists	\$25,958	\$37,716	High school diploma or equivalent	Long-term on-the-job training	293	80	x	-	-	-	1,266	97	113	5	-
17	Bus Drivers - School or Special Client	\$16,037	\$23,648	High school diploma or equivalent	Moderate-term on-the-job training	288	34	x	-	-	-	195	13	-	-	-

**Appendix 1
Ohio In-Demand Occupations Report**

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DECEMBER 2014**

20	Carpenters	\$24,461	\$35,803	High school diploma or equivalent	Apprenticeship	971	349	x	-	-	-	139	34	30	1	11
21	Chemical Engineers	\$54,870	\$75,924	Bachelor's degree	-	56	12	-	x	-	-	706	107	112	14	-
22	Chemical Plant and System Operators	\$28,434	\$42,033	High school diploma or equivalent	Long-term on-the-job training	52	0	-	x	-	-	134	25	17	1	-
23	Chemists	\$38,418	\$56,952	Bachelor's degree	-	102	2	-	x	-	-	977	91	61	7	-
24	Child, Family, and School Social Workers	\$25,709	\$33,809	Bachelor's degree	-	382	131	x	-	-	-	287	27	-	-	7
25	Civil Engineers	\$44,158	\$63,234	Bachelor's degree	-	36	91	-	-	x	-	946	128	34	1	-
26	Claims Adjusters, Examiners, and Investigators	\$33,509	\$49,783	High school diploma or equivalent	Long-term on-the-job training	261	5	-	-	x	-	2,339	89	190	4	-
27	Commercial and Industrial Designers	\$37,710	\$56,091	Bachelor's degree	-	60	6	-	x	-	-	513	51	15	1	1
28	Commercial Pilots	-	\$56,609	Certificate/Some College	-	65	21	-	x	-	-	60	22	-	-	-
29	Compensation, Benefits, and Job Analysis Specialists	\$35,630	\$48,431	Bachelor's degree	-	67	6	-	x	-	-	1,308	223	-	-	-
30	Compliance Officers	\$33,384	\$50,172	Bachelor's degree	Moderate-term on-the-job training	159	84	-	x	-	-	1,028	161	49	3	-
31	Computer and Information Systems Managers	\$66,872	\$96,792	Bachelor's degree	-	323	158	x	-	-	-	11,607	326	114	9	1
32	Computer Hardware Engineers	\$48,443	\$77,894	Bachelor's degree	-	31	8	-	x	-	-	1,127	100	-	-	-
33	Computer Network Architects*	-	-	Bachelor's degree	-	313	161	-	-	x	-	1,563	166	9	1	-
34	Computer Occupations, All Other	-	-	Bachelor's degree	-	186	27	-	-	x	-	36,033	486	1,272	43	-
35	Computer Programmers	\$40,373	\$59,019	Bachelor's degree	-	280	48	x	-	-	-	7,084	356	333	8	-
36	Computer Systems Analysts	\$46,946	\$67,627	Bachelor's degree	-	1,035	553	x	-	-	-	41,674	526	358	13	-
37	Computer User Support Specialists	-	-	Certificate/Some College	Moderate-term on-the-job training	949	320	x	-	-	-	16,389	586	266	7	-
38	Computer-Controlled Machine Tool Operators, Metal and Plastic	\$22,131	\$31,335	High school diploma or equivalent	Moderate-term on-the-job training	350	170	x	-	-	-	912	128	373	8	-
39	Construction Laborers	\$21,341	\$31,879	Less than high school	Short-term on-the-job training	519	308	x	-	-	-	256	48	975	5	-
40	Construction Managers	\$40,165	\$64,687	Bachelor's degree	Moderate-term on-the-job training	250	133	x	-	-	-	967	125	57	2	-
41	Cost Estimators	\$31,970	\$48,378	Bachelor's degree	-	424	248	x	-	-	-	282	68	20	4	-
42	Credit Analysts	\$32,698	\$49,350	Bachelor's degree	-	76	32	-	x	-	-	3,096	96	877	3	-
43	Customer Service Representatives	\$19,386	\$26,946	High school diploma or equivalent	Short-term on-the-job training	2,916	684	x	-	-	-	27,204	546	7,212	29	2
44	Database Administrators	\$41,850	\$65,364	Bachelor's degree	-	180	110	x	-	-	-	5,608	248	39	3	-
45	Dental Assistants	\$22,651	\$29,937	Certificate/Some College	-	416	205	x	-	-	-	243	21	6	1	2
46	Dental Hygienists	\$46,634	\$58,132	Associate's degree	-	345	196	x	-	-	-	26	8	-	-	-
47	Electrical and Electronic Engineering Technicians	\$32,198	\$48,397	Associate's degree	-	78	0	-	x	-	-	1,311	209	217	11	3
48	Electrical and Electronics Repairers, Commercial and Industrial Equipment	\$31,221	\$45,652	Certificate/Some College	Long-term on-the-job training	56	0	-	x	-	-	197	57	33	5	3

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49	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	\$44,221	\$56,175	Certificate/Some College	Long-term on-the-job training	31	0	-	x	-	-	-	-	4	1	2
50	Electrical Engineers	\$48,818	\$68,310	Bachelor's degree	-	158	28	-	x	-	-	4,363	277	317	27	-
51	Electrical Power-Line Installers and Repairers	\$32,968	\$53,979	High school diploma or equivalent	Long-term on-the-job training	23	0	-	-	x	-	36	11	230	3	4
52	Electricians	\$30,098	\$44,180	High school diploma or equivalent	Apprenticeship	839	291	x	-	-	-	857	159	342	17	-
53	Electro-Mechanical Technicians	\$33,509	\$42,745	Associate's degree	-	8	0	-	x	-	-	108	39	134	4	5
54	Electronics Engineers, Except Computer	\$54,142	\$77,210	Bachelor's degree	-	124	16	-	-	x	-	1,570	168	199	4	1
55	Emergency Medical Technicians and Paramedics	\$18,158	\$24,527	Certificate/Some College	-	450	272	x	-	-	-	1,168	52	6,650	1	-
56	Engine and Other Machine Assemblers	\$28,683	\$41,780	High school diploma or equivalent	Short-term on-the-job training	76	20	-	x	-	-	10	4	46	2	1
57	Engineers, All Other	-	-	Bachelor's degree	-	146	16	-	-	x	-	1,156	223	17	4	2
58	Environmental Scientists and Specialists, Including Health	\$38,126	\$60,137	Bachelor's degree	-	108	31	-	x	-	-	641	83	29	3	10
59	Excavating and Loading Machine and Dragline Operators	\$25,480	\$32,979	Less than high school	Moderate-term on-the-job training	54	1	-	x	-	-	13	7	-	-	62
60	Executive Secretaries and Executive Administrative Assistants	\$28,267	\$38,406	High school diploma or equivalent	-	680	232	x	-	-	-	7,164	466	92	2	5
61	Family and General Practitioners	\$89,794	\$133,310	Doctoral or professional degree	Internship/residency	82	89	-	-	x	-	2,271	57	35	1	9
62	Farmers, Ranchers, and Other Agricultural Managers	\$39,146	\$54,059	High school diploma or equivalent	-	1,462	0	x	-	-	-	66	12	-	-	-
63	Financial Analysts	\$43,826	\$63,380	Bachelor's degree	-	240	105	x	-	-	-	6,724	324	623	12	-
64	Financial Examiners	\$41,995	\$59,537	Bachelor's degree	Moderate-term on-the-job training	42	22	-	x	-	-	1,525	59	-	-	1
65	Financial Managers	\$53,331	\$86,288	Bachelor's degree	-	364	47	x	-	-	-	32,140	423	383	10	-
66	First-Line Supervisors of Construction Trades and Extraction Workers	\$35,797	\$51,403	High school diploma or equivalent	-	457	178	x	-	-	-	494	123	95	6	-
67	First-Line Supervisors of Food Preparation and Serving Workers	\$17,909	\$25,139	High school diploma or equivalent	-	1,332	211	x	-	-	-	3,769	100	600	2	-
68	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	\$26,915	\$37,957	High school diploma or equivalent	-	308	152	x	-	-	-	108	48	166	4	6
69	First-Line Supervisors of Mechanics, Installers, and Repairers	\$34,466	\$50,753	High school diploma or equivalent	-	501	89	x	-	-	-	3,670	418	10	3	8
70	First-Line Supervisors of Non-Retail Sales Workers	\$34,944	\$59,086	High school diploma or equivalent	-	359	0	x	-	-	-	4,951	308	20	2	4
71	First-Line Supervisors of Office and Administrative Support Workers	\$28,558	\$40,879	High school diploma or equivalent	-	1,662	439	x	-	-	-	23,739	549	-	-	2
72	First-Line Supervisors of Production and Operating Workers	\$32,968	\$47,444	Certificate/Some College	-	402	0	x	-	-	-	12,792	738	495	36	23
73	First-Line Supervisors of Protective Service Workers, All Other	-	-	High school diploma or equivalent	-	63	7	-	-	x	-	1,060	74	9	1	-
74	First-Line Supervisors of Retail Sales Workers	\$21,445	\$30,971	High school diploma or equivalent	-	258	2	x	-	-	-	21,558	217	87	3	15

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75	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operator	\$30,597	\$45,375	High school diploma or equivalent	-	258	82	-	-	x	-	2,737	322	5	1	-
76	Food Scientists and Technologists	\$37,752	\$59,614	Bachelor's degree	-	25	2	-	x	-	-	603	50	19	2	1
77	General and Operations Managers	\$43,950	\$79,308	Associate's degree	-	829	0	x	-	-	-	14,497	459	369	11	13
78	Geological and Petroleum Technicians	\$29,806	\$45,717	Associate's degree	Moderate-term on-the-job training	13	4	-	x	-	-	25	13	-	-	-
79	Geoscientists, Except Hydrologists and Geographers	\$43,410	\$63,846	Bachelor's degree	-	40	20	-	x	-	-	69	9	-	-	1
80	Graphic Designers	\$25,126	\$36,790	Bachelor's degree	-	414	102	x	-	-	-	1,715	171	-	-	-
81	Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	\$45,219	\$67,050	Bachelor's degree	-	26	10	-	-	x	-	1,766	248	8	4	-
82	Health Technologists and Technicians, All Other	-	-	Certificate/Some College	Short-term on-the-job training	264	126	x	-	-	-	1,363	53	-	-	-
83	Healthcare Social Workers	\$33,342	\$42,656	Master's degree	-	339	184	x	-	-	-	1,617	69	-	-	-
84	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	\$26,312	\$37,841	Certificate/Some College	Long-term on-the-job training	437	271	x	-	-	-	462	61	65	2	1
85	Heavy and Tractor-Trailer Truck Drivers	\$24,482	\$33,434	High school diploma or equivalent	Short-term on-the-job training	2,447	1,131	x	-	-	-	7,658	146	861	13	3
86	Helpers--Production Workers	\$16,848	\$21,358	Less than high school	Short-term on-the-job training	503	155	-	-	x	-	1,452	265	436	10	15
87	Human Resources Managers	\$54,808	\$81,870	Bachelor's degree	-	101	30	-	x	-	-	6,975	549	12	6	369
88	Human Resources Specialists	-	-	Bachelor's degree	-	620	248	-	-	x	-	3,151	285	6	3	-
89	Industrial Engineering Technicians	\$32,448	\$42,958	Associate's degree	-	68	12	-	x	-	-	1,521	293	47	3	5
90	Industrial Engineers	\$46,322	\$64,352	Bachelor's degree	-	290	56	x	-	-	-	22,078	703	177	14	30
91	Industrial Machinery Mechanics	\$28,579	\$39,680	High school diploma or equivalent	Long-term on-the-job training	529	259	x	-	-	-	1,042	252	71	5	5
92	Industrial Production Managers	\$50,024	\$74,511	Bachelor's degree	-	317	78	x	-	-	-	1,700	319	48	14	13
93	Industrial Truck and Tractor Operators	\$20,467	\$27,482	Less than high school	Short-term on-the-job training	812	160	x	-	-	-	602	115	43	2	13
94	Information Security Analysts*	-	-	Bachelor's degree	-	313	161	-	x	-	-	4,949	192	3	1	59
95	Information Technology Project Managers*	-	-	Bachelor's degree	-	186	27	-	-	-	x	36,033	486	477	19	21
96	Inspectors, Testers, Sorters, Samplers, and Weighers	\$21,174	\$30,876	High school diploma or equivalent	Moderate-term on-the-job training	590	119	x	-	-	-	1,393	210	159	4	660
97	Insurance Claims and Policy Processing Clerks	\$23,171	\$30,981	High school diploma or equivalent	Moderate-term on-the-job training	533	91	x	-	-	-	354	48	25	1	102
98	Insurance Sales Agents	\$24,918	\$44,105	High school diploma or equivalent	Moderate-term on-the-job training	638	272	x	-	-	-	5,542	94	1,434	2	-
99	Insurance Underwriters	\$36,691	\$52,001	Bachelor's degree	Moderate-term on-the-job training	192	23	-	-	x	-	762	46	109	5	2
100	Lawyers	\$48,630	\$83,821	Doctoral or professional degree	-	541	159	x	-	-	-	2,018	159	4	1	-
101	Licensed Practical and Licensed Vocational Nurses	\$29,411	\$35,415	Certificate/Some College	-	1,831	716	x	-	-	-	2,982	67	99	1	3
102	Light Truck or Delivery Services Drivers	\$17,056	\$24,846	High school diploma or equivalent	Short-term on-the-job training	865	239	x	-	-	-	3,460	126	158	3	723

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103	Loan Officers	\$28,496	\$48,378	High school diploma or equivalent	Moderate-term on-the-job training	402	135	x	-	-	-	26,596	66	498	9	29
104	Logisticians	\$41,246	\$61,356	Bachelor's degree	-	216	116	x	-	-	-	2,234	228	26	2	31
105	Loss Prevention Managers*	-	-	High school diploma or equivalent	-	537	61	-	-	x	-	7,650	427	30	1	45
106	Machinists	\$24,523	\$34,037	High school diploma or equivalent	Long-term on-the-job training	685	196	x	-	-	-	1,720	233	333	18	149
107	Maintenance and Repair Workers, General	\$20,821	\$31,495	High school diploma or equivalent	Moderate-term on-the-job training	1,404	360	x	-	-	-	7,161	638	539	34	-
108	Management Analysts	\$40,768	\$64,581	Bachelor's degree	-	694	326	x	-	-	-	45,181	376	2	1	-
109	Managers, All Other	-	-	High school diploma or equivalent	-	537	61	-	-	x	-	7,650	427	264	8	1
110	Manufacturing Engineers*	-	-	Bachelor's degree	-	146	16	-	-	-	x	1,156	223	279	22	4
111	Manufacturing Production Technicians	-	-	Associate's degree	-	70	5	-	-	-	x	250	67	127	5	1
112	Market Research Analysts and Marketing Specialists	\$31,533	\$48,988	Bachelor's degree	-	855	484	x	-	-	-	9,530	402	194	8	-
113	Marketing Managers	\$62,296	\$99,902	Bachelor's degree	-	186	43	-	x	-	-	22,626	529	78	10	2
114	Materials Engineers	\$52,832	\$79,242	Bachelor's degree	-	27	0	-	x	-	-	1,064	119	120	5	-
115	Mechanical Drafters	\$29,557	\$39,985	Associate's degree	-	72	14	-	x	-	-	258	77	13	2	1
116	Mechanical Engineering Technicians	\$31,803	\$43,712	Associate's degree	-	48	3	-	x	-	-	176	54	178	3	-
117	Mechanical Engineers	\$45,968	\$63,128	Bachelor's degree	-	447	65	x	-	-	-	7,270	403	522	38	-
118	Medical and Clinical Laboratory Technicians	\$25,646	\$34,971	Associate's degree	-	177	60	-	-	x	-	2,187	103	470	4	13
119	Medical and Clinical Laboratory Technologists	\$40,768	\$49,205	Bachelor's degree	-	173	48	-	-	x	-	3,268	73	215	4	-
120	Medical and Health Services Managers	\$53,997	\$72,903	Bachelor's degree	-	555	220	x	-	-	-	14,118	155	265	3	9
121	Medical Assistants	\$19,885	\$24,543	High school diploma or equivalent	Moderate-term on-the-job training	793	463	x	-	-	-	7,197	75	845	3	58
122	Medical Records and Health Information Technicians	\$22,464	\$29,612	Certificate/Some College	-	246	103	-	-	x	-	5,107	116	65	2	-
123	Medical Scientists, Except Epidemiologists	\$34,549	\$51,255	Doctoral or professional degree	-	85	71	-	-	x	-	3,022	118	15	3	4
124	Medical Secretaries	\$19,989	\$25,913	High school diploma or equivalent	Moderate-term on-the-job training	1,602	1,122	x	-	-	-	6,576	86	-	-	-
125	Mental Health and Substance Abuse Social Workers	\$23,026	\$31,617	Bachelor's degree	-	326	161	x	-	-	-	1,970	64	67	7	1
126	Mental Health Counselors	\$28,579	\$37,882	Master's degree	Internship/residency	199	114	x	-	-	-	216	30	30	1	-
127	Mixing and Blending Machine Setters, Operators, and Tenders	\$22,235	\$31,263	High school diploma or equivalent	Moderate-term on-the-job training	272	0	x	-	-	-	277	35	-	-	33
128	Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	\$18,845	\$25,591	High school diploma or equivalent	Moderate-term on-the-job training	40	14	-	-	x	-	277	69	110	7	54
129	Natural Sciences Managers	\$61,693	\$95,891	Bachelor's degree	-	72	6	-	-	x	-	1,487	91	250	1	6
130	Network and Computer Systems Administrators	\$41,080	\$57,812	Bachelor's degree	-	586	338	x	-	-	-	13,707	477	261	10	4
131	Nurse Practitioners	-	-	Master's degree	-	-	-	-	-	-	x	2,306	60	642	6	-

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132	Nursing Aides, Orderlies, and Attendants (STNA)	-	-	Certificate/Some College	-	1,968	998	-	-	x	-	4,878	68	1,300	2	-
133	Occupational Health and Safety Specialists	\$44,470	\$62,950	Bachelor's degree	Moderate-term on-the-job training	99	16	-	x	-	-	387	97	14	4	1
134	Occupational Therapists	\$53,997	\$69,366	Master's degree	-	85	101	-	-	x	-	2,903	61	262	4	2
135	Occupational Therapy Assistants	\$35,734	\$47,469	Associate's degree	-	66	43	-	-	x	-	1,439	46	10	1	15
136	Office Clerks, General	\$17,202	\$24,324	High school diploma or equivalent	Short-term on-the-job training	3,294	1,292	x	-	-	-	3,007	296	30	1	-
137	Online Merchants*	-	-	High school diploma or equivalent	Long-term on-the-job training	692	158	-	-	x	-	5,080	314	31	2	1
138	Operating Engineers and Other Construction Equipment Operators	\$28,142	\$39,719	High school diploma or equivalent	Moderate-term on-the-job training	421	144	x	-	-	-	66	27	255	6	1
139	Operations Research Analysts	\$38,189	\$60,199	Bachelor's degree	-	115	32	-	x	-	-	5,258	308	8	1	1
140	Order Clerks	\$18,907	\$26,417	High school diploma or equivalent	Short-term on-the-job training	281	35	x	-	-	-	517	94	-	-	2
141	Orthotists and Prosthetists	\$33,654	\$57,866	Master's degree	-	8	1	-	x	-	-	69	6	-	-	-
142	Packaging and Filling Machine Operators and Tenders	\$18,013	\$25,158	High school diploma or equivalent	Moderate-term on-the-job training	275	21	x	-	-	-	882	93	65	1	1
143	Painters, Construction and Maintenance	\$23,670	\$34,480	Less than high school	Moderate-term on-the-job training	302	95	x	-	-	-	54	22	-	-	-
144	Paralegals and Legal Assistants	\$26,229	\$37,279	Associate's degree	-	216	122	x	-	-	-	641	120	-	-	2
145	Parts Salespersons	\$17,680	\$24,258	Less than high school	Moderate-term on-the-job training	435	99	x	-	-	-	444	13	-	-	17
146	Personal Financial Advisors	\$30,264	\$48,520	Bachelor's degree	-	208	137	x	-	-	-	3,728	62	81	2	18
147	Petroleum Engineers	\$73,237	\$96,839	Bachelor's degree	-	39	26	-	x	-	-	101	19	-	-	-
148	Petroleum Pump System Operators, Refinery Operators, and Gaugers	\$36,400	\$50,281	High school diploma or equivalent	Long-term on-the-job training	39	0	-	x	-	-	20	8	35	1	8
149	Pharmacists	\$78,395	\$101,622	Doctoral or professional degree	-	478	178	x	-	-	-	3,970	84	479	7	23
150	Pharmacy Technicians	\$18,179	\$23,728	High school diploma or equivalent	Moderate-term on-the-job training	541	286	x	-	-	-	2,789	81	444	8	-
151	Phlebotomists (Healthcare Support Workers, All Other)	-	-	High school diploma or equivalent	Short-term on-the-job training	224	101	-	-	x	-	1,293	43	350	1	4
152	Physical Therapist Assistants	\$37,856	\$48,056	Associate's degree	-	162	106	x	-	-	-	1,581	52	-	-	1
153	Physical Therapists	\$55,848	\$70,404	Doctoral or professional degree	-	302	208	x	-	-	-	7,727	69	1,867	9	-
154	Physician Assistants	\$66,997	\$78,124	Master's degree	-	93	49	-	-	x	-	4,536	65	947	4	-
155	Physicians and Surgeons, All Other	-	-	Doctoral or professional degree	Internship/residency	571	254	-	-	x	-	4,207	55	2,670	5	51
156	Plumbers, Pipefitters, and Steamfitters	\$27,518	\$42,142	High school diploma or equivalent	Apprenticeship	521	198	x	-	-	-	189	33	58	2	62
157	Power Distributors and Dispatchers	\$47,736	\$64,165	High school diploma or equivalent	Long-term on-the-job training	32	0	-	x	-	-	5	2	-	-	-
158	Prepress Technicians and Workers	\$22,110	\$33,703	Certificate/Some College	-	50	0	-	-	x	-	4	4	9	1	8

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159	Production Workers, All Other	-	-	High school diploma or equivalent	Moderate-term on-the-job training	294	40	-	-	x	-	-	-	1,075	17	-
160	Production, Planning, and Expediting Clerks	\$24,606	\$34,177	High school diploma or equivalent	Moderate-term on-the-job training	469	115	x	-	-	-	2,087	377	8	3	-
161	Public Relations Specialists	\$25,792	\$40,500	Bachelor's degree	Moderate-term on-the-job training	295	110	x	-	-	-	2,900	302	1	1	-
162	Purchasing Agents, Except Wholesale, Retail, and Farm Products	\$34,549	\$50,393	High school diploma or equivalent	Long-term on-the-job training	334	8	x	-	-	-	4,239	454	47	5	-
163	Purchasing Managers	\$55,931	\$81,667	Bachelor's degree	-	90	13	-	x	-	-	5,157	328	170	3	-
164	Radiologic Technologists and Technicians	-	-	Associate's degree	-	399	241	x	-	-	-	2,334	66	8	1	-
165	Rail Car Repairers	\$38,106	\$48,932	High school diploma or equivalent	Long-term on-the-job training	33	10	-	x	-	-	119	3	27	1	-
166	Receptionists and Information Clerks	\$16,640	\$21,278	High school diploma or equivalent	Short-term on-the-job training	1,272	418	-	-	x	-	697	109	9	1	-
167	Registered Nurses	-	-	Associate's degree	-	5,016	2,655	x	-	-	-	51,844	157	31,573	31	1
168	Respiratory Therapists	\$37,939	\$46,578	Associate's degree	-	245	135	x	-	-	-	1,996	56	-	-	1
169	Sales Engineers	\$52,957	\$74,212	Bachelor's degree	Moderate-term on-the-job training	114	23	-	x	-	-	2,909	187	90	1	-
170	Sales Managers	\$52,416	\$88,276	Bachelor's degree	-	459	79	x	-	-	-	7,863	443	102	13	1
171	Sales Representatives, Services, All Other	-	-	High school diploma or equivalent	Short-term on-the-job training	908	282	-	-	x	-	7,047	229	127	4	23
172	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	\$27,997	\$46,625	High school diploma or equivalent	Moderate-term on-the-job training	1,537	318	x	-	-	-	11,402	398	31	2	1
173	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	\$36,150	\$61,060	Bachelor's degree	Moderate-term on-the-job training	746	188	x	-	-	-	8,759	258	121	11	-
174	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	\$19,802	\$27,556	High school diploma or equivalent	Short-term on-the-job training	888	0	x	-	-	-	1,804	283	280	1	395
175	Securities, Commodities, and Financial Services Sales Agents	\$25,896	\$43,487	Bachelor's degree	Moderate-term on-the-job training	401	84	x	-	-	-	36,157	159	272	3	12
176	Service Unit Operators, Oil, Gas, and Mining	\$26,915	\$40,595	Less than high school	Moderate-term on-the-job training	15	8	-	-	-	x	33	11	1,307	2	-
177	Shipping, Receiving, and Traffic Clerks	\$18,637	\$25,269	High school diploma or equivalent	Short-term on-the-job training	810	0	x	-	-	-	904	171	13	3	1
178	Social and Human Service Assistants	\$17,638	\$24,358	High school diploma or equivalent	Short-term on-the-job training	456	192	x	-	-	-	1,958	112	-	-	21
179	Software Developers, Applications	\$49,171	\$70,999	Bachelor's degree	-	768	540	x	-	-	-	16,375	371	1,643	18	-
180	Software Developers, Systems Software	\$51,397	\$72,889	Bachelor's degree	-	246	181	x	-	-	-	2,206	153	202	6	2
181	Special Education Teachers, Preschool, Kindergarten, and Elementary School	-	-	Bachelor's degree	Internship/residency	319	99	x	-	-	-	-	-	-	-	3
182	Stationary Engineers and Boiler Operators	\$35,734	\$45,868	High school diploma or equivalent	Long-term on-the-job training	29	1	-	x	-	-	180	47	25	3	3
183	Supply Chain Managers*	-	-	High school diploma or equivalent	-	537	61	-	-	x	-	7,650	427	85	3	-
184	Surgical Assistants*	-	-	Certificate/Some College	Short-term on-the-job training	264	126	-	-	x	-	1,363	53	18	3	14
185	Surgical Technologists	\$28,683	\$35,495	Certificate/Some College	-	106	45	-	-	x	-	2,429	55	177	3	1

**Appendix 1
Ohio In-Demand Occupations Report**

**FINAL
DECEMBER 2014**

186	Team Assemblers	\$18,512	\$26,428	High school diploma or equivalent	Moderate-term on-the-job training	1,513	301	x	-	-	-	355	66	75	1	39
187	Technical Writers	\$33,093	\$49,506	Bachelor's degree	Short-term on-the-job training	39	16	-	x	-	-	817	133	37	1	-
188	Telecommunications Equipment Installers and Repairers, Except Line Installers	\$28,704	\$44,577	Certificate/Some College	Moderate-term on-the-job training	202	80	-	-	x	-	1,271	27	975	6	-
189	Tellers	\$17,326	\$20,634	High school diploma or equivalent	Short-term on-the-job training	952	25	-	-	x	-	34,660	63	141	5	-
190	Tool and Die Makers	\$31,741	\$40,763	High school diploma or equivalent	Long-term on-the-job training	35	0	-	x	-	-	270	78	163	15	24
191	Training and Development Specialists	\$31,221	\$47,795	Bachelor's degree	-	312	176	x	-	-	-	4,607	331	16	2	-
192	Transportation Inspectors	\$30,638	\$43,516	Certificate/Some College	Short-term on-the-job training	21	5	-	x	-	-	54	13	-	-	1
193	Transportation, Storage, and Distribution Managers	\$46,051	\$68,610	High school diploma or equivalent	-	148	40	-	x	-	-	1,440	256	20	7	1
194	Web Developers*	-	-	Bachelor's degree	-	313	161	-	-	x	-	12,283	329	406	13	11
195	Welders, Cutters, Solderers, and Brazers	\$24,211	\$31,786	High school diploma or equivalent	Moderate-term on-the-job training	425	67	x	-	-	-	579	110	781	17	72
196	Wellhead Pumpers	\$22,131	\$29,511	Less than high school	Moderate-term on-the-job training	15	8	-	x	-	-	-	-	10	1	82
Methodology Total								98	50	44	5	192	162			
In-Demand Occupations Total								196	196	196	196	196	196			
Percent								50.0	25.51%	22.45%	2.55%	97.96%	82.65%			

Occupations with Annual Earnings ≥ \$12.54 per hour, Job Growth Count ≥ the Area Average (104 jobs), And/Or Total Annual Openings ≥ the Area Average (264 jobs)

¹Typical education level needed to enter the occupation, using the US Bureau of Labor Statistics (BLS) education and training classification system

²Typical on-the-job training needed to attain competency in the occupation (http://www.bls.gov/emp/ep_definitions_edtrain.pdf)

*The openings and growth numbers for this occupation represent an occupational category that includes, but is larger than the specific occupational title listed

indicates a wage greater than \$90.00 per hour or \$187,200 per year

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirements

The Ohio Five-Year Plan for Career-Technical Education, in adherence to the Carl D. 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 Board of Regents, the governing body for higher education.

The comprehensive planning system for Perkins IV 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 IV 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 Regents 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 Regents formed a Perkins IV 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 IV 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 Web site 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 IV Steering Committee agreed to continue to meet twice monthly in the implementation phase (January 2008 to current) of the plan.

Additionally, top State leadership – the Governor and his liaisons, State Superintendent of Public Instruction and Chancellor of the Board of Regents – were informed and engaged at final decision points before submission to the State Board of Education for adoption.

Ohio has been working diligently in the spring and summer months to develop a unified Ohio workforce strategy around three federally funded programs – WIA (funding for unemployed, underemployed and youth), ABLÉ (funding for adult GED and remediation training) and Perkins (career tech funding for K-12 and adults). The following summary provides an overview of the process, the initial proposed reforms and the next steps to follow in our work.

Stakeholder Engagement & Collaboration

The Governor's Office of Workforce Transformation, in collaboration with the Ohio Board of Regents, the Ohio Department of Education and the Ohio Department of Job and Family Services, held several stakeholder meetings with local representatives from our three major workforce programs. Three meetings were organized with selected local WIA board directors, and two meetings each with ABLÉ directors, and representatives of Perkins 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 staff of the Office of Workforce Transformation. The results of the single-stakeholder meetings formed the basis for the joint-stakeholder meetings.

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, ABLÉ providers and Ohio Technical Centers.

Goals and Principles for the Unified Strategy

The group discussed the goals and principles that form the foundation of Ohio's Unified Strategy. These ideas had been presented in the single-stakeholder meetings as well. The goals were articulated as follows:

- 1. Get more people in quality jobs paying a living wage and that can lead to career advancement.**
- 2. 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 our stakeholder groups were as follows:

For customers:

- Easy and improved access to services – no wrong door
- Simple to understand and engage
- Consistently high-quality services, supports and programs

For businesses:

- Responsive to employer needs
- Focused on in-demand jobs
- 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
- Leverage federal flexibility

Common Reforms

1. Require Registration in OhioMeansJobs.com

OhioMeansJobs.com is Ohio's virtual 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.

Requiring all consumers of WIA, ABLE and Carl Perkins Adult Career Technical Schools to enroll in OhioMeansJobs.com will increase their awareness of the resources and functionality of OhioMeansJobs.com, ensure consistency among programs, enhance job readiness and placement efforts and support career planning.

2. Require a Common Application for ABLE, WIA and Carl Perkins Adult Career Technical Schools

Currently ABLE has one application statewide but applications for WIA and Ohio Technical Centers vary greatly across the state. Ohio will work with providers to establish a common intake 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 Ohio's three largest workforce programs—ABLE, WIA and Carl Perkins Adult Career Technical Schools—are a patchwork of systems that operate independent of one another. One of the key reforms brought forward by the 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. Common Assessment Strategy

The state will work with local workforce partners and providers to develop a common approach for assessments that can meet all programs' needs. This important work 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.

5. Co-enrollment Between Programs and Services

Co-enrolling appropriate individuals in ABLE, WIA and/or adult career technical programs allows credential-seekers to move more quickly through the system, 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, 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 Local Unified Plan

At the state level, the unified plan is aligning Ohio's largest federally-funded workforce programs. Since these services are delivered locally, a logical next step is to require a local unified plan among local partners to better facilitate collaboration to ensure the needs of business and the job seeker are being met.

A local unified 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 unified 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 unified 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

The Adult Basic Literacy and Education Program (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.

The Ohio Board of Regents (OBOR) will lead 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.

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-skill training is sprinkled throughout the workforce system but at the present time is not administered in a consistent way. Ohio's workforce system is going to meet this challenge head on by developing model curricula that addresses job readiness and soft skills and ensures it is offered more broadly. The model curricula will be responsive to business, ensuring consistency and quality.

9. Ensure Career Counseling

The OWT is working with the Ohio Department of Education (ODE), OBOR 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.

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, the OWT worked with stakeholders and The Ohio State University to create a common set of workforce success measures for ABLE, WIA, Carl Perkins Adult Career Technical Schools, 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 our local workforce programs, Workforce Investment Act, Adult Basic and Literacy Education, and Carl D. Perkins 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 unified local plan. Working with the secondary career technical schools, the unified 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.

Synthesis of Common Themes

The key themes were synthesized into three categories. These categories are illustrated in the graphics below:



Statewide Policies & Practices

**Require
Registration in
OhioMeansJobs.com**

**Common In-Take
Application**

**Common Case
Management System**

Common Metrics

**Common Assessment
Strategy**

Increased Access & Awareness of Workforce Programs

**Increase Access to Job
Readiness/Soft Skills
Training**

**Increase Access to
Career Counseling**

**Increase Access to
Remediation & High
School Equivalency**

Local Planning & Collaboration

Local Unified Plan

Co-Enrollment

Lessons Learned

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 Unified 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 that they 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 unified 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.

Next Steps

The state is finalizing the Unified State Plan document to be submitted to the federal government by the end of 2014. The draft will be made available to stakeholders and interested parties in October for continued dialogue. Five formal regional hearings for the purpose of accepting local feedback will be scheduled in October. It is our goal to have the federal government approve the plan by July 1, 2015.

Conclusion

The stakeholder meetings were tremendously productive and provided important and valuable input into the state's effort to develop a Unified State Plan for workforce development. This type of stakeholder convening and engagement needs to continue to be a key element of the work on an on-going basis. All aspects of strategy design and implementation will benefit from stakeholder input. Stakeholders have valuable experiences and ideas to bring to the table. Including stakeholders in the on-going work will have a tremendous impact on the success of the state's strategy, and to achieving real improvements in the state's workforce development system. Businesses and individual clients will benefit from these results.

Public Hearings

In compliance with the law, the following groups were informed about the hearings through various channels, including seven Ohio (major circulation areas) newspaper legal

advertisements that were published 30 days prior to the first hearing: 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 following text was provided:

The Office of Career-Technical and Adult Education, Ohio Department of Education, in collaboration with the Ohio Board of Regents, will conduct five public hearings on Ohio's five-year (FY2009-2013) plan for workforce development/career-technical education during the week of Oct. 22, 2007. All hearings are from 9 a.m. to noon as follows:

- *Oct. 22 – Barberton High School (Theatre), 555 Barber Road, **Barberton**;*
- *Oct. 23 – Vanguard-Sentinel Technology Center (W. David Carr Auditorium/Lecture lab), 1220 Cedar Street, **Fremont**;*
- *Oct. 24 – Cincinnati State Technical and Community College (Conference Center, third floor of main building), 3520 Central Parkway, **Cincinnati**;*
- *Oct. 25 – Delaware Area Career Center, South Campus (LGIA Room), 4565 Columbus Pike, **Delaware**; and*
- *Oct. 26 – Shawnee State University (Clark Memorial Library, Flohr Lecture Hall, first floor), 940 Second Street, **Portsmouth**.*

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. A draft of Ohio's plan will be shared and public comment taken during the hearings. For more information, including directions to the hearing locations, go to www.ode.state.oh.us and keyword search: Perkins IV. Further information can be obtained from Pat Huston at pat.huston@ode.state.oh.us or (614) 644-7388.

The following audiences were notified prior to the hearings:

1. PK-12 Educators (several times, including late September 2007)
2. Boards of Mental Retardation and Developmental Disabilities – Late September 2007
3. Nonpublic schools – Late September 2007
4. Postsecondary (includes two-year colleges that are current Perkins recipients) – Early October 2007
5. CTE Teacher Education Network (17 higher education partners) – September 2007
6. Career-Technical Education Superintendents and Secondary High School and Adult Directors/Principals (includes request that they notify local parents and students) – September and October 2007
7. Perkins IV Team Members (100) – Mid September 2007
8. Senior Leadership with Governor's Office, ODE, Ohio Department of Job and Family Services, Ohio Department of Development, Governor's Workforce Policy Board – Early October 2007
9. Community Schools (328 sites) – Early October 2007
10. P-16 Council - Late September 2007

11. Corrections (Prison System) – Early October 2007
12. Business/Industry/Labor (includes Ohio Federation of Business, National Federation of Independent Businesses, Ohio Business Roundtable, Ohio Chamber of Commerce, Ohio Manufacturer's Association, Ohio Education Association, Ohio Federation of Teachers) – Early October 2007
13. Board of Education Members – (State, late September; others, based on local distribution)
14. Community Organizations – Early October 2007
15. General Public – Sept. 20, 2007 (advertisements, among other distribution channels)
16. Media – Mid October 2007

The following means of communication were used:

1. Weekly E-mail Newsletter from State Superintendent Susan Tave Zelman (5,100)*
2. Educational Coalition and Business Alliance Lists of Dr. Zelman
3. State Board of Education Letter from Dr. Zelman (50 – includes key ODE administrators)
4. Monthly newsletter from ODE's Office of CTAE (300 direct; undetermined number of educator, board member, business/industry indirect)
5. E-mail from the ODE Office of Community Schools to all community schools
6. Community/charter schools, from Office of CTAE to teacher educator network
7. Tools for Teachers E-mail News (10,000)
8. Office of CTAE Regional Meetings and Other Presentations
9. News Release from ODE
10. Postsecondary email from Ohio Board of Regents
11. Local Web pages (Warren County Career Center, etc.)
12. Legislative update (USEP) e-newsletter

*Educational Service Centers, Public School Districts, Public School Buildings, Joint Vocational School District, career centers, Night/Adult Schools, Special Needs Schools, Community Schools, MR/DDs, State Supported Schools, Nonpublic School Districts, Nonpublic School Buildings, State Board of Education members, misc. list of individuals requesting the weekly e-mail (429 e-mail addresses in 10.07)

Public Hearing Process

The five hearing locations were selected to geographically represent the Northwest, Northeast, Southwest, Southeast and Central part of the State. Additionally, to reinforce the understanding that the Ohio five-year plan is a collaborative of many partners, especially secondary and postsecondary education, the selected sites were both high school and college environments. Two hearings were held in career centers; one hearing was in a high school; two hearings were held in colleges.

A single presenter, the Ohio Director of CTAE, provided formal information and monitored discussion and questions at each of the three-hour hearings. The draft plan was posted on the ODE Web six days prior to the hearing. Additionally, a dozen copies were available in paper format at each hearing site.

Names of those attending hearings were documented via a sign-in sheet. Those giving formal, oral testimony (limited to five minutes per person per site) also signed a separate sheet. Spoken testimony was audio taped. An option of written (regular mail, submission at the site or email) was also communicated. Any written comment received by 5 p.m. on the last day of the hearings, October 26, 2007, was accepted into record.

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

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

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. This document constitutes the submission of a five-year plan for the operation of programs in Ohio under the Carl. D. Perkins Act of 2006 during State fiscal years FY2009 through FY2013. 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 Vision for the State of Ohio. In FY2014:

- 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 9-14 and is encouraged to span grades 8-16.
 - A POS should emphasize Ohio's in-demand occupations, identified in OhioMeansJobs.
- 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 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;
- 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 comprehensive transition planning and provision of transition services beginning not later than the first IEP to be in effect when the child is fourteen 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;
- 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.

2. Career-technical (CTE) activities to be assisted that are designed to meet or exceed the State-adjusted levels of performance.

(a) Programs of Study (POS)

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 Board of Regents, will:

- 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. ~~This template will be patterned after the College to Career Transition Initiative (CCTI) and National Career Cluster Career Pathway Plan of Study.~~
- 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 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) Local implementation of Career Pathways and Programs of Study

The State will support 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 review process.
- In FY2009, 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 FY15 and 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 weighted funding of secondary career-technical programs. Additionally, the State will develop a phase-in 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 in FY2014 and include a Career Pathway beginning in FY2016.

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 consult with and collaborate 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 provide 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.
- The timeline for POS implementation will be as follows.
 - By June 30, 2009 (end of FY2009), each recipient must have a minimum of one (1) POS approved by the State.
 - All CTE secondary program applications (CTE-26) for implementation in FY2010 and beyond must include an approved POS.
 - All CTE secondary program applications (CTE-26) for implementation in FY2016 and beyond must include an approved Career Pathway and a POS.

(c) Articulation agreements

The State will support eligible recipients in developing and implementing articulation agreements in the following ways:

- Identification of essential elements and criteria to be used locally and statewide for development of articulation agreements;
- Development of 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;
- 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 OBR 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) Information about Career Pathways and Programs of Study

The following will be disseminated statewide via the Ohio Department of Education and Ohio Board of Regents websites in order 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 planning, compliance and monitoring guidance will identify that recipients will be required to:

- 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 Investment 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) Use of technology

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 FY2011, 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.
- 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) Criteria to approve eligible recipients

Sub-recipients will use Ohio's Comprehensive Continuous Improvement Plan (CCIP), an electronic tool for grant approval, as their means to submit a five-year strategic plan for local Perkins implementation and for annual approval as a Perkins recipient. Assigned State staff will review both secondary and postsecondary local grant applications for completeness and compliance with Perkins requirements. In order 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. State staff approving applications will be trained in the use of a criteria rubric designed specifically for Perkins IV approval.

Local recipients must 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.

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 7-10;
 - 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;
 - 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) Preparation 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 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 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.
- 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 in order to transition from school to the work environment.
- 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) Academic and technical preparation for postsecondary education and Ohio's in-demand occupations

- Ohio will define their in-demand occupations/pathways collaboratively with the Office of Workforce Transformation 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 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 in order 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 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 by coordinating and leveraging initiatives such as:
 - Perkins leadership grants that support local recipients in delivery of project-based curriculum;
 - The development of Ohio STEM high schools through an education/business partnership and support from the State legislature.
 Support access to online education and career information and planning tools through the OhioMeansJobs (OMJ) and the Student Success Plans and other personalized learning tools into which OMJ and the Student Success Plan may be integrated.

(i) Development of new career-technical education pathways

- 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) Dissemination of Tech Prep Career Pathways and Programs of Study and other promising practices

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) Linking academic and career-technical education

- 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, 2014.
- 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 OBR 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) Reporting on integration of rigorous content aligned with academic standards in CTE

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 monitoring reports indicating that Career Pathways and Programs of Study are implemented appropriately.

3. Professional development

The Ohio Department of Education and the Ohio Board of Regents 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 standards for professional development. Professional development activities will be evaluated to examine who is being served and the extent to which 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 Department of Education and the Ohio Board of Regents 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 the Ohio Board of Regents and Ohio Department of Education 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 impacting 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 career-technical education (CTE) and the CTE contribution to education transformation.

4. Recruitment and retention of teachers

To increase the quality, quantity and diversity of 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.
- Support a system of standards-based professional development as outlined in the Professional Development section above.

5. Transition from certificate to degree programs

The State will encourage the transition of high school graduates, adult workforce 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 transcribed college credit based on a) dual enrollment/credit programs; b) industry-recognized credentials; and c) competency-based certificates;
- The Ohio Board of Regent'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);
- Developing programs that bridge between providers to smooth student transition;

- Assisting administrators, faculty, advisors and counselors in helping learners access online education and career information through OhioMeansJobs 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 recipients and WIOA and 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. Evaluation of career-technical programs

- 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 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 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 and 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 and state level compliance indicators. Quality Program Standards will be utilized annually by career technical planning districts to review programs not meeting Perkins 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. Improvement of academic and technical skills

(a) Integration of Academic and Technical Education

- Industry-validated career field technical content standards will serve as the basis for all local secondary 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 7-10 in addition to CTE secondary/postsecondary concentrators in grades 11-16.

(b) Understanding and experience in all aspects of industry

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; and
- 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.
- OhioMeansJobs...

(c) Challenging academic proficiencies

- 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 CTE students in order 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. Technical assistance

The State, career technical planning district leads and Tech Prep Regional Centers will provide technical assistance, through both offsite and onsite services. ODE and OBR administrative staff will provide solicited technical assistance to all secondary school districts offering State-approved career-technical programs and all postsecondary Perkins 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 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. Regional career pathway opportunities

- 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.
- Representatives from Ohio government agencies concerned with workforce and economic development (e.g., WIBs) will serve on State and local career field advisory councils.
- ODE and OBR 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 unified 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. Joint coordination with other Federal education programs

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. Coordination with Workforce Investment Act

Local Perkins postsecondary recipients will be partners in Ohio's local Ohio Means Jobs Centers under the Workforce Investment Act. Through a State-level agreement involving each local One-Stop Workforce Investment Board (WIB), the Ohio Department of Job and Family Services and each postsecondary recipient, services to be provided by Perkins recipients and methods of referrals for service users will be outlined in the unified plan to ensure coordination, non-duplication and implementing Common Reforms among provider agencies.

Currently, local postsecondary training providers submit documents to the local Workforce Investment Board in order to satisfy requirements to receive initial eligibility. This may include current performance information and program cost information. Programs are required to meet appropriate levels of performance set by the State as well as local Boards. All required performance measures will be collected and reported through a statewide data collection system.

B. Other Department Requirements**1. Local applications and plans (section 134(b) of the Act)**

Department of Education. The one percent set aside for correctional institutions will serve 27 adult and 7 youth institutions.

In FY07, of 579,434 high school students, 136,478 were enrolled in workforce development education. Ohio adult workforce education served 114,194 adults of which 98,077 were in career enhancement programs (training for more experienced workers seeking expanded skills) and 16,117 were in career development programs (training for those in the early or next phase of their careers). Over 178,000 learners were enrolled in career-technical programs at Perkins participating campuses.

3. Postsecondary CTE role in One-Stop delivery system

Postsecondary career-technical education is a mandatory and active partner in the delivery of programs and services at local One-Stops across the State. As such, most career centers and community colleges have a presence of programs and/or staff stationed at the One-Stop. Funds, permissible by the Perkins Act, are frequently provided to support the One-Stop infrastructure through postsecondary education programs provided at local and State levels. Perkins programs and services through the One-Stop will be targeted toward WIA youth and adults, dislocated workers and employers.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. Equal access, non-discrimination and preparation

(a) Equal access

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 plans. Local recipients will be informed of this requirement through a plan development guide provided by the ODE and OBR.
- 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 and a) the ODE Office for Exceptional Children; and b) the OBR 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 the OhioMeansJobs (OMJ) and the Student Success Plan and other personalized learning tools into which OMJ 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 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 plan, 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) Non-discrimination

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) Meeting or exceeding State adjusted levels of performance and preparation for further learning in-demand occupations

Ohio's career-technical education 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 plan, how special populations learners of all categories a) will have equitable access to and participate in approved career-technical programs at all levels; and b) 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 Individualized Education Program (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 ODE and OBR Web sites.
- The State 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 performance indicator, they will be required to develop and implement an improvement plan with special consideration to performance gaps of special population groups.

2. Alternative education programs

In FY2007, more than 500 Ohio school districts provided alternative education programs that served more than 25,000 learners annually, seventy-five percent of whom were in grades 7-12. In FY2009 and any future years that such funds are allocated by the Ohio Legislature, 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 local grant.

3. Preparation for in-demand occupations and non-traditional fields

The State will require sub-recipients to describe, as part of their local plan, 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 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. State correctional institutions

Using Perkins leadership funds, the State will continue to provide a one percent set-aside to support approved career-technical programs operated within 32 State-operated secure facilities. Currently, funds are distributed evenly to the Ohio Department of Youth Services (ODYS) and the Ohio Department of Rehabilitation and Correction (ODR&C), the agencies that operate secondary and adult career-technical programs within their respective secure facilities. These programs served nearly 6,000 learners during FY2007. Funds will be used to improve programs through modernization efforts, including support for programs that serve non-traditional learners, the purchase of equipment and professional development for teachers, including in-service activities for newly hired faculty. Per the Carl D. Perkins Act of 2006, no funds from this set-aside will be used for administrative costs.

The State will partner with the ODR&C and the ODYS 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. Federally-assisted program

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

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. Input from eligible recipients

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 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 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 IV accountability system.

2. Establishment of State adjusted level of performance for core indicators

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 Board of Regents (OBR), 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. Measurement definitions and approaches (tracking is from Transition Plan to Five-Year Plan)

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, in order 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 Web site.

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 Web site. 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)

BOR 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/Colleges State Indicators of Performance

Based on the recommendations of the State's input groups, there will be no State indicators of performance for Postsecondary/Colleges.

Postsecondary/Adult Workforce Education 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 Web site. 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)

Secondary Tech Prep – Tech Prep Grant Indicators of Performance

Ohio is requesting funding under Title II: Tech Prep. Based on the recommendations of the State's input groups, the valid and reliable measurement definitions and approaches for secondary Tech Prep performance indicators are listed below.

NOTES:

1. A separate Tech Prep data reporting system is not being developed since the capacity of the existing EMIS and HEI data systems are being expanded to accommodate data needed to calculate Tech Prep performance results. The Ohio Department of Education and the Ohio Board of Regents are collaborating on this data initiative.
2. Since EMIS and HEI are separate data systems with different student identifiers, the Tech Prep consortia must report in HEI which postsecondary learners are secondary Tech Prep program completers, along with Social Security Numbers (SSN) and secondary area of concentration. When Tech Prep consortia are unable to obtain and report SSNs for students, those secondary Tech Prep students cannot be tracked in HEI. The State will continue to support the integration of secondary and postsecondary data systems and other strategies for capturing more of the secondary enrollment data.

Secondary Tech Prep Indicator 1 – Postsecondary Education Enrollment

Numerator: Number of secondary Tech Prep students who completed a secondary Tech Prep program, left secondary education the previous year and, in the reporting year, enrolled in a postsecondary institution.

Denominator: Number of secondary Tech Prep students who completed a secondary Tech Prep program and left secondary education the previous year.

Measurement Approach: State and local administrative records (HEI)

Secondary Tech Prep Indicator 2 – Postsecondary Education Enrollment in Same Field or Major

Numerator: Number of secondary Tech Prep students who completed a secondary Tech Prep program, left secondary education the

previous year and, in the reporting year, enrolled in a postsecondary institution in the same field.

Denominator: Number of secondary Tech Prep students who completed a secondary Tech Prep program, left secondary education the previous year and, in the reporting year, enrolled in a postsecondary institution.

Measurement Approach: State and local administrative records (HEI)

Secondary Tech Prep Indicator 3 – State or Industry-Recognized Certificate or License

Numerator: Number of secondary Tech Prep students who left secondary education the previous year and obtained a State or industry-recognized certificate or license.

Denominator: Number of secondary Tech Prep students who left secondary education the previous year.

Measurement Approach: State and local administrative records (EMIS)

NOTE: This is one-year lag data, as State-recognized industry certificate and license data are collected the year after Tech Prep students leave secondary education.

Secondary Tech Prep Indicator 4 – Completion of Course Awarding Postsecondary Credit

Numerator: Number of secondary Tech Prep students who, in the reporting year, successfully completed a course that awarded postsecondary credit for secondary students.

Denominator: Number of secondary Tech Prep students in the reporting year.

Measurement Approach: State and local administrative records (EMIS)

NOTE: Beginning in FY08, student course passage data will be reported in EMIS. A request for approval, beginning in FY09, to collect data in EMIS on which courses qualify for postsecondary credit is in process. With this approval, by FY09, Ohio may initially have data on which students passed courses that qualify for postsecondary credit. Possible changes in the HEI data system will be explored to determine the feasibility of collecting and using data from this system.

Secondary Tech Prep Indicator 5 – Enrollment in Postsecondary Education Remedial Course

Numerator: Number of secondary Tech Prep students who completed a secondary Tech Prep program, left secondary education the previous year and, in the reporting year, enrolled in a remedial

mathematics, writing or reading course in a postsecondary institution.

Denominator: Number of secondary Tech Prep students who completed a secondary Tech Prep program, left secondary education the previous year and, in the reporting year, enrolled in a postsecondary institution.

Measurement Approach: State and local administrative records (HEI)

Postsecondary Tech Prep – Tech Prep Grant Indicators of Performance

Based on the recommendations of the State's input groups, the valid and reliable measurement definitions and approaches for reporting **postsecondary Tech Prep** performance indicators are listed below.

NOTES:

1. HEI data is limited to the Tech Prep students who can be tracked in HEI for all postsecondary Tech Prep indicators.
2. The postsecondary Tech Prep students referenced in all postsecondary Tech Prep indicators are those meeting the definition of a secondary Tech Prep completer, as determined by the State.

Postsecondary Tech Prep Indicator 1 – Employment in Related Field

Numerator: Number of postsecondary Tech Prep students who were placed or retained in a related field of employment in the fourth (4th) quarter following the program year in which they left postsecondary education.

Denominator: Number of postsecondary Tech Prep students who, two years prior to the reporting year, left postsecondary education. (e.g., if students left postsecondary education in FY07, they are to be reported in FY09.)

Measurement Approach: State and local administrative records (HEI and other data systems)

Postsecondary Tech Prep Indicator 2 – State or Industry-Recognized Certificate or License

Numerator: Number of postsecondary Tech Prep students who, in the previous year, obtained a State or industry-recognized certificate or license.

Denominator: Number of postsecondary Tech Prep students in the previous year.

Measurement Approach: State and local administrative records (HEI)

NOTE: Credential and certificate data will be reported by locals the year after CTE concentrators leave postsecondary education, beginning with CTE concentrators leaving postsecondary education in FY08.

If required by USDE, definitions for “on-time” will be provided as determined by postsecondary leadership and constituencies.

Postsecondary Tech Prep Indicator 3 – On-Time Completion of 2-Year Degree or Certificate Program

Numerator: Number of postsecondary Tech Prep students who, in the reporting year, completed a 2-year degree or certificate program within the normal time for completion of such program.

Denominator: Number of postsecondary Tech Prep students enrolled in a 2-year degree or certificate program who, in the reporting year, met the normal time for completion criteria.

Measurement Approach: State and local administrative records (HEI)

Postsecondary Tech Prep Indicator 4 – On-Time Completion of Baccalaureate Degree Program

Numerator: Number of postsecondary Tech Prep students who, in the reporting year, completed a baccalaureate degree program within the normal time for completion of such program.

Denominator: Number of postsecondary Tech Prep students enrolled in a baccalaureate degree program who, in the reporting year, met the normal time for completion criteria.

Measurement Approach: State and local administrative records (HEI)

4. Alignment of indicators

The following summarizes both the strong alignment factors and some necessary deviations in alignment between Perkins indicators and NCLB indicators.

- The Ohio Graduation Tests (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% 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.
- Secondary State indicators 'Postsecondary Credit' and 'Industry Certificate or License,' align with corresponding Perkins Tech Prep indicators with the intent of applying these higher expectations to more students and programs. These indicators will be phased in during the 2009-2010 school year.
- Two Tech Prep indicators of performance closely align with two Ohio Local Report Card report non-indicators – (1) number of Tech Prep students in a school district and (2) number of Tech Prep students who obtain an industry-recognized certificate or license. The calculation methods will use the same formulae.

5. See Part C of application for performance levels.

6. Negotiation of local adjusted level of performance

For each Perkins 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:
$$\frac{(\text{State adjusted level of performance}) - (\text{Local baseline or actual performance})}{\text{Number of Years until end of Perkins IV}}$$

Step 2:
$$(\text{Local baseline or actual performance}) + (\text{Step 1 results})$$

The continuous improvement formulae allow sub-recipients the duration of Perkins IV – up to five (5) 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. Revisions to local adjusted level of performance

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 Reporting data

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.

Collection of data on students completing courses that qualify for postsecondary credit will require changes in the EMIS system. Reporting on which high school courses award postsecondary credit has been requested for FY09.

The college 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 Individuals with Disabilities, Displaced Homemakers and Migrant. The data are reported in regularly scheduled file submissions and audited for accuracy. Data on technical assessment, industry credentials and the courses/credits included in the definition of a CTE postsecondary concentrator are planned for FY09. Thus, baseline data that depends on that data cannot be calculated at this time. In consultation with USDE, the State will determine other methods of establishing levels of performance.

The postsecondary Adult Workforce Education (AWE) course, student enrollment and accountability data are reported in ODE's AWE Data Reporting System. Any changes in this reporting system will occur after the move of AWE from the Ohio Department of Education to the Ohio Board of Regents planned for January 2009.

Tech Prep measures require tracking Tech Prep students from high school into college. The secondary EMIS data system and the postsecondary HEI data system cannot currently be integrated due to State legal restrictions on the use of the K-12 system statewide Student Identifier (SSID) and Social Security Numbers (SSN). Integration will

require adjustments to the Ohio Revised Code and new mechanisms to protect student identity. Furthermore, data systems are limited to State public institutions, so data on students who attend private or out-of-state public postsecondary institutions are inaccessible.

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. Consortia minimum level of performance

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/adult workforce education consortia sub-recipients are accountable for the postsecondary/adult workforce education 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 IV five-year implementation period.

Tech Prep consortia shall be held accountable for all secondary and postsecondary Tech Prep indicators of performance. Each Tech Prep consortium, with input from stakeholders, shall reach agreement with the State on levels of performance. The levels 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 Tech Prep students. Additionally, performance levels for all secondary and postsecondary core indicators of performance will be reported for each Tech Prep consortium.

10. Evaluation of effectiveness/coordination

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/adult workforce education 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 3 consecutive years.

Any determination regarding sanction will not be made without notice and opportunity for the local entity to have a hearing. In determining whether to impose sanctions, the State will consider:

- Exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the sub-recipient; or
- The impact of the small size of the CTE program operated by the sub-recipient on the sub-recipient's reported performance.

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

The State shall annually evaluate each Tech Prep consortium. A Tech Prep consortium that does not meet its set levels of performance for three (3) consecutive years will be required to resubmit to the State an application for a local Tech Prep consortium grant. Such application will be considered an improvement plan and must address strategies that will lead to the meeting or exceeding of local levels of performance. The State will determine whether to accept the new application as an acceptable improvement plan or to terminate the funding to the submitting Tech Prep consortium.

B. Other Department Requirements

1. **See Part C: Accountability Forms.**
2. **Technical Skill Assessments**

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 Appendix C.

The Ohio Department of Education will build on OCTCA by transitioning to a system of career field assessments that measure performance by pathways. It is anticipated that tests will be developed by a third party contractor. 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 so as 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 Appendix C.

Postsecondary/Colleges Technical Skill Assessment

During FY08, the Ohio Board of Regents will use 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.

Additionally, the Ohio Board of Regents will review the current postsecondary CTE program offerings 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 data beginning in FY09.

The postsecondary assessment system in Ohio will be 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
- Alignment between secondary and postsecondary assessment processes
- Federal Perkins criteria for assessment

Postsecondary/Adult Workforce Education (AWE) Technical Skill Assessments

Each student who completes an adult workforce career development 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. State-recognized tests will include tests administered through the Ohio Career-Technical Competency Assessment System, other State-recognized assessments based on aligned industry standards and/or State or industry certificate- or license-based assessments. Adult Workforce Education 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. Adult workforce education recipients will be required to assure the State that the credentialing assessments they use are valid and reliable.

A listing of currently available technical assessments for postsecondary programs is included in Appendix C.

C. Other Department Requirements

1. **See Part C: Accountability Forms.**
2. **Technical Skill Assessments**

Secondary Workforce Development Program Assessment

Secondary programs will use a State developed system of Career-Technical Education Pathway tests. The CTE testing system will include Career Field Pathway tests developed by a third-party that are aligned to ODE's Career Field Technical Content Standards. All tests will meet validity and reliability criteria as established by the State, will be developed in collaboration with postsecondary institutions so as 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.

The Ohio Department of Education will build on OCTCA by transitioning to a system of career field assessments that measure performance by pathways. It is anticipated that tests will be developed by a third party contractor. 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 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.

Postsecondary/Colleges Technical Skill Assessment

During FY08, the Ohio Board of Regents will use 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.

Additionally, the Ohio Board of Regents will review 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 data beginning in FY09.

The postsecondary assessment system in Ohio will be 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
- Alignment between secondary and postsecondary assessment processes
- Federal Perkins criteria for assessment

Postsecondary/Ohio Technical Centers (OTC) Technical Skill Assessments

Each student who completes an adult workforce career development 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. State-recognized tests will include tests administered through the Ohio Career-Technical Competency Assessment System, other State-recognized assessments based on aligned industry standards and/or State or industry certificate- or license-based assessments. Adult Workforce Education 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. Adult workforce education recipients will be required to assure the State that the credentialing assessments they use are valid and reliable.

A listing of currently available technical assessments for postsecondary programs is included in Appendix C.

V. TECH PREP PROGRAMS

A. Statutory Requirements

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 9-14 and is encouraged to span grades 8-16.
- 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 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. Competitive basis for grants

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.

Appendix D includes estimated allocations to consortia for FY09.

2. Distribution between urban and rural

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.

3. Tech Prep program criteria

a. Articulation

- The State will require a State-approved application process for all Tech Prep programs. Beginning in FY09, approval will be contingent upon the program having a signed articulation agreement as defined in Perkins IV. 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 IV 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 IV 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. Programs of Study (POS)

- 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. Program characteristics

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. Professional development for educators and administrators

- State secondary Quality Program Standards that are monitored for adherence will include provision of professional development for teachers, faculty, and administrators.
- The Ohio Department of Education and Ohio Board of Regents 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 IV 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;
 - 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. Professional development for counselors

- 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 IV 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; and
 - Postsecondary academic institution requirements, including the work of the OBR 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.
 - 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. Equal Access for Special Populations

- 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 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. Preparatory Services

- 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.

h. Coordination with Title I

- Although Ohio will apply for both Title I and Title II funds, Ohio's goal is to strategically move toward the goal of all 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 Web sites, professional development events and meetings/conferences.

4. Minimum level of performance

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. Other Department Requirements

1. Local application

See Appendix B for a copy of the FY08 local application. The FY09 application will be available in June, 2008 through the Comprehensive Continuous Improvement Plan (CCIP).

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. Funding distribution between secondary and postsecondary (higher education and adult workforce)

Of the total State Title I Perkins 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 CTE programs at both secondary and postsecondary levels. The remaining 85 percent will be distributed through subsidy between a) secondary career-technical planning districts (CTPD) and b) postsecondary two-year college campuses and adult workforce education institutions. Ohio will not use a reserve fund, but instead will distribute all of the 85 percent through formula. Chart 1 depicts this distribution.

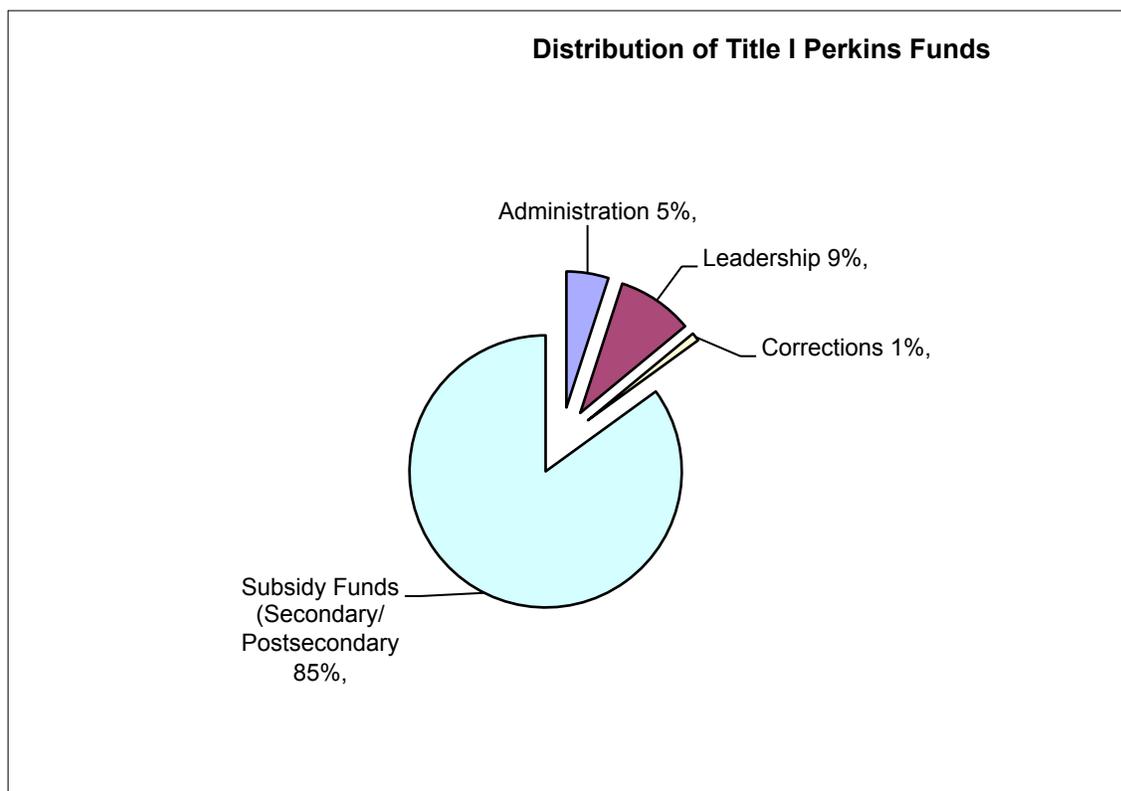


Chart 1: Distribution of Title I Perkins Funds

Rationale for distribution

Financial considerations in this Plan are designed 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 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 9-14 and is encouraged to span grades 7-16.
- 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 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 Unified Plan and Ohio Perkins 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 7-10; 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; and
- Leveraging dollars being spent effectively across multiple educational delivery systems.
- 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 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). This 3 percent increase over the postsecondary/colleges proportion in Ohio's previous Perkins Plan is allocated in recognition of the increased performance and accountability requirements in the Carl D. Perkins Act of 2006, which include new Basic Grant indicators and targets for postsecondary/colleges, new postsecondary Tech Prep indicators and targets and new technical skill assessment requirements. 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.

Adult Workforce Education: The postsecondary-adult workforce education 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/Adult Workforce Education allocations will be made to eligible full-service adult workforce centers that offer career development programming that leads to credentials and/or have transfer applicability to degrees.

Chart 2 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.

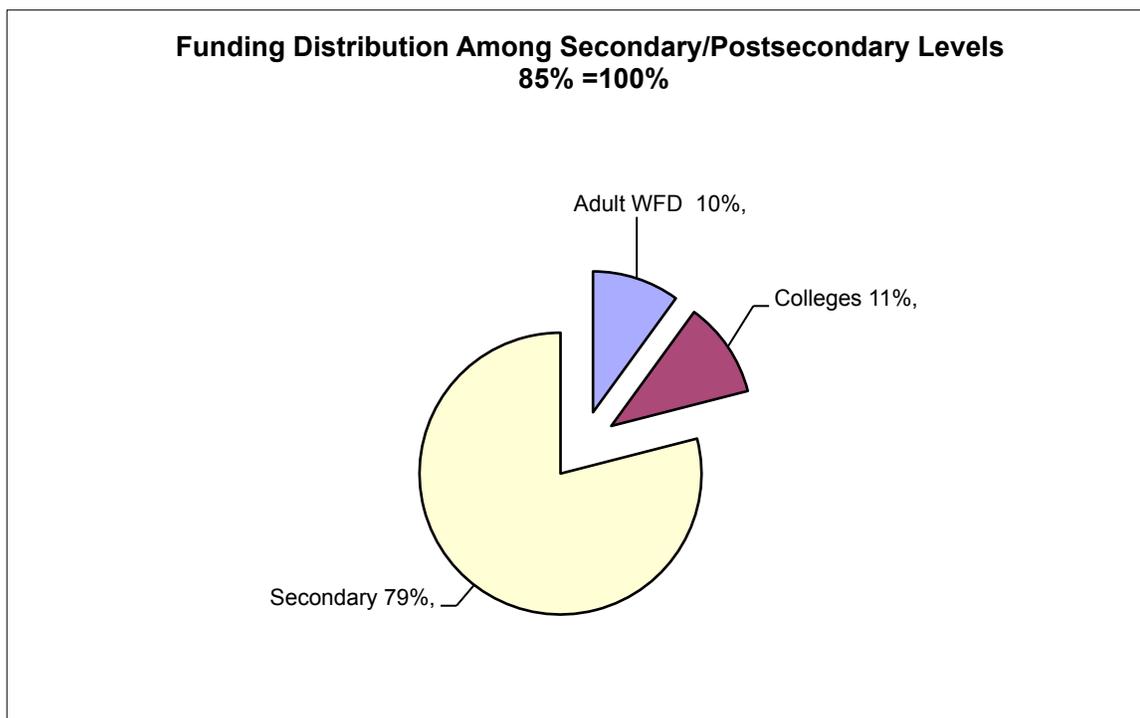


Chart 2: Funding Distribution among Secondary/Postsecondary Levels

Earmarked funds

In order to support the Perkins Vision and the foundational elements of this Plan, including intensive and robust preparatory services, three percent from the secondary allocations, 3 percent from the postsecondary-colleges allocations and 3 percent from postsecondary-adult workforce education 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 Vision and foundational elements of this Plan, b) seamless secondary/postsecondary education that forms a “no-way-out” system, c)

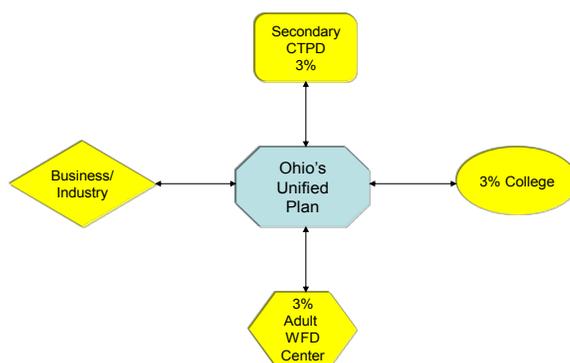
education that is responsive to regional workforce development needs and d) effective supports to ensure success for learners, especially learners who are:

- At the beginning of the pipeline (grades 7-10) 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 in order to earn a diploma, credentials, certificates and/or degrees; and
- 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.

The earmark will be jointly planned for and leveraged through Ohio's Unified Plan, which will include all 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. Chart 3 illustrates the earmark model that includes CTPDs, colleges, adult workforce centers and business/industry representatives.

EARMARK FRAMEWORK



*Note 1: The arrows represent common planning and collaboration activities.

*Note 2: The business/industry element includes representatives of the economic development region(s) and the WIA recipients.

Chart 3: Ohio's Unified Plan Earmark Model

2. Funding allocations among LEAs, career-technical education schools and educational service agencies

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. Upon approval of a five-year Perkins plan (submitted in FY08) and a State-approved annual Perkins application, federal Perkins funds will be allocated to CTPDs that meet Ohio size and scope requirements and all eligibility criteria in the Carl D. Perkins Act of 2006.

Estimated FY09 secondary allocations are included in Appendix D.

3. Funding allocations postsecondary institutions

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 and b) full service Adult Workforce Centers that offer career development programming that terminates in credentials. Upon approval of a five-year Perkins plan (submitted in FY08) and a State-approved annual Perkins application, federal Perkins funds will be allocated to such institutions that meet Ohio size and scope requirements and all eligibility criteria in the Carl D. Perkins Act of 2006.

FY09 allocations for colleges and AWE full-service centers are included in Appendix D.

4. Funding allocations among Basic Grant secondary consortia

The Perkins Act requires a minimum of \$15,000 eligibility to qualify as a secondary Basic Grant sub-recipient. In FY09, no secondary 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 IV five-year implementation period.

5. Funding allocations among Basic Grant postsecondary consortia

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 IV five-year implementation period.

Consortia allocations are included in Appendix D.

6. Data adjustments addressing student enrollment and LEA boundaries

- The State will evaluate applicable boundary changes annually and update recipient eligibility and allocation calculations accordingly.
- All students attending 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. Alternative allocation formula

An alternative allocation formula is proposed for distribution of the postsecondary allocations. The proposed formula creates a single formula for both higher education and adult workforce education and has the effect of increasing the number of disadvantaged learners who can be reflected in the allocations. The alternative formula reflects not only Pell Grant recipients, but also a) learners who are Pell Grant eligible and b) learners who are documented as disadvantaged under other State and federal aid initiatives such as WIA or TANF funding). In this alternative formula, all counts will be non-duplicative.

See the “Postsecondary/College and Adult Workforce Education 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
- Adult workforce 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. Especially those participating in the adult workforce education system do not apply because often they do not qualify for Pell grants because the length of their credential-based 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 Appendix D.

B. Other Department Requirements

1. Budget

OHIO		
PERKINS IV BUDGET TABLE - PROGRAM YEAR 2 (Official Budget)		
(For Federal Funds to Become Available Beginning on July 1, 2008)		
A.	Total Title I Allocation to the State	\$ 44,972,909.00
B.	Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ -
C.	Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (Line A + Line B)	\$ 44,972,909.00
D.	Local Formula Distribution (not less than 85%) (Line C x 85.03435502%)	\$ 38,242,423.10
	1. Reserve (not more than 10% of Line D)	
	a. Secondary Programs (0% of Line D)	\$ -
	b. Postsecondary Programs(AWE) (0% of Line D)	\$ -
	2. Available for formula allocations (Line D minus Line D.1)	\$ 38,242,423.10
	a. Secondary Programs (79% of Line D.2)	\$ 30,211,514.25
	b. Postsecondary Programs (21% of Line D.2) AWE=10%, College=11%	\$ 8,030,908.85
E.	State Leadership (not more than 10%) (Line C x 10%)	\$ 4,497,290.90
	1. Nontraditional Training and Employment (\$75,000.00)	
	2. Corrections or Institutions (1%) (\$449,729.209)	
F.	State Administration (not more than 5%) (Line C x .0496564498)	\$ 2,233,195.00
G.	State Match (from non-federal funds) .0496564498	\$ 2,233,195.00

As of March 30, 2008

2. Consortia allocations

Consortia are included in postsecondary allocations in Appendix D.

3. Secondary and postsecondary formulae

The following formula will determine the secondary local eligible recipient level of funding.

Thirty percent shall be allocated to CTPDs based on the number of individuals aged five – 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 – 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 Adult Workforce Education Formula

College recipients and adult workforce 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-adult workforce education 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., WIA or TANF 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. Reserve fund formula

Ohio will allocate no Reserve funds.

5. Ranking and determining eligible recipients of reserve funds

Ohio will allocate no Reserve funds.

6. Rural/sparsely populated area eligible recipients

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 23 community and technical colleges in the State and 4 universities that offer two-year career-technical programming. All 27 of these institutions are eligible to apply as a postsecondary-college sub-recipient, regardless of urban/rural location or sparse/dense population. There are 40 Ohio Technical Centers in the State that meet size and scope criteria as full service centers. All 40 of these institutions are eligible to apply as a postsecondary-adult workforce sub-recipient, regardless of urban/rural location or sparse/dense population.



JOHN R. KASICH
GOVERNOR
STATE OF OHIO

As the Governor, I certify that for the State of Ohio, for those activities and programs included in this Plan that are under my jurisdiction, the agencies and officials designated under "Contact Information" have been duly designated to represent the State in the capacities indicated for the programs and activities indicated. I will provide subsequent changes in the designation of officials to the designated program or activity contact as such changes occur.

I further certify that, for those activities and programs included in this Plan that are under my jurisdiction, we will operate the workforce development programs included in this Unified Plan in accordance with this Unified Plan and the assurances described in Section III of this Unified Plan.

A handwritten signature in black ink, appearing to read "John R. Kasich", written over a horizontal line.

John R. Kasich
Governor

Date: DECEMBER 19, 2014

*Responsible State Official for Eligible Agency for Career and Technical Education
(Secondary Vocational Education Programs)*

I certify that for the State of Ohio, for those activities and programs included in this Plan that are under my jurisdiction, the agencies and officials designated above under "Contact Information" have been duly designated to represent the State in the capacities indicated for the programs and activities indicated. I will provide subsequent changes in the designation of officials to the designated program or activity contact as such changes occur.

I further certify that, for those activities and programs included in this Plan that are under my jurisdiction, we will operate the workforce development programs included in this Unified Plan in accordance with this Unified Plan and the assurances described in Section III of this Unified Plan.

Dr. Richard A. Ross
State Superintendent of Public Instruction
Ohio Department of Education

Signature: _____



Date: DECEMBER 19, 2014

Responsible State Official for Eligible Agency for Career and Technical Education (Post-Secondary Vocational Education Programs) and Adult Education and Family Literacy (ABLE)

I certify that for the State of Ohio, for those activities and programs included in this Plan that are under my jurisdiction, the agencies and officials designated above under "Contact Information" have been duly designated to represent the State in the capacities indicated for the programs and activities indicated. I will provide subsequent changes in the designation of officials to the designated program or activity contact as such changes occur.

I further certify that, for those activities and programs included in this Plan that are under my jurisdiction, we will operate the workforce development programs included in this Unified Plan in accordance with this Unified Plan and the assurances described in Section III of this Unified Plan.

John Carey, Chancellor, Ohio Board of Regents

Signature: _____

Date: _____

John Carey
12/19/18

ARH

2. Contact Information

Please complete one copy for EACH of the separate activities and programs included in the State Unified Plan.

Program: Workforce Investment Act Title I
State Name for Program/Activity: Workforce Investment Act- Adult, Dislocated Worker and Youth Programs

Name of Grant Recipient Agency for Program/Activity: Cynthia C. Dungey, Director

Address: Ohio Department of Job and Family Services
30 East Broad Street, 32nd Floor
Columbus, Ohio 43215-3414

Telephone Number: (614) 466-6283

Facsimilie Number: (614) 466-2815

E-mail Address: Cynthia.Dungey@jfs.ohio.gov

Name of Signatory

Official: Cynthia C. Dungy, Director

Address: Ohio Department of Job and Family Services
30 E. Broad Street, 32nd Floor
Columbus, Ohio 43215-3414

Telephone Number: (614) 466-6283

Facsimilie Number: (614) 466-2815

E-mail Address: Cynthia.Dungey@jfs.ohio.gov

Name of Liaison: John B. Weber, Deputy Director

Address: Office of Workforce Development
Ohio Department of Job and Family Services
4020 E. Fifth Avenue
Columbus, Ohio 43219

Telephone Number: (614) 466-9494

Facsimilie Number: (614) 995-1298

E-mail Address: John.Weber@jfs.ohio.gov

2. Contact Information

Please complete one copy for EACH of the separate activities and programs included in the State Unified Plan.

Program: Wagner-Peyser
State Name for Program/Activity: Wagner-Peyser

Name of Grant Recipient Agency for Program/Activity: Cynthia C. Dungey, Director

Address: Ohio Department of Job and Family Services
30 East Broad Street, 32nd Floor
Columbus, Ohio 43215-3414

Telephone Number: (614) 466-6283
Facsimile Number: (614) 466-2815
E-mail Address: Cynthia.Dungey@jfs.ohio.gov

Name of Signatory

Official: Cynthia C. Dungey, Director
Address: Ohio Department of Job and Family Services
30 E. Broad Street, 32nd Floor
Columbus, Ohio 43215-3414

Telephone Number: (614) 466-6283
Facsimile Number: (614) 466-2815
E-mail Address: Cynthia.Dungey@jfs.ohio.gov

Name of Liaison: John B. Weber, Deputy Director
Address: Office of Workforce Development
Ohio Department of Job and Family Services
4020 E. Fifth Avenue
Columbus, Ohio 43219

Telephone Number: (614) 466-9494
Facsimile Number: (614) 995-1298
E-mail Address: John.Weber@jfs.ohio.gov

2. Contact Information

Please complete one copy for EACH of the separate activities and programs included in the State Unified Plan.

Program: Perkins IV/Secondary
State Name for Program/Activity: Career-Technical Education

Name of Grant Recipient Agency for Program/Activity:

Address: Dr. Richard A. Ross, Superintendent
Ohio Department of Education
25 S. Front Street, 7th Floor
Columbus, Ohio 43215

Telephone Number: (614) 644-6777
Facsimilie Number: (614) 728-4781
E-mail Address: richard.ross@education.ohio.gov

Name of Signatory

Official: Dr. Richard Ross, Superintendent
Address: Ohio Department of Education
25 S. Front Street, 7th Floor
Columbus, Ohio 43215

Telephone Number: (614) 644-6777
Facsimilie Number: (614) 728-4781
E-mail Address: richard.ross@education.ohio.gov

Name of Liaison: Dr. Steven Gratz, Senior Executive Director
Address: Center for Student Support and Education Options
Ohio Department of Education
25 S. High Street, 7th Floor
Columbus, Ohio 43215

Telephone Number: (614) 728-7730
Facsimilie Number: 614-728-8470
E-mail Address: steve.gratz@education.ohio.gov

2. Contact Information

Please complete one copy for EACH of the separate activities and programs included in the State Unified Plan.

Program: Adult Education and Family Literacy
State Name for Program/Activity: Adult Education and Family Literacy

Name of Grant Recipient Agency for Program/Activity: John Carey, Chancellor

Address: Ohio Board of Regents
25 S. Front Street, 7th Floor
Columbus, Ohio 43215

Telephone Number: 614-466-6000
Facsimilie Number: 614-466-5866
E-mail Address: jcarey@regents.oh.us

Name of Signatory

Official: John Carey, Chancellor
Address: Ohio Board of Regents
25 S. Front Street, 7th Floor
Columbus, Ohio 43215

Telephone Number: 614-995-7754
Facsimilie Number: 614-466-5866
E-mail Address: jcarey@regents.oh.us

Name of Liaison: Gary Cates, Senior Vice Chancellor
Address: Ohio Board of Regents
25 S. Front Street, 7th Floor
Columbus, Ohio 43215

Telephone Number: 614-752-9542
Facsimilie Number: 614-466-5866
E-mail Address: gcates@regents.ohio.gov

2. Contact Information

Please complete one copy for EACH of the separate activities and programs included in the State Unified Plan.

Program: Postsecondary Vocational Education
State Name for Program/Activity: Postsecondary Vocational Education

Name of Grant Recipient Agency for Program/Activity: John Carey, Chancellor

Address: Ohio Board of Regents
25 S. Front Street, 7th Floor
Columbus, Ohio 43215

Telephone Number: 614-466-6000
Facsimilie Number: 614-466-5866
E-mail Address: jcarey@regents.oh.us

Name of Signatory

Official: John Carey, Chancellor
Address: Ohio Board of Regents
25 S. Front Street, 7th Floor
Columbus, Ohio 43215

Telephone Number: 614-995-7754
Facsimilie Number: 614-466-5866
E-mail Address: jcarey@regents.oh.us

Name of Liaison: Anthony Landis, Senior Director,
College & Career Access & Success

Address: Ohio Board of Regents
25 S. Front Street, 2nd Floor
Columbus, Ohio 43215

Telephone Number: 614-387-1214
Facsimilie Number: 614-752-5903
E-mail Address: alandis@regents.oh.us

2. Contact Information

Please complete one copy for EACH of the separate activities and programs included in the State Unified Plan.

Program: Title V of the Older Americans Act - Senior
Community Service Employment Program
State Name for Program/Activity: Senior Community Service Employment
Program (SCSEP)

Name of Grant Recipient Agency for Program/Activity: Bonnie K. Burman, Director
Address: Ohio Department of Aging
50 W. Broad Street, 9th Floor
Columbus, Ohio 43215
Telephone Number: 614-466-5500
Facsimile Number: 614-995-1049
E-mail Address: bkburman@age.ohio.gov

Name of Signatory
Official: Bonnie K. Burman, Director
Address: Ohio Department of Aging
50 W. Broad Street, 9th Floor
Columbus, Ohio 43215
Telephone Number: 614-466-1055
Facsimile Number: 614-995-1049
E-mail Address: bkburman@age.ohio.gov

Name of Liaison: Marcus J. Molea, Chief, Strategic Partnerships/SCSEP
Administrator
Address: Ohio Department of Aging
50 W. Broad Street, 9th Floor
Columbus, Ohio 43215
Telephone Number: 614-752-9167
Facsimile Number: 614-995-1049
E-mail Address: mmolea@age.ohio.gov

Part III. Certifications and Assurances

The following certifications and assurances apply to the extent that the programs and activities are included in the State Unified Plan.

A. General Certifications and Assurances

By signing the Unified Plan signature page, you are certifying that:

1. The methods used for joint planning and coordination of the programs and activities included in the Unified Plan included an opportunity for the entities responsible for planning or administering such programs and activities to review and comment on all portions of the Unified Plan. (WIA, §501(c)(3)(B).)

If you submit the Unified Plan by posting it on an Internet Web site, you are certifying that:

2. The content of the submitted Plan will not be changed after it is submitted. Plan modifications must be approved by the reviewing State agency. It is the responsibility of the designated agency to circulate the modifications among the other agencies that may be affected by the changes.

B. Non-construction Programs

By signing the Unified Plan signature page, you are certifying that the grantee has filed the Government-wide standard assurances for non-construction programs (SF 424). States can print SF 424 from <http://ocfo.ed.gov/grntinfo/appforms.htm>.

C. EDGAR Certifications

You must include the following certifications for each of the State agencies that administer one of these programs: Adult Education and Literacy or Vocational Rehabilitation. A state may satisfy the EDGAR requirement by having all responsible State agency officials sign a single set of EDGAR certifications.

By signing the Unified Plan signature page, you are certifying that:

1. The plan is submitted by the state agency that is eligible to submit the Plan. [34 CFR 76.104(a)(1).]
2. The state agency has authority under state law to perform the functions of the state under the program. [34 CFR 76.104(a)(2)]
3. The state legally may carry out each provision of the Plan. [34 CFR 76.104(a)(3)]
4. All provisions of the Plan are consistent with State law. [34 CFR 76.104(a)(4)]
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. [34 CFR 76.104(a)(5)]

7. The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]
8. The plan is the basis for state operation and administration of the program. [34 CFR 76.104(a)(8)]
9. A copy of the State Plan was submitted into the State Intergovernmental Review Process. [Executive Order 12372]

D. Debarment, Drug-Free Work Place, and Lobbying Certification

By signing the Unified Plan signature page, you are certifying that the Department of Education grantee has filed ED 80-0013. This form also applies to AEFLA and RSA. States can print ED 80-0013 from <http://ocfo.ed.gov/grntinfo/appforms.htm>.

E. WIA Title I/Wagner-Peyser Act/Veterans Programs

By signing the Unified Plan signature page, you are certifying that:

1. The state assures that it will establish, in accordance with section 184 of the Workforce Investment Act, 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 the allotments made under sections 127 and 132. (§112(b)(11).)
2. The state assures that it will comply with section 184(a)(6), which requires the governor to, every two years, certify to the Secretary, that -
 - a. the state has implemented the uniform administrative requirements referred to in section 184(a)(3);
 - b. the state has annually monitored local areas to ensure compliance with the uniform administrative requirements as required under section 184(a)(4); and
 - c. the state has taken appropriate action to secure compliance pursuant to section 184(a)(5). (§184(a)(6).)
3. The state assures that the Adult and Youth funds received under the Workforce Investment Act will be distributed equitably throughout the state, and that no local areas will suffer significant shifts in funding from year to year during the period covered by this Plan. (§112(b)(12)(B).)
4. The state assures that veterans will be afforded employment and training activities authorized in section 134 of the Workforce Investment Act, and the activities authorized in chapters 41 and 42 of Title 38 US code. The state assures that it will comply with the veterans priority established in the Jobs for Veterans Act. (38 USC 4215.)
5. The state assures that the governor shall, once every two years, certify one local board for each local area in the state. (§117(c)(2).)
6. The state assures that it will comply with the confidentiality requirements of section 136(f)(3).
7. The state assures that no funds received under the Workforce Investment Act will be used to assist, promote, or deter union organizing. (§181(b)(7).)
8. The state assures that it will comply with the nondiscrimination provisions of section 188. including an assurance that a Methods of Administration has been developed

9. The state assures that it will collect and maintain data necessary to show compliance with the nondiscrimination provisions of section 188. (§185.).
10. The state certifies that the Wagner-Peyser Act Plan, which is part of this document, has been certified by the State Employment Security Administrator.
11. The state certifies that veterans' services provided with Wagner-Peyser Act funds will be in compliance with 38 U.S.C. Chapter 41 and 20 CFR part 1001.
12. The state certifies that Wagner-Peyser Act-funded labor exchange activities will be provided by merit-based public employees in accordance with Department of Labor regulations.
13. The state assures that it will comply with the MSFW significant office requirements in accordance with 20 CFR part 653.
14. The state certifies it has developed this plan in consultation with local elected officials, local workforce boards, the business community, labor organizations and other partners.
15. The state assures that funds will be spent in accordance with the Workforce Investment Act and the Wagner-Peyser Act and their regulations, written Department of Labor guidance implementing these laws, and all other applicable Federal and state laws.
16. The state ensures compliance with the uniform administrative requirements in WIA through annual, onsite monitoring of each local area.
17. As a condition to the award of financial assistance from the Department of Labor under title I of WIA, the grant applicant assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws:
 - a. Section 188 of the Workforce Investment Act of 1998 (WIA), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIA title I--financially assisted program or activity;
 - b. Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the bases of race, color and national origin;
 - c. Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;
 - d. The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and
 - e. Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.
 - f. The grant applicant also assures that it will comply with 29 CFR part 37 and all other regulations implementing the laws listed above. This assurance applies to the grant applicant's operation of the WIA title I-financially assisted program or activity, and to all agreements the grant applicant makes to carry out the WIA title I-financially assisted program or activity. The grant applicant understands that the United States has the right to seek judicial enforcement of this assurance.
18. The state afforded the State Monitor Advocate an opportunity to approve and comment on the Agricultural Outreach Plan. The state solicited information and suggestions from WIA 167 National Farmworker Jobs Program grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations.

allowed at least 30 days for review and comment. The State considered any comments received in formulating its final proposed plan, informed all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore, and included the comments and recommendations received and its responses with the submission of the plan. (WIA Sections 112(b)(9), 111(g), 20 CFR 661.207, 20CFR661.220(d), 20 CFR 653.107 (d), 20 CFR 653.108(f))

F. Adult Education and Family Literacy

By signing the Unified Plan signature page, you are certifying that:

1. The eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in Adult Education and Literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for Adult Education and Literacy activities provided under AEFLA for support services. (§224(b)(5).)
2. The funds received under subtitle A of title II of WIA will not be expended for any purpose other than for activities under subtitle A of title II of WIA. (§224(b)(6).)
3. The eligible agency will expend the funds under subtitle A of title II of WIA only in a manner consistent with fiscal requirements in section 241. (§224(b)(8).)

G. Senior Community Service Employment Program (SCSEP)

By signing this Unified Plan you also certify that the state agrees to meet the requirements of or submit the following documents as applicable, in addition to the general ETA requirements for receipt of Federal funds:

1. General Administrative Requirements:
 - a. 29 CFR part 97 --Uniform Administrative Requirements for State and Local Governments (as amended by the Act)
 - b. 29 CFR part 96 (as amended by OMB Circular A-133) --Single Audit Act
 - c. OMB Circular A-87 --Cost Principles (as amended by the Act)
2. Assurances and Certifications:
 - a. SF 424 – Application for Federal Assistance
 - b. SF 424A – Budget Information – Non-construction Programs
 - c. SF 424 B --Assurances for Non-construction Programs
 - d. Hatch Act Notices must be placed in all work locations
 - e. Privacy Statement must be provided to all participants
 - f. ETA-8705 – Equitable Distribution Report

H. OMB Burden Statement

These reporting instructions have been approved under the Paperwork Reduction Act of 1995. Persons are not required to respond to this collection of information unless it displays a valid OMB control number. Public reporting burden for this collection of information includes the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Submission is required by the Workforce Investment Act section 112(a). Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, Office of Workforce Investment, Room S-4231, 200 Constitution Ave., NW, Washington, DC, 20210.