OHIO PYS 2020-2023

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I. WIOA STATE PLAN TYPE AND EXECUTIVE SUMMARY

A. WIOA STATE PLAN TYPE

This is a combined plan

COMBINED PLAN PARTNER PROGRAM(S)

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)

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

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

B. PLAN INTRODUCTION OR EXECUTIVE SUMMARY

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

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

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

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

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

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

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

Additionally, Ohio is developing virtual classrooms for its Aspire Adult Education and Literacy program to increase its ability to reach customers who may have transportation and/or childcare barriers that prevent them from fully participating in a traditional setting. Moreover, these virtual services will also be helpful in rural areas where programs and services may not be readily available at a physical location.

The State is also investing in LinkedIn Learning to enable all Ohioans with a library card to take unlimited, free online training courses. Customers may use either a computer or mobile device to participate in over 15,000 courses such as software development, data analytics, and cyber security that are taught by industry experts.

- **TechCred.** In October 2019, Ohio announced its TechCred program that will help businesses better prepare their existing workforces for jobs in today's advanced, technology-infused economy. TechCred gives employees the ability to earn technology-focused credentials; making them more valuable and leading to improved job security and increased career advancement opportunities. Using TechCred, businesses will be able to identify the employees whose skills they want to improve for more advanced positions in technology-focused jobs, such as advanced manufacturing and information technology. Credentials eligible for the program must be short-term, industry-recognized, and technology-focused.

- **Innovative Workforce Incentive Program.** To inspire youth to identify paths to success through career-focused learning, the State will be providing $25 million in funding to schools to help students earn industry-recognized credentials. Of this total, $12.5 million will be used to promote credential attainment, $4.5 million will be used to support start-up grants that support additional program offerings, and $8 million will be used to pay for the credentialing assessments so that students do not have to pay these fees out-of-pocket.

- **Readiness Seals for High School Graduates.** Ohio recently adopted new graduation standards for the class of 2023 and beyond to ensure that every student is prepared for career and college when they graduate from high school. Students will prepare for their future by completing course requirements, demonstrating a competency in English and math, and earning new Readiness Seals in key areas that show foundational and well-rounded knowledge, skills, and competencies. These include the OhioMeansJobs Readiness Seal, a College-Ready Seal, A Military Enlistment Seal, and a seal earned by achieving an Industry-Recognized Credential.

- **Choose Ohio First.** The State will invest $28 million this year and $40 million next year in its Choose Ohio First initiative to develop a workforce ready for STEMM (Science, Technology, Engineering, Mathematics, and Medicine) occupations. Choose Ohio First provides postsecondary students with increased exposure to and awareness about available careers in innovative industries such as aerospace, medicine, computer technology, and alternative energy. A portion of the funding will be used for competitive scholarship funding at Ohio's colleges and universities to support undergraduate and qualifying graduate students, further facilitating the completion of baccalaureate degrees in cost effective manner. Choose Ohio First also promotes the recruitment of underrepresented STEMM student groups including women and students of color.

- **Ohio College2Careers.** The State has implemented its new Ohio College2Careers program to ensure college students with disabilities have the support they need to complete their degree and/or credential, earn higher wages, and meet the demands of tomorrow's labor market. The program embeds an OOD Vocational Rehabilitation (VR) Counselor at the disability services offices at 15 public colleges and universities. They will assist students with disabilities by providing additional supports such as career exploration, career counseling, assistive technology, resume and interview preparation, and placement at internships and permanent employment. Ohio College2Careers also expands OOD's business relations staff at the career services offices at these same institutions, coordinating employment efforts for students with disabilities and better connecting them to OOD's expansive employer partner network.

- **Recovery Initiatives.** To help individuals with mental health and substance abuse disorder, the State has established the Jobs for Recovery Program. Under it, OOD will embed a VR Counselor as an active member of the drug court team, providing support and assistance to help impacted individuals secure a job and remain employed. Additionally, in early 2019, Ohio created its "Strategies for Helping Individuals Impacted by Opioid Use Disorder: A Toolkit for Ohio's Public Workforce System" to help guide the core partners as they assist persons affected by substance misuse. Working together, the partners will prepare workers for jobs that help prevent and mitigate substance dependency; provide education, training, and supportive services to individuals in treatment; and develop recovery-friendly workplaces.

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

II. STRATEGIC ELEMENTS

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

1. ECONOMIC AND WORKFORCE ANALYSIS

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

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

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

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

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

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

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

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

As shown in **Figure 1. Top 10 Occupations with the Greatest Anticipated Growth on the In-Demand Jobs List, December 2019,** the Healthcare and Social Assistance sector occupations of Registered Nurses; Medical Assistants; and Licensed Practical and Licensed Vocational Nurses account for 42.9 percent (2,685 of 6,263) of growth.

Figure 1. Top 10 Occupations with the Greatest Growth on the In-Demand Jobs List, December 2019

Occupation Title	Starting Wage	Median Wage	Education Level	On-the-Job Training	Relevant Work Experience	Growth
Registered Nurses	$52,780	$65,707	Bachelor's degree	None	None	1,839
Laborers/Freight/Stock/ Material Movers, Hand	$20,850	$29,596	Less than high school	Short-term on-the-job training	None	761
Medical Secretaries	$25,390	$34,962	High school diploma	Moderate-term on-the-job training	None	654
Software Developers, Applications	$58,530	$93,422	Bachelor's degree	None	None	615
Medical Assistants	$25,160	$33,028	Certificate/Some college	None	None	464
Market Research Analysts and Marketing Specialists	$38,110	$61,593	Bachelor's degree	None	None	434
Construction Laborers	$27,040	$41,088	Less than high school	Short-term on-the-job training	None	392
Licensed Practical and Licensed Vocational Nurses	$34,220	$44,285	Certificate/Some college	None	None	382
Financial Managers	$73,450	$121,356	Bachelor's degree	None	5 years or more	362
General and Operations	$50,180	$98,760	Bachelor's	None	5 years or	360

Occupation Title	Starting Wage	Median Wage	Education Level	On-the-Job Training	Relevant Work Experience	Growth
Managers			degree		more	

Source: OhioMeansJobs.com

Figure 2. Online Job Postings by Top 10 Industries, January – June 2019 identifies the most frequent online job advertisements on OhioMeansJobs.com sorted by North American Industry Classification System (NAICS).

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

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

Industry	NAICS	Ads
Health Care and Social Assistance	62	93,929
Retail Trade	44	76,634
Manufacturing	31	48,190
Professional, Scientific, and Technical Services	54	40,386
Finance and Insurance	52	39,420
Accommodation and Food Services	72	35,594
Administrative and Support and Waste Management and Remediation Services	56	26,533
Wholesale Trade	42	25,394
Transportation and Warehousing	48	19,625
Educational Services	61	15,364

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

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

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

At the same time, changes in the nature of work and advancements in technology are projected to cause a decrease in employment in Manufacturing (-5.9 percent) and Information (-7.4 percent). To prepare for this shift, a cross-agency workforce team is proactively identifying the new and emerging skill sets that will be required for its long-term talent pipeline. As automation and technology become more common in the workplace, the State will promote and expand education and training opportunities that enable individuals to successfully transition into new jobs and careers within their current employment sectors.

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

Industry Title	2016 Annual Employment	2026 Projected Employment	Change in Employment 2016-2026	Percent Change 2016-2026
Total	**5,793,823**	**6,047,156**	**253,333**	**4.4%**
Goods-Producing Industries	**997,420**	**978,204**	**-19,216**	**-1.9%**
Agriculture, Forestry, Fishing and Hunting	95,392	94,553	-839	-0.9%
Mining	11,082	11,743	661	6.0%
Construction	205,953	227,427	21,474	10.4%
Manufacturing	684,993	644,481	-40,512	-5.9%
Service-Providing Industries	**4,502,614**	**4,755,335**	**252,721**	**5.6%**
Wholesale Trade	235,282	236,107	825	0.4%
Retail Trade	575,582	585,667	10,085	1.8%
Transportation and Warehousing	192,221	204,430	12,209	6.4%
Utilities	19,275	19,108	-167	-0.9%
Information	71,762	66,446	-5,316	-7.4%
Finance and Insurance	236,224	250,293	14,069	6.0%
Real Estate and Rental and Leasing	63,179	66,948	3,769	6.0%
Professional and Technical Services	257,130	266,681	9,551	3.7%
Management of Companies and Enterprises	138,338	152,421	14,083	10.2%
Administrative and Waste Services	327,078	352,871	25,793	7.9%
Educational Services	428,683	453,597	24,914	5.8%
Health Care and Social Assistance	820,391	956,022	135,631	16.5%
Arts, Entertainment and Recreation	78,114	83,031	4,917	6.3%
Accommodation and Food Services	473,566	473,383	-183	0.0%
Other Services (Except Government)	233,824	237,048	3,224	1.4%
Government	351,965	351,282	-683	-0.2%
Self-Employed and Unpaid Family Workers	**293,789**	**313,617**	**19,828**	**6.8%**

Source: ODJFS-Bureau of Labor Market Information (ODJFS-BLMI), September 2018

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

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

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

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

Occupational Title	Employment 2016 Annual	2026 Projected	Change in Employment 2016 - 2026	Percent	Annual Openings Growth	Exit	Transfers	Total
Total, All Occupations	**5,793,823**	**6,047,156**	**253,333**	**4.4%**	**25,333**	**274,557**	**364,606**	**664,496**
Healthcare Support Occupations	204,376	248,724	44,348	21.7%	4,435	12,977	12,257	29,669
Personal Care & Service Occupations	174,752	198,818	24,066	13.8%	2,407	14,002	13,098	29,507
Healthcare Practitioners & Technical Occupations	371,975	418,231	46,256	12.4%	4,626	10,557	10,163	25,346
Community & Social Service Occupations	101,986	114,124	12,138	11.9%	1,214	4,394	7,090	12,698
Life, Physical, & Social Science Occupations	37,253	40,529	3,276	8.8%	328	1,020	2,412	3,760
Construction & Extraction Occupations	212,889	230,669	17,780	8.4%	1,778	7,781	14,597	24,156
Education, Training, & Library Occupations	315,378	341,135	25,757	8.2%	2,576	13,412	13,365	29,353
Business & Financial Operations Occupations	282,682	303,006	20,324	7.2%	2,032	8,531	17,201	27,764
Computer & Mathematical Occupations	147,225	157,316	10,091	6.9%	1,009	2,578	7,267	10,854
Architecture & Engineering Occupations	96,728	103,258	6,530	6.8%	653	2,457	4,469	7,579
Building & Grounds Cleaning & Maintenance Occupations	195,352	206,466	11,114	5.7%	1,111	12,160	12,797	26,068
Management Occupations	355,489	375,116	19,627	5.5%	1,963	11,764	15,984	29,711
Transportation & Material Moving Occupations	415,222	434,014	18,792	4.5%	1,879	21,046	30,617	53,542
Installation, Maintenance, & Repair Occupations	223,384	232,205	8,821	3.9%	882	7,922	13,320	22,124
Arts, Design, Entertainment, Sports, & Media Occupations	87,126	89,279	2,153	2.5%	215	3,703	4,734	8,652
Legal Occupations	35,984	36,698	714	2.0%	71	896	1,268	2,235
Protective Service Occupations	118,191	120,312	2,121	1.8%	212	5,926	6,651	12,789
Sales & Related Occupations	551,916	560,882	8,966	1.6%	897	31,994	42,440	75,331
Food Preparation & Serving Related Occupations	507,785	515,111	7,326	1.4%	733	39,007	48,397	88,137
Office & Administrative Support Occupations	840,532	832,514	-8,018	-1.0%	-802	42,566	49,986	91,750
Farming, Fishing, & Forestry Occupations	13,947	13,534	-413	-3.0%	-41	504	1,523	1,986
Production Occupations	503,651	475,215	-28,436	-5.6%	-2,844	19,361	34,971	51,488

Source: ODJFS-BLMI, September 2017

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

The table below uses a Burning Glass analysis of over 1.3 million job postings to compile the knowledge, skills and abilities required for the occupations shown in **Figure 1. Top 10 Occupations with the Greatest Growth on the In-Demand Jobs List, December 2019.** The data represents insights drawn from job postings over the last 12 months within the state of Ohio.

Occupation	Top 5 Skills	Top 5 Certifications
Registered Nurses	Patient Care, Advanced Cardiac Life Support (ACLS), Treatment Planning, Cardiopulmonary Resuscitation (CPR), Acute Care	Registered Nurse, Advanced Cardiac Life Support (ACLS) Certification, First Aid Cpr Aed, Basic Life Saving (BLS), American Heart Association Certification
Laborers/Freight/Stock/ Material Movers, Hand	Forklift Operation, Packaging, Scheduling, Lifting Ability, Sorting	Driver's License, Forklift Operator Certification, CDL Class A, Good Conduct, Occupational Safety and Health Administration Certification
Medical Secretaries	Administrative Support, Scheduling, Appointment Setting, Customer Service, Front Office	Health Unit Coordinator, First Aid Cpr Aed, Basic Life Saving (BLS), Driver's License, American Heart Association Certification
Software Developers, Applications	Java, SQL, Software Development, JavaScript, Software Engineering	Security Clearance, IT Infrastructure Library (ITIL) Certification, Driver's License, ITIL Certification, Certified Information Systems Security Professional

Occupation	Top 5 Skills	Top 5 Certifications
		(CISSP)
Medical Assistants	Patient Care, Medical Assistance Scheduling, Vital Signs Measurement, Cardiopulmonary Resuscitation (CPR)	Certified Medical Assistant, Phlebotomy Certification, Basic Life Saving (BLS), AAMA Certified Medical Assistant, Clinical Medical Assistant (CCMA)
Market Research Analysts and Marketing Specialists	Marketing, Social Media, Project Management, Digital Marketing Sales	Driver's License, Project Management Certification, Chartered Property Casualty Underwriter (CPCU), Google AdWords Training, Chartered Life Underwriter (ClU)
Construction Laborers	Construction Labor, Carpentry Hand Tools, Plumbing, Repair	Driver's License, Occupational Safety and Health Administration Certification, CDL Class A, OSHA Safety 10 Hour, Forklift Operator Certification
Licensed Practical and Licensed Vocational Nurses	Patient Care, Cardiopulmonary Resuscitation (CPR), Treatment Planning, Medication Administration, Home Health	Licensed Practical Nurse (LPN), First Aid Cpr Aed, Licensed Vocational Nurse (LVN), Driver's License, Basic Life Saving (BLS)
Financial Managers	Accounting, Budgeting, Financial Reporting, Financial Statements, Generally Accepted Accounting Principles (GAAP)	Certified Public Accountant (CPA), Driver's License, Licensed Attorney, Series 6, Series 7
General and Operations Managers	Communication Skills, Teamwork / Collaboration, Planning Problem Solving, Organizational Skills	Driver's License, CDL Class A, First Aid Cpr Aed, Project Management Certification, Six Sigma Certification

The occupations of Laborers/Freight/Stock/Material Movers, and Construction Laborers require no formal educational credential. These have starting wages of $20,850 and $27,040, respectively.

Medical Secretaries have minimum requirements of a high school diploma along with moderate-term on-the-job training and have a starting wage of $25,390.

The occupations of Medical Assistants, and Licensed Practical and Licensed Vocational Nurses require some college or postsecondary certificate. They have starting wages of $25,160 and $34,220, respectively.

The occupations requiring a Bachelor's degree have much higher starting wages than the lesser credentialed positions. They include Registered Nurses, Software Developers, Applications; and Market Research Analysts at $52,780, $58,530, and $38,110. Moreover, the occupations of Financial Managers, and General and Operations Managers that require a Bachelor's degree

along with five years or more of relevant work experience have starting wages of $73,450 and $50,180 respectively.

Employment. According to the US Bureau of Labor Statistics and ODJFS-BLMI, Ohio's Labor Force Estimate for December 2019 was 5,838,717. **Figure 5. Ohio and US Labor Force Participation Rates, January 2010 - December 2019 (Seasonally Adjusted)** indicates that the State's participation rates have decreased over the past nine years from 65.5 percent in January 2010 to 62.9 percent in December 2019. This decline appears to be the result of the aging population (see **Figure 11. Labor Force Age Distribution, 2015 and Projected 2025 under Key Populations later in this section)** as more and more workers move into higher age groups that tend to have lower participation rates. According to the US Bureau of Labor Statistics, the overall labor force participation rate for the country has been declining since 2000, dropping sharply following the 2007-2009 recession.

Figure 5. Ohio and US Labor Force Participation Rates, January 2010 - December 2019 (Seasonally Adjusted)

Source: US Bureau of Labor Statistics, ODJFS-BLMI

Unemployment. As shown in in **Figure 6. Ohio and US Monthly Unemployment Rates, January 2010 - December 2019 (Seasonally Adjusted)**, the State's unemployment rate has steadily decreased from a high of 11.0 percent in January 2010 to 4.2 percent in December 2019.

Long-term unemployment has also decreased significantly in the past few years. According to the Local Unemployment Area Statistics program preliminary estimates, in 2018, there were

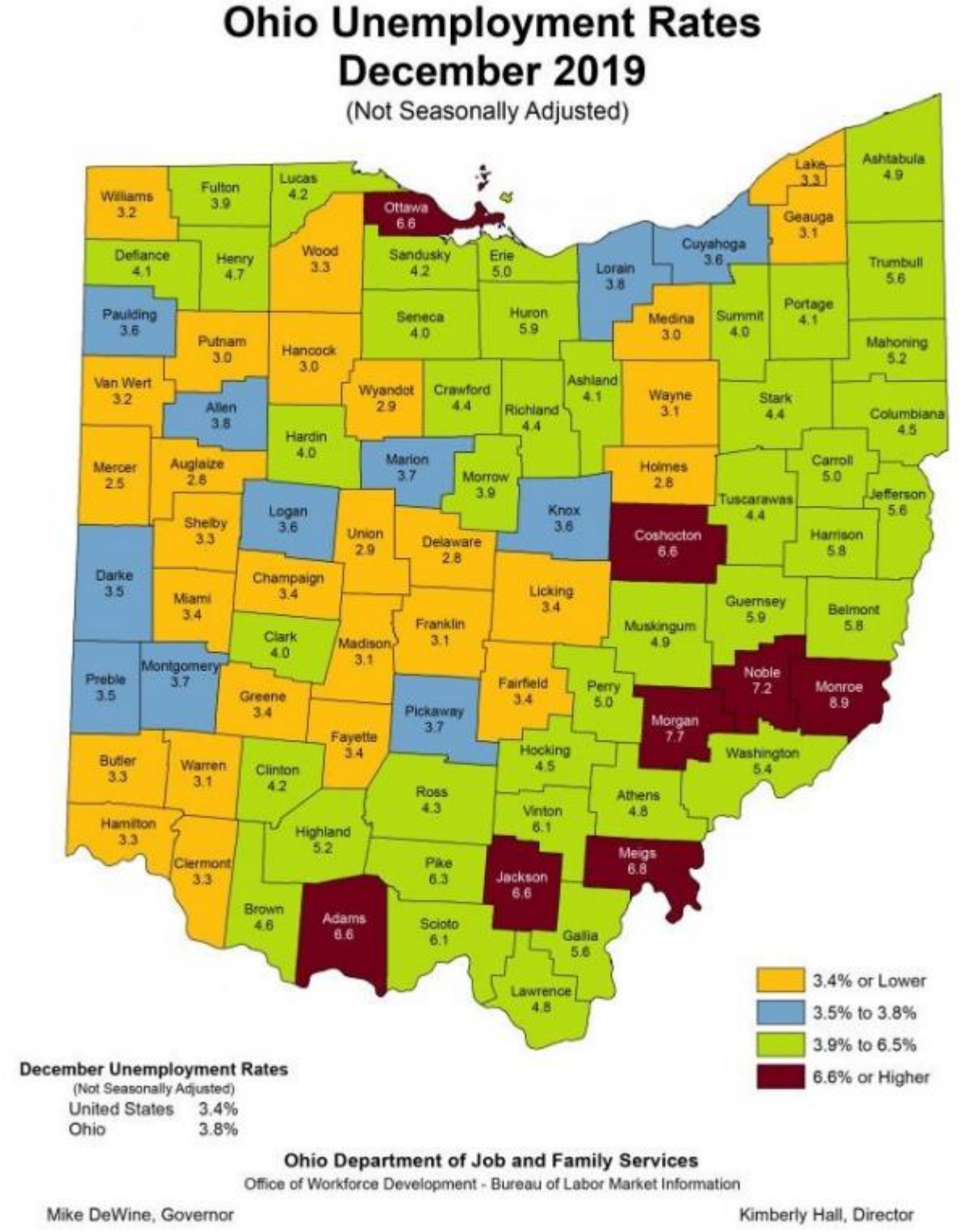
50,000 Ohioans unemployed 27 weeks or more as compared to 73,000 in 2016, a decrease of 31.5 percent and there were 31,000 unemployed 52 weeks or more in 2018 as compared to 50,000 in 2016, a decrease of 38.0 percent.

Figure 6. Ohio and US Monthly Unemployment Rates, January 2010 - December 2019 (Seasonally Adjusted)

Source: US Bureau of Labor Statistics

Although the statewide unemployment rate has decreased, pockets of high unemployment remain. As shown in **Figure 7. Ohio Unemployment Rate (Not Seasonally Adjusted), December 2019**, seven Appalachian Counties have unemployment rates of 6.6 percent or higher. They are Adams (6.6 percent), Coschocton (6.6 percent), Jackson (6.6 percent), Meigs (6.8 percent), Monroe (8.9 percent), Morgan (7.7 percent), and Noble (7.2 percent). Additionally, Ottawa County in the northern section of the State has an unemployment rate of 6.6 percent.

Figure 7. Ohio Unemployment Rate (Not Seasonally Adjusted), December 2019



Source: ODJFS-BLMI, June 2019

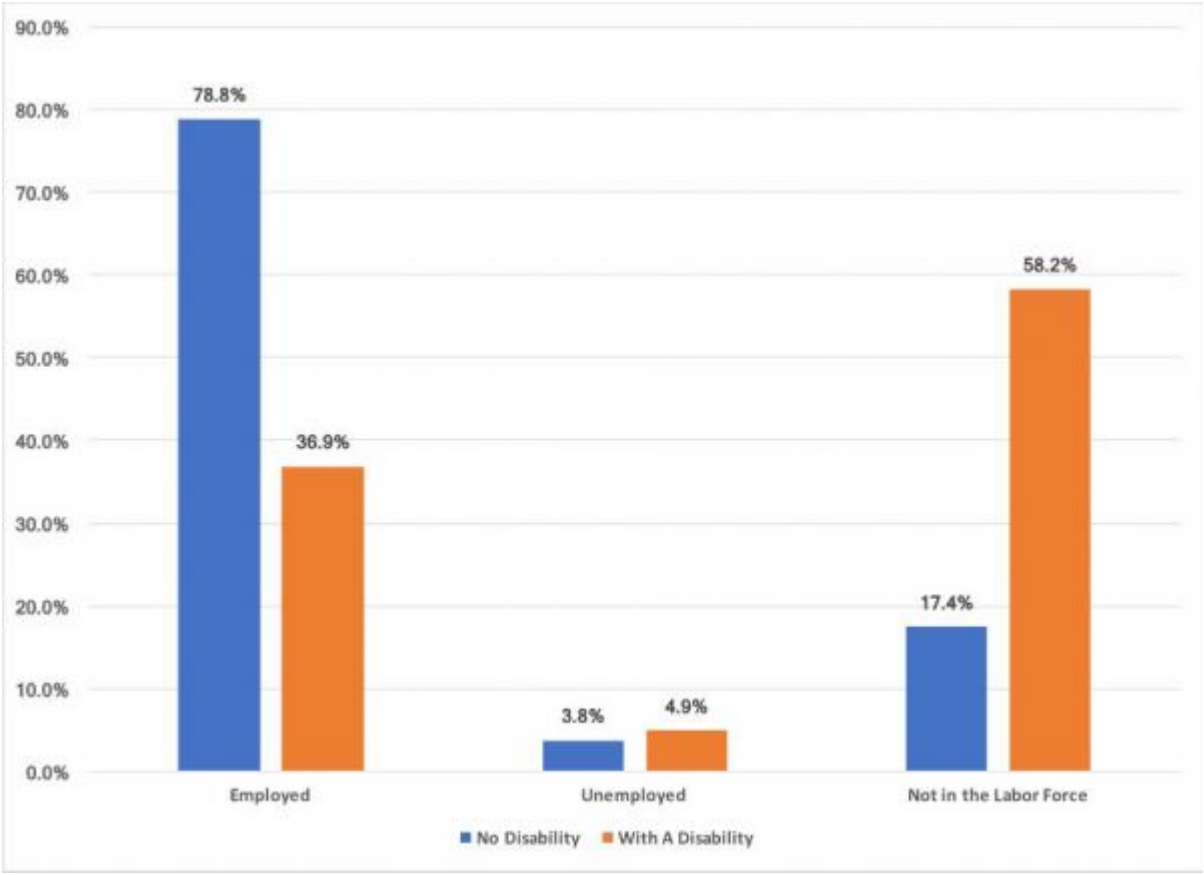
Key Populations. Ohio has implemented strategies to serve populations that may experience barriers to employment. These populations include:

- Individuals with Disabilities

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

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

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



Source: American Community Survey, 2017, US Census Bureau

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

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

Description	Percent
Less than high school diploma of equivalency	10.2
High school diploma or equivalency	33.6
Some college, no degree	20.5
Associate's degree	8.5
Bachelor's degree	17.0
Graduate or Professional degree	10.2

Source: American Community Survey, 2017, US Census Bureau

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

Figure 10. Ohio Remediation Report, 2018

AGE RANGE	TOTAL	ANY MATH	%	ANY ENGLISH	%	MATH OR ENGLISH	%	MATH & ENGLISH	%
Less than 22*	76,285	17,270	22.64%	8,704	11.41%	19,945	26.15%	6,029	7.90%
22 to 25	5,988	1,544	25.78%	746	12.46%	1,783	29.78%	507	8.47%
Greater than 25	11,911	2,130	17.88%	1,067	8.96%	2,521	21.17%	676	5.68%
All	94,184	20,944	22.24%	10,517	11.17%	24,249	25.75%	7,212	7.66%

**Includes high school graduates spring of 2017 and older students less than 22 years of age*

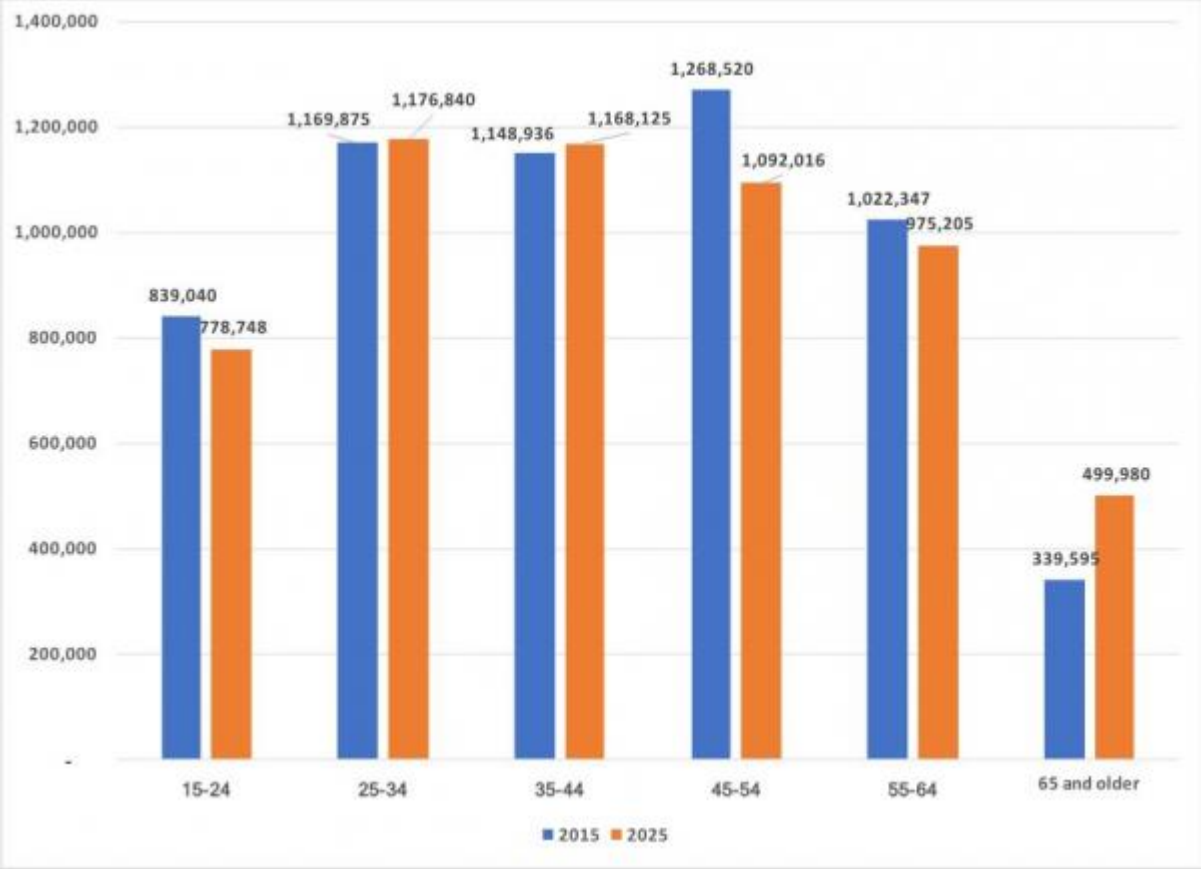
Source: Ohio Department of Higher Education

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

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

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

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



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

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

In addition to these statistics, the US Department of Housing and Urban Development's report, 2018 Point-in-Time Estimate of Veteran Homelessness in the US, indicates that **t**he number of homeless veterans in Ohio dropped by 13 percent between 2017 to 2018.

The OhioMeansVeteranJobs.com website is a common resource used by multiple partner programs to provide veterans with workforce services. As discussed in the **response to (c) State Strategy**, as part of its Ohio Values Veterans initiative, ODHE has formed the Military Strategic Implementation Team (MSIT) to work with Ohio's public institutions to conduct a thorough review of current institutional policies and practices, and to improve the process for awarding college credit for military training, experience, and coursework.

Figure 12. Ohio Veteran Statistics

Particulars	Estimated Veterans	Percent Veteran
Total veterans, 18 years and over	714,647	100.0%
PERIOD OF SERVICE	**Estimated Veterans**	**Percent Veteran**
Gulf War (9/2001 or later)	108,191	15.1%
Gulf War (8/1990 to 8/2001)	128,304	18.0%
Vietnam era veterans	261,225	36.6%
Korean War veterans	57,220	8.0%
World War II veterans	25,467	3.6%
SEX	**Estimated Veterans**	**Percent Veteran**
Male	662,207	92.7%
Female	52,440	7.3%
AGE		
18 to 34 years	54,154	7.6%
35 to 54 years	161,574	22.6%
55 to 64 years	129,184	18.1%
65 to 74 years	203,010	28.4%
75 years and over	166,725	23.3%
EMPLOYMENT STATUS	**Estimated Veterans**	**Percent Veteran**
Veterans population 18 to 64	344,912	
Labor force participation		75.6%
Veterans labor force 18 to 64	260,837	
Unemployment rate		4.2%

Particulars	Estimated Veterans	Percent Veteran
POVERTY STATUS IN THE PAST 12 MONTHS	**Estimated Veterans**	**Percent Veteran**
Veterans population 18 years	698,515	
Income in the past 12	50,731	7.3%
Income in the past 12	647,784	92.7%
DISABILITY STATUS	**Estimated Veterans**	**Percent Veteran**
Veterans population 18 years	698,515	
With any disability	202,937	29.1%
Without a disability	495,578	70.9%
EDUCATIONAL ATTAINMENT	**Estimated Veterans**	**Percent Veteran**
Veterans, 25 years and over	706,684	
Less than high school	50,065	7.1%
High school graduate	262,775	37.2%
Some college or associate's	242,681	34.3%
Bachelor's degree or higher	151,163	21.4%
MEDIAN INCOME IN THE PAST 12 MONTHS (IN	**Annual Income**	
Civilian population 18 years	$36,770	
Male	$37,124	
Female	$30,802	

Source: American Community Survey, 2017, US Census Bureau

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

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

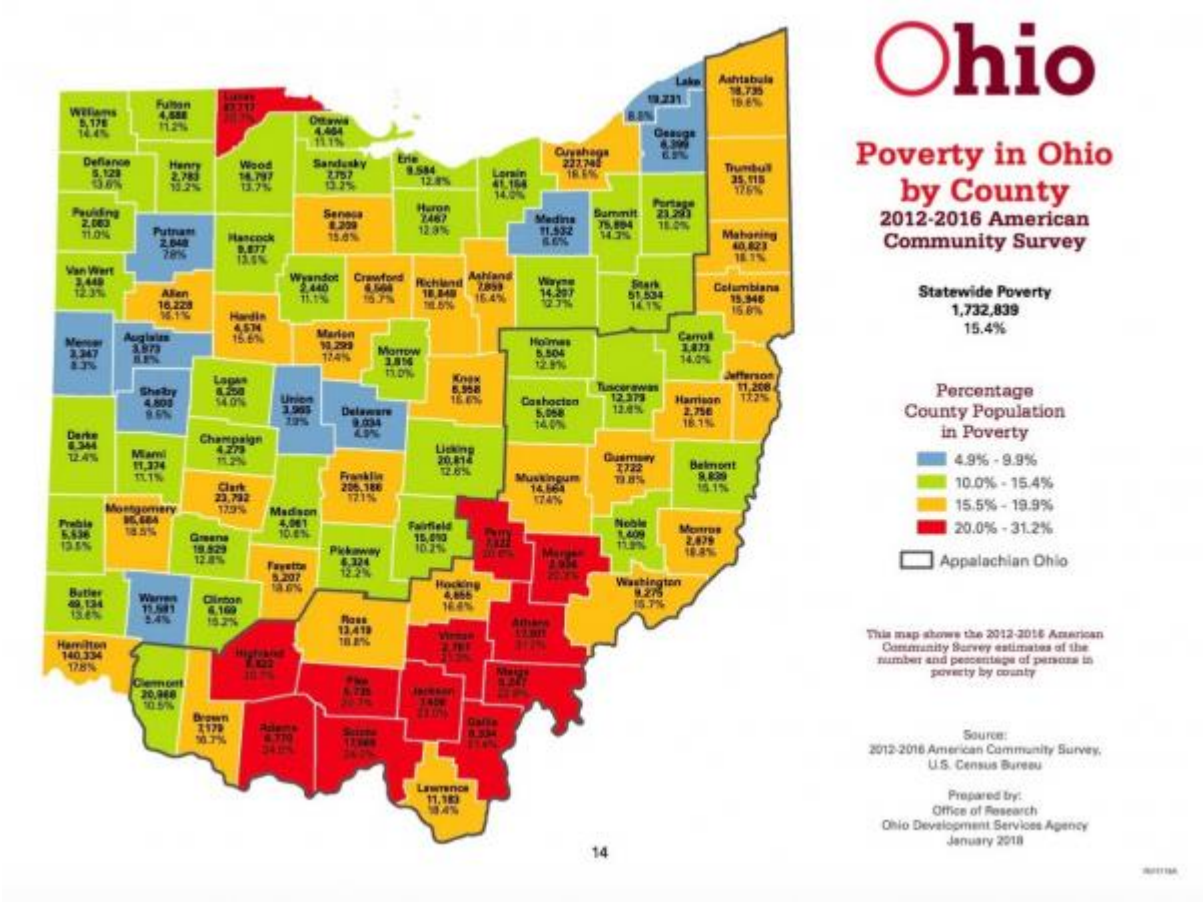
	Households	Families	Married-couple families	Nonfamily households
Total Households	4,667,192	2,951,170	2,136,801	1,716,022
Less than $10,000	7.10%	4.10%	1.30%	13.40%
$10,000 to $14,999	4.90%	2.80%	1.00%	9.10%
$15,000 to $24,999	10.20%	6.60%	3.60%	17.10%
$25,000 to $34,999	10.30%	8.40%	5.80%	14.10%
$35,000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

Source: American Community Survey, 2017, US Census Bureau

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

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

Figure 14. Poverty in Ohio by County

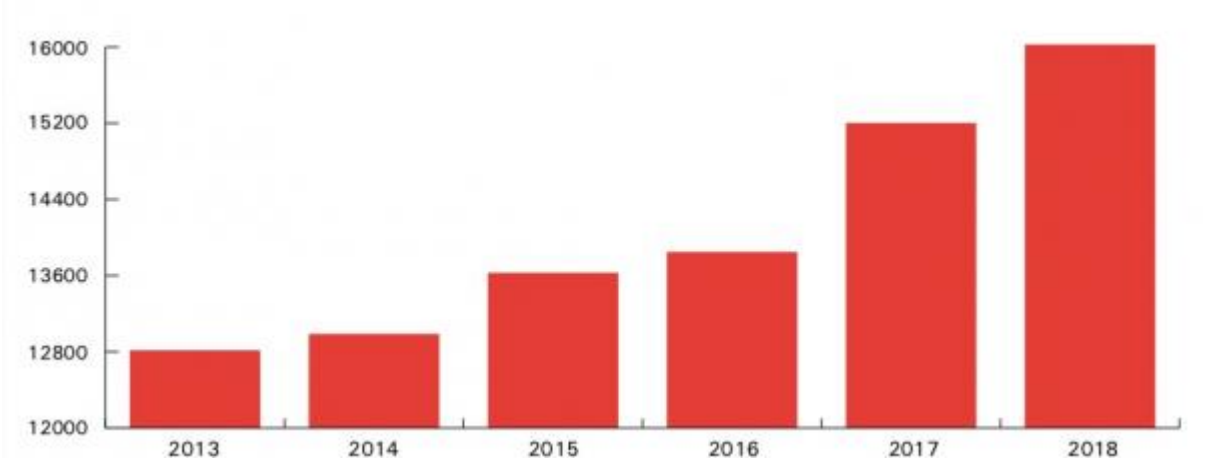


Source: American Community Survey, 2012-2016, US Census Bureau

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

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

Figure 15. Number of Ohio Children in Foster Care

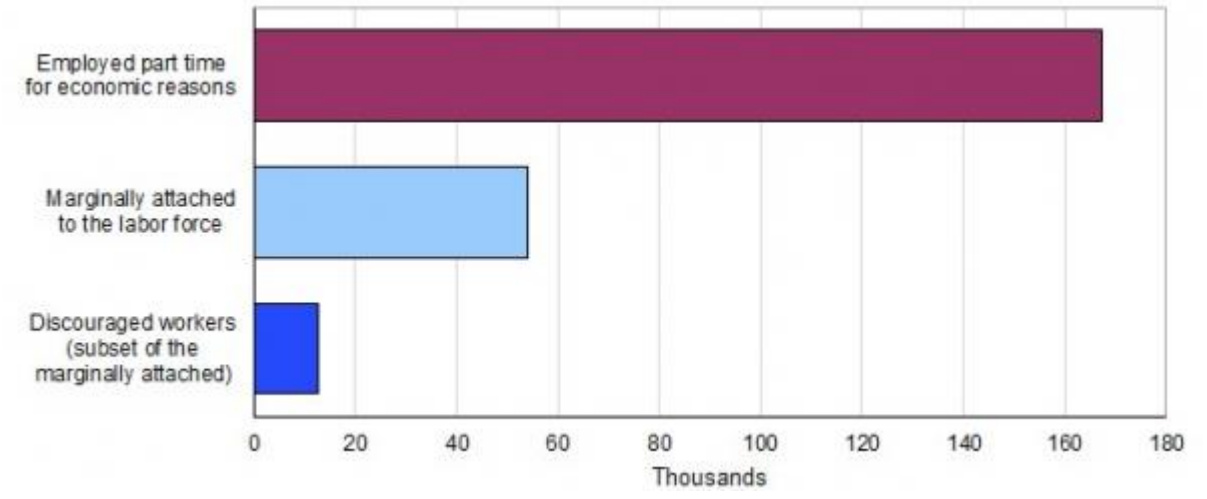


Source: ODJFS Data Dashboard

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

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

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



Source: US Bureau of Labor Statistics

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

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

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

Contraband		2014	2015	2016	2017	2018	5-Year Total (2014-2018)	Diff. (2017-2018)	% Change (2017-2018)
Marijuana		5,817	2,925	3,616	5,450	4,812	22,621	-638	-12%
Methamphetamine		11.9	7.1	94.0	144.5	429.2	687	+285	+197%
Heroin		31	41	173	165	294	704	+129	+78%
Fentanyl		0.5	0.2	7.1	72.6	179.5	260	+107	+147%
Cocaine		56	324	550	261	506	1,696	+245	+94%
Crack		3.8	4.3	5.1	6.6	4.3	24	-2.3	-35%
Prescription Pills	Opiates	37,930	34,236	64,462	31,128	25,441	193,195	-5,687	-18%
	Stimulants	4,596	2,491	2,799	3,117	4,700	17,703	+1,583	+51%
	Depressants	10,312	8,835	13,824	11,139	8,207	52,316	-2,931	-26%
	Hallucinogens	262	199	149	10,052	736	11,397	-9,316	-93%
	Other Pills	5,040	6,028	6,516	8,406	7,097	33,088	-1,310	-16%

OSHIP Case Management System; SAU Pill Seizure Database. Data is provisional as of 1/22/2019. All

narcotic weights are in pounds, except for prescription pills (dosage units). "Other Pills" includes all

other scheduled and non-scheduled prescription as well as over-the-counter pills.

Source: Ohio State Highway Patrol, Office of Planning and Finance-Statistical Analysis Unit

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

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

Figure 18. Industry Employment

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

Source: US Bureau of Labor Statistics

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

Figure 19. Online Job Postings by Education Level (July - December 2019) shows that 45.3 percent (294,672 out of 651,108) of recent job listings include a requirement for at least a high school diploma, 13.3 percent (86,757 out of 651,108), require an Associate Level education, and 36.9 percent (240,078 out of 651,108) require a Bachelor's Degree.

Figure 19. Online Job Postings by Education Level (July – December 2019)

Education Level	Ads
GED/High School	294,672
Associate Level	86,757
Bachelor's Degree	240,078

Education Level	Ads
Master's Degree	14,558
Doctoral Degree	15,043
Total	651,108

Source: OhioMeansJobs.com

Figure 20. Top 10 Job Skills Listed in Online Job Postings (July - December 2019) shows the skills most requested by employers in recent job advertisements. As shown, 89,437 relate to Administration, including Microsoft Office (62,429) and Microsoft PowerPoint (27,008). Another 41,557 relate to Manufacturing-type occupations, including Preventive Maintenance (15,740), Quality Assurance (13,459), and Quality Control (12,358).

Additionally, 23,675 relate to Information Technology, including Structured Query Language (11,777) and Software Development (11,898).

Figure 20. Top 10 Job Skills Listed in Online Job Postings (July - December 2019)

Skills	Ads
Microsoft Office	62,429
Microsoft PowerPoint	27,008
Best practices	19,459
Preventive maintenance	15,740
Mathematics	15,597
Forklifts	14,753
Quality assurance	13,459
Quality control	12,358
Software development	11,898
SQL	11,777

Source: OhioMeansJobs.com

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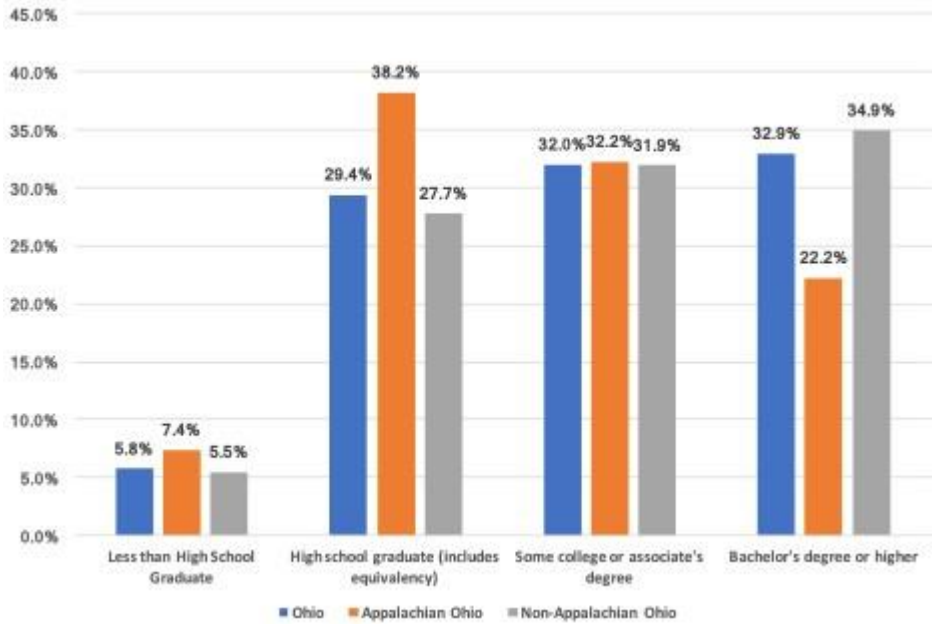
1. Education and Skill Levels of the Workforce. Provide an analysis of the educational and skill levels of the workforce.

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

However, when further analyzing education levels, a disparity is found in the Appalachian Region which represents over 15 percent of the State's total labor force (895,000 of 5,838,717). The high school dropout rate for individuals living in the Appalachian Region is 1.9 percentage points higher than those living in the non-Appalachian Region (7.4 percent as compared to 5.5 percent). This difference is further compounded at higher educational levels. Appalachian residents fall behind by 10.5 percentage points for persons who possess some college or Associate's degree or achieve a Bachelor's degree or higher as compared to these same populations for rest of the State (54.4 percent as compared to 64.9 percent).

Figure 21. Labor Force Educational Distribution by Area



Source: ODJFS-BLMI

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1. Skill Gaps. Describe apparent 'skill gaps'.

As shown above in **Figure 21. Labor Force Educational Distribution by Area,** 5.8 percent of Ohio's labor force has not graduated from high school and another 29.4 percent has only a high school diploma or equivalent. Moreover, detailed data from ODJFS-BLMI indicates that 1,612,818 individuals possess some college, but no degree.

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

Moreover , the June 2013 report, "Recovery: Job Growth and Education Requirements Through 2020," prepared by Georgetown Center on Education and the Workforce states that 64 percent of Ohio jobs in 2020 will require a postsecondary education. Further, most of the well-paying jobs included on Ohio's In-Demand Jobs List require more than a high school diploma. In fact,

the majority of occupations paying a median annual wage of $40,000 or more require a credential beyond high school.

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

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

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

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

2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

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

- It requires all customers of Title I employment and training services, Aspire (the name for Adult Education and Literacy in Ohio), Carl D. Perkins Career and Technical Education Act programs, Vocational Rehabilitation (VR) programs, State-administered Senior Community Service Employment Program (SCSEP) activities, and Unemployment Insurance (UI) claimants to register on OhioMeansJobs.com.
- It encourages the co-design and development of priority workforce programs between State agencies and with input from key business, education, and workforce stakeholders.
- It allows and promotes co-enrollment among the partner programs.
- It utilizes ten distinct workforce regions that are based on unique labor markets and requires Local and Regional Combined Workforce Plans.
- It includes a career readiness certification as part of its high school graduation requirements.
- It promotes a common counseling approach for its workforce and education partners, including K-12 and postsecondary education.
- It utilizes a combination of Temporary Assistance for Needy Families (TANF) and the Workforce Innovation and Opportunity Act (WIOA) funding to create the Comprehensive Case Management and Employment Program (CCMEP) for youth.

- It uses its Workforce Success Measures Dashboard to measure outcomes and results for Title I employment and training services, Aspire, Carl D. Perkins Career and Technical Education Act programs, VR programs, apprenticeships, Jobs for Veterans State Grants (JVSG), State-administered SCSEP, and CCMEP.
- It has 22 certified comprehensive OhioMeansJobs Centers located throughout the State which include mandated and optional workforce, education, employment, and training partners.
- It encourages the Local Workforce Boards to create and adopt MOUs with non-mandated organizations in addition to the required partners.
- It uses OhioMeansJobs.com to provide job matching activities, career exploration, assessments, alternative high school testing, training coursework, and information about in-demand occupations, career pathways, and training centers.

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

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

- Registration of all customers on OhioMeansJobs.com creates greater efficiency and consolidated access.
- The co-design and development of priority workforce programs enables the State to better serve individuals and businesses in a more consistent and complementary manner.
- Although the State of Ohio is constantly working toward better collaboration, the number of workforce-related programs and agencies presents its own set of challenges. Ohio is working to establish better, more regular communication and planning across state agencies. The objective is to prevent further fragmentation of workforce development activities and make more informed decisions about programs, priorities, and funding moving forward.
- Co-enrollment between the partner programs promotes a no-wrong door approach and enables customers to move more quickly from service to service.
- The ten distinct workforce regions fosters the alignment of programs and consistency of services among the partners.
- Ohio has 20 workforce areas of varying sizes. The benefit of this approach is that it allows areas to tailor services based on the needs of the communities they serve. The challenge with this approach is that customers may experience inconsistencies in workforce programming and quality of services depending on where they received the services.
- The career readiness certification as part of its high school graduation requirements creates a pipeline of young adults that are better prepared to contribute to the workplace and their communities.

- The common counseling approach for its workforce and education partners helps customers transition to higher levels of training and credentials and promotes life-long learning for long-term career pathways.
- CCMEP expands and enhances employment and training opportunities for low-income youth at the local level.
- The Workforce Success Measures Dashboard offers a way to measure the results of Ohio's education, employment, and training programs.
- Currently, the Workforce Success Measures Dashboard provides the most value to policymakers and workforce professionals. The State of Ohio is building out its data tools to include information that is useful to individual students and job seekers, which will help Ohioans make informed decisions about their educational and career pathways.
- The comprehensive OhioMeansJobs Centers and affiliate centers offer a broad array of on-site services for jobseeker and business customers from the core and partner programs.
- The locally-driven MOUs promote the inclusion of ancillary and holistic services that target specific workforce needs.
- OhioMeansJobs.com provides a robust array of online services that go well beyond traditional employment and training activities.
- Ohio has received feedback from students, job seekers, and other customers that OhioMeansJobs.com is difficult to navigate. To address this challenge, Ohio is in the process of redesigning OhioMeansJobs.com, including creating a new user experience and adding modern features to help individuals connect with jobs based on their skills.

As described in **the response to (C) *State Workforce Development Capacity* immediately following this response**, Ohio has a network of approximately 200 different workforce programs that are spread across 17 agencies. To promote consistency between services and to determine a uniform methodology to evaluate performance outcomes, the State is implementing this Combined State Plan that includes a common vision, goals, and strategies across all of its core workforce programs.

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    a.

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

Ohio has approximately 200 education, employment, and training programs, including adult basic education; career centers; two-year and four-year colleges and universities; local workforce boards and OhioMeansJobs Centers; employer training programs; economic development organizations; and community-based organizations. For the purposes of this Combined State Plan, the primary workforce development programs are organized as indicated below:

- The ODA administers the SCSEP.

- The ODHE administers Postsecondary, Adult Career-Technical Education Carl Perkins Act, Aspire, and the Foster Youth Scholarship Fund.
- The ODSA administers the TechCred program, the Ohio Export Internship Program, and the Diversity and Inclusion Internship Program.
- OOD administers VR services.
- The ODE administers K-12 education and Career-Technical Education (Carl D. Perkins Act).
- The ODJFS administers the WIOA Title IB and Title III Wagner-Peyser Act (W-P), JVSG, UI, Apprenticeship, Migrant and Seasonal Farmworker (MSFW), Bureau of Labor Statistics Program, TANF, and CCMEP.
- The Local Workforce Development Boards oversee 22 comprehensive OhioMeansJobs Centers as well as 68 additional affiliate centers located throughout the state. Each of the comprehensive OhioMeansJobs Centers has been certified that it includes all mandated partner programs and services. The affiliate centers serve as additional locations for jobseeker and business customers to access services.

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

B. STATE STRATEGIC VISION AND GOALS

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

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

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

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

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

Goal 3: Deploy locally driven programs that produce results.

Goal 4: Invest in and promote education and training for jobs that

1. **empower people with 21st Century skills and strengthen Ohio's strategic economic advantage, and**
2. **ensure that our State has a workforce to support the health and well-being of Ohioans, their families, and communities.**

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

Ohio's performance goals are found under **Appendix 1**.

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

- WIOA - Title 1
- Aspire Adult Education and Literacy
- VR – Title 4
- Ohio Technical Centers (OTCs)
- Community Colleges
- Ohio-Funded Financial Aid
- Apprenticeships
- JVSG
- CCMEP

The Workforce Success Measures Dashboard informs the GEWB, the OWT, and the workforce program administrators and policy makers on the extent and effectiveness of activities. While giving local providers data to help stimulate sharing of successes, particularly across providers of similar size and economic makeup, this enables them to identify opportunities for continuous improvement. While the Workforce Success Measures Dashboard promotes accountability and transparency, a cyclical evaluation process between OWT and stakeholders ensures action to continuously improve the quality of activities and their results.

C. STATE STRATEGY

To support its strategic workforce vision and four goals, Ohio has developed the following strategies and action items for implementation or expansion. As shown, Goal 1 relates directly to the alignment of core program resources while Goals 2, 3, and 4 relate primarily to promoting in-demand occupations and career pathways.

Goal 1

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

Strategy: Promote consistency across core programs

Action Items

- **Combined State Plan.** Ohio's Combined State Plan includes the core programs of WIOA, W-P, JVSG, Aspire Adult Education and Literacy, Carl D. Perkins Act, VR programs, and

SCSEP. This united approach will further support the State's efforts to promote consistency, reduce unnecessary duplication, and maximize resources.

- **In-Demand Jobs List.** The State has created an In-Demand Jobs List that includes sectors and occupations with greater than average projected job openings or growth, along with median wages equal to or greater than 80 percent of Ohio's median wage. It influences how Ohio invests in its education and training programs as well as its how it promotes career pathways to students within the K-12 system. The State will use the In-Demand Job List across all core programs to foster cross-agency workforce alignment, promote consistent training investments and curricula development, and encourage comparable career planning services.

- **Critical Jobs List.** The Critical Jobs List is informed by Ohio experts, including the Governor's Children's Initiatives and RecoveryOhio. It includes sectors and occupations that have been identified as crucial to the health and wellness of Ohioans. Included jobs must provide long-term career pathways. The Critical Jobs List will be available on the TopJobs portal and will be utilized across all core programs in a manner similar to the In-Demand Jobs List to further promote alignment of services and resources.

- **Industry-Recognized Credentials of Value.** Supporting the In-Demand Jobs List and the Critical Jobs List, the State is developing a uniform listing of credentials and certifications that are required to secure and maintain employment within the identified sectors and occupations. Additionally, Ohio will explore creating consistent methods and approaches for the core programs to use when vetting and approving training providers that offer instruction for the Industry-Recognized Credentials of Value.

- **Inter-Agency Listing of Workforce Programs.** OWT has recently identified and inventoried all workforce-related programs across the State's cabinet agencies. The detailed register includes information about each program's name, population served, primary activities, lead agency, partners and stakeholders, funding levels and sources, and data tracking and reporting systems. The Inter-Agency Listing will help increase State staff's awareness about the various types of workforce services that are available throughout Ohio, further promoting consistency, cooperation, and collaboration among the core programs.

- **WIOA Regional Plans.** The State has fully embraced the regional planning efforts allowed under WIOA. It has created 10 distinct regions that represent Ohio's unique labor markets. Each has created its own WIOA Regional Plan. They will be modified in the upcoming year reflect the most current demographics, needs, and strategies. The State will continue to encourage the local workforce areas that comprise each of the regions to actively identify how to streamline processes, provide consistent services, and eliminate duplicative efforts.

Goal 2

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

Strategy: Use technology effectively

Action Items

- **Improved Customer Experience.** Ohio is committed to continuously improving services and outcomes for its customers. It recently secured a vendor to make critical changes to OhioMeansJobs.com. Rather than arbitrarily prescribing to the vendor the

specific modifications to be made, the State will conduct stakeholder surveys and forums to hear directly from customers about what they would like to see changed. The goal is to improve the customer experience, making the technology solutions more intuitive and easier-to-use.

- **Virtual Services.** Ohio currently has a variety of virtual workforce services, including job-searching, upskilling, and career-pathing activities available on OhioMeansJobs.com. Additionally, the State is developing virtual classrooms for its Aspire Adult Education and Literacy program to increase its ability to reach customers who may have transportation and/or childcare barriers that prevent them from fully participating in a traditional setting. Moreover, these virtual services will also be helpful in rural areas where programs and services may not be readily available at a physical location.

- **Workforce Supply Tool.** Another mechanism that supports Ohio's strategy of using technology effectively is the recently developed Workforce Supply Tool. As discussed in the **response to (a) Economic, Workforce, and Workforce Development Activities Analysis. (1) Economic and Workforce Analysis, (B)** ***Workforce Analysis,*** **(iv) Skills Gaps**, this tool provides businesses with information on students currently enrolled in high demand fields, as well as projections for individuals who currently possess skills and educational requirements in these occupations. Employers are able to obtain specific contact information for educational programs that train individuals in their particular sectors and training providers are able to identify similar programs and better coordinate degree and certificate curricula.

- **Workforce Success Measures Dashboard.** The State has created its online Workforce Success Measures Dashboard found at https://workforcesuccess.chrr.ohio-state.edu/home**.** Spotlight pages provide statewide or county-level snapshots of workforce program participation and outcomes, including contextual information regarding demographic and labor force statistics. Programmatic data is reported for (1) job placement, (2) skills development, (3) wage enhancement, and (4) value to businesses. This innovative tool will enable the State and its key stakeholders to continuously monitor progress and outcomes across the core programs, promoting efficiencies and improved accountability.

Goal 3

Deploy locally driven programs that produce results.

Strategy 1: Identify local business needs

Action Items

- **Ohio's Industry Sector Partnerships.** Ohio's Industry Sector Partnership Grant Program will help fund collaborative efforts between local business, education, training provides, and community stakeholders that are invested in improving their region's workforce. The grant will invest in local collaboration that benefits Ohio residents and Ohio job creators. Industry sector partnerships design and implement workforce strategies for specific sectors in individual regions.

- **Business Advisory Councils at Local School Districts.** Ohio law requires that every school district and educational service center to have a Business Advisory Council. To increase quality and accountability, the State recently established specific standards regarding these Councils' roles and responsibilities. Business Advisory Councils should

(1) *advise* local school districts on changes in the economy and job market and the area in which future jobs are most likely to be available, (2) *advocate* for the employment skills most critical to business and industry and the development of curriculum to teach these skills, and (3) *aid and support* local school districts by offering suggestions for developing a working relationship among businesses, labor organizations and educators. These new unified standards will better align education and training programs with local business needs.

- **Inter-Agency Business Teams.** Ohio is encouraging its Local Workforce Development Boards to implement Memorandums of Understanding (MOUs) with additional partners beyond the core programs, such as JobsOhio, the Ohio Department of Veterans Services, and local and regional economic development organizations. The Inter-Agency Business Teams will promote a more collaborative approach to business relations, including consistent outreach methodologies, transparency among partner organizations, and packaging of collective services is used at the local level.

Strategy 2: Increase Access to Services

Action Items

- **Public Libraries.** Currently, Aspire classes are held at 69 libraries across Ohio, greatly increasing access to adult education and literacy services. To improve access to other workforce development services, especially in rural areas with limited public transportation options, each Local Workforce Area has created strategic MOUs with its local library system. Collaborative efforts included in these MOUs range from the sharing of information and training on WIOA programs and library resources to allowing library space for WIOA case managers to provide services to businesses and jobseekers. In some local areas, the library may be a partner in the OhioMeansJobs center or a member of the local workforce development board or both.

- **LinkedIn Learning.** In addition to physical locations such as libraries, the State is also investing in technology to further increase access to workforce services. All Ohioans with a library card are able to take unlimited, free online training courses through LinkedIn Learning (which is typically a paid service). Customers may use either a computer or mobile device to participate in over 15,000 courses such as software development, data analytics, and cyber security that are taught by industry experts.

- **Community College Acceleration Program.** Ohio's community colleges serve as critical entry points for individuals to gain and improve skills that lead to long-term employment and continued career advancement. However, some persons may discontinue their postsecondary education prior to securing a credential or diploma. To help students remain in school, Ohio is implementing the Community College Acceleration Program. Under it, the State will use Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T) funding to match 50 percent of community college expenditures for financial, academic, and personal support services provided to students in need. The Community College Acceleration Program currently being offered at five test locations.

- **Centers for Training Excellence**. The Ohio Technical Centers (OTCs), formerly known as Adult Workforce Education Career Centers, have provided an opportunity since the 1980s to offer a cost efficient and educationally effective way to train and upgrade the skills of employees at local companies within their service areas. OTCs that qualified for

this distinction were granted additional funding to offer a common core of training and student support services. In 2016, ODHE in collaboration with Career and Technical Education Superintendents, Directors and Treasurers reimagined this original concept known as "Full Service Centers" to be more inclusive of all OTCs with a specific focus around customized/contract training and business consultation services. OTCs that are recognized as Centers for Training Excellence (CTXs) are in the prime position to quickly respond to the needs of local and regional businesses across the state.

Goal 4

Invest in and promote education and training for jobs that

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

(b) ensure that our State has a workforce to support the health and well-being of Ohioans, their families, and communities.

Strategy 1: Expand career opportunities through education and training

Action Items

- **Innovative Workforce Incentive Program.** To inspire youth to identify paths to success through career-focused learning, the State will be providing $25 million in funding to schools to help students earn industry-recognized credentials. Of this total, $12.5 million will be used to promote credential attainment, $4.5 million will be used to support start-up grants that support additional program offerings, and $8 million will be used to pay for the credentialing assessments so that students do not have to pay these fees out-of-pocket. Students can earn industry-recognized credentials while in school through comprehensive career-technical education programs, through programs dedicated specifically to credentials for students in their senior year, or through existing courses that integrate the content needed to successfully obtain the credential.

- **Readiness Seals for High School Graduates.** To ensure that every student is prepared for career and college when they graduate from high school, Ohio recently adopted new graduation standards for the class of 2023 and beyond. Students will prepare for their future by completing course requirements, demonstrating a competency in English and math, and earning new Readiness Seals in key areas that show foundational and well-rounded knowledge, skills, and competencies. These include the OhioMeansJobs Readiness Seal, a College-Ready Seal, A Military Enlistment Seal, and a seal earned by achieving an Industry-Recognized Credential.

- **SuccessBound.** The SuccessBound initiative began in 2017 under a grant earned from JP Morgan Chase to better engage and inspire students about the variety of exciting careers available in Ohio. The multi-pronged approach includes schools, businesses, students, families, and communities. The State will continue to use this innovative program to further raise student awareness about career-preparation opportunities available through College Credit Plus, Choose Ohio First, OTCs, community colleges, career-technical education options, intentional academic coursework options, and apprenticeship programs.

- **Work-Based Learning Toolkit.** To help its high school educators obtain firsthand experience in the fields of study that they are interested in or teaching, the ODE is currently improving their work-based learning toolkit. It is planned to include activities

such as hands-on training, internships, and externships that will enhance and improve the students' and instructors' ability to explain, coach, and demonstrate to students how particular skill sets are used on the job.

- **College Credit Plus.** The State has developed its College Credit Plus initiative that establishes clear pathways for students to earn college credit and expands the program to include students in grades 7 through 12 who are deemed college-ready. Under College Credit Plus, students are able to take college courses at no cost from local community colleges or universities, allowing them to earn high school and college credits at the same time. They are provided with a wider range of class options, enabling them to complete general education college requirements while in high school.

- **Choose Ohio First.** The State will prepare a workforce ready for STEMM (Science, Technology, Engineering, Mathematics, and Medicine) occupations, through its Choose Ohio First initiative that will invest $28 million this year and $40 million next year. It provides postsecondary students with increased access to and awareness about available careers in innovative industries such as aerospace, medicine, computer technology, and alternative energy. A portion of the funding will be used for competitive scholarship funding at Ohio's colleges and universities to support undergraduate and qualifying graduate students, further facilitating the completion of baccalaureate degrees in cost effective manner. In 2019, ODHE announced a new scholarship for degree and certificate programs designed to strengthen Ohio's workforce in fields such as coding and cybersecurity. Choose Ohio First also promotes the recruitment of underrepresented STEMM student groups including women and students of color.

- **Applied Bachelor's Degree Programs.** In 2017, the State established a program allowing its community colleges, state community colleges, and technical colleges to offer Applied Bachelor's Degrees. This expanded approach increases Ohioans' access to higher education degree opportunities. A complete listing of all approved degree programs is found at https://www.ohiohighered.org/program-approval/public.

- **Experiential Learning.** Ohio increased access to apprenticeships by allowing an OTC, community college, higher education institution, or local workforce board to serve as a registered sponsor for an approved program which reduces the time businesses must spend filling out paperwork. The State will now explore creating additional avenues for work-based training, such as flexible apprenticeships, internships, and co-op programs that will enable individuals to earn while they learn.

- **TechCred.** Ohio announced its TechCred program in October 2019 to help businesses invest in new technology skills for their employees. TechCred will help businesses better prepare their existing workforces for jobs in today's advanced, technology-infused economy. It gives employees the ability to earn technology-focused credentials; making them more valuable and leading to improved job security and increased career advancement opportunities. Using the TechCred program, businesses will be able to identify the employees whose skills they want to improve for more advanced positions in technology-focused jobs, such as advanced manufacturing and information technology. Credentials eligible for the program must be short-term, industry-recognized, and technology-focused. They will be suggested by businesses and approved by ODHE. The State will reimburse employers up to $2,000 per earned credential.

- **Industry-Recognized Credentials of Value.** Ohio will work with key employers, sector partnerships, business associations, trade organizations, and others to identify credentials of value that are needed to fill jobs in its in-demand and emerging industries. The primary focus will be to classify specific credentials that provide entryway into employment along with additional "stackable" credits that may be obtained later, leading to additional certifications and further career advancement. Moreover, as discussed under Goal 1 above, Ohio will explore creating consistent methods and approaches for the core programs to use when vetting and approving training providers that offer instruction for the Industry-Recognized Credentials of Value.

Strategy 2: Provide targeted assistance for key populations within the labor force

Action Items

- **Ohio College2Careers.** The State has implemented its new Ohio College2Careers program to ensure college students with disabilities have the support they need to complete their degree and/or credential, earn higher wages, and meet the demands of tomorrow's labor market. The program embeds an OOD VR Counselor at the disability services offices at 15 public colleges and universities. They assist students with disabilities by providing additional supports such as career exploration, career counseling, assistive technology, resume and interview preparation, and placement at internships and permanent employment. Ohio College2Careers also expands OOD's business relations staff at the career services offices at these same institutions, coordinating employment efforts for students with disabilities and better connecting them to OOD's expansive employer partner network.

- **Vocational Apprenticeships.** Ohio is established as a Disability Inclusion State and Model Employer of Individuals with Disabilities. As such, all State agencies are required to increase efforts to recruit, hire, and advance people with disabilities. To support this effort, the State has developed an internship/apprenticeship program for students and adults with disabilities to assist them in gaining access to State government employment. It is planned that OOD will fund approximately 40 internship opportunities annually under this initiative, creating a strong recruitment pipeline for permanent employment.

- **Jobs for Recovery.** To help individuals with mental health and substance abuse disorders, the State has established the Jobs for Recovery Program. Under it, OOD will embed a VR Counselor as an active member of the drug court team, providing support and assistance to help impacted individuals secure a job and remain employed.

- **Ohio's Plan to Raise Literacy Achievement.** The State will increase youth literacy levels through Ohio's Plan to Raise Literacy Achievement that includes the following five elements:

- Proven practices will be used by and shared among educational entities to provide language and literacy instruction and interventions to all learners.

- Educational entities will implement a Multi-Tiered System of Supports with fidelity and make data driven decisions to meet the needs of all learners.

- Teacher capacity will be aligned so that all learners will have access to high-quality, evidence-based language and literacy instruction with interventions to meet their individual needs.
- Families will be more equipped and empowered, and will become more engaged partners in the language and literacy development of their children.
- Community collaboration will allow for more children to experience language- rich literacy based environments outside of school and prior to entering school.
- **Aspire.** To assist adults with low literacy levels, Ohio will continue to offer Adult Education and Literacy programs at locations across Ohio, including public libraries. It will also develop virtual classrooms to reach individuals who may have difficulty traveling to a brick and mortar location.
- **Skills Training for Older Workers.** The State actively uses its SCSEP to provide training opportunities for older adults, targeting both in-demand and critical jobs. Through SCSEP, older adults develop individual employment plans based on each customer's particular skills, experiences, and interests.
- **Military Strategic Implementation Team (MSIT)**. ODHE created MSIT to work with Ohio's public institutions to conduct a thorough review of current institutional policies and practices, and to improve the process for awarding college credit for military training, experience, and coursework. These efforts have resulted in an infrastructure and system that is welcoming and responsive to the needs of veterans.
- **Alternative Service Points.** To improve accessibility to programs for low-income individuals, the State will develop alternative delivery mechanisms, such as providing workforce services at public libraries or using technology to deliver education and training coursework. It will also work to expand skill training offerings at the OTCs and community colleges located within and near the Appalachian Region.
- **Career-Tech in Correctional Facilities**. Career-technical programs are offered in youth and adult correctional facilities in Ohio. The corrections agencies – Ohio Department of Rehabilitation and Correction, through the Ohio Central School System, and the Ohio Department of Youth Services, through Buckeye United School District - collaborate with the Office of Career-Technical Education, ODE, to receive career-technical support from Federal Perkins and State dollars.
- **O.N.E. Stop Recidivism.** To help individuals with re-entry into the workforce, Ohio has implemented its Offender Network for Employment to STOP (O.N.E. STOP) Recidivism program in select adult and all juvenile correctional facilities across the State. Prior to release, individuals are able participate in a variety of workforce services, including career planning, education and training courses, and job search activities. Upon release, they may seamlessly transition services any OhioMeansJobs Center. The State will explore expanding O.N.E. STOP Recidivism to additional facilities to provide increased access to services.
- **Bridges**. Ohio's new Bridges program will allow young adults who age out of foster care to request supports toward independence any time up until their 21st birthday, promoting education and encouraging young adults to pursue life-long careers.

- **Migrant Education Program.** The State helps the few migrant and seasonal farmworkers who temporarily reside in Ohio by providing targeted assistance to migrant youth. The Ohio Migrant Education Center, funded in part by the Federal Migrant Education Program, supports local education agencies in developing supplemental instruction and supportive services that are designed to help youth stay in high school and achieve a diploma or equivalent as well as master English as a Second Language.

- **Active Re-Employment Engagement.** Ohio has developed Active Re-Employment Engagement processes to help long-term unemployed individuals return to work more quickly. These initiatives include the proactive identification of unemployed persons who may be at risk of not returning to work in their former occupations. Through the State's comprehensive Reemployment Services and Eligibility Assessments (RESEA) program, these individuals are provided with one-on-one services with an employment professional at one of the many OhioMeansJobs Centers. Additionally, all other unemployed persons are assisted through the Unemployment Compensation Reemployment Services (UCRS) program. They are provided with an online orientation to OhioMeansJobs Center services and are invited to actively participate in the variety of education, employment, and training services that are available to help them return to work more quickly.

- **Initatives to Combat Substance Misuse.** In early 2019, Ohio created its "Strategies for Helping Individuals Impacted by Opioid Use Disorder: A Toolkit for Ohio's Public Workforce System" to help guide the core partners as they assist persons affected by substance misuse. Working together, the partners will prepare workers for jobs that help prevent and mitigate substance dependency; provide education, training, and supportive services to individuals in treatment; and develop recovery-friendly workplaces.

III. OPERATIONAL PLANNING ELEMENTS

A. STATE STRATEGY IMPLEMENTATION

1. STATE BOARD FUNCTIONS

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

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

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

- Providing oversight and policy direction to ensure State workforce development activities are aligned and serving the needs of the State's employers, incumbent workers, and jobseekers;

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

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

2. IMPLEMENTATION OF STATE STRATEGY

A. CORE PROGRAM ACTIVITIES TO IMPLEMENT THE STATE'S STRATEGY

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

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

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

friendly employers. Moreover, ODJFS will serve as the lead in developing and implementing the Inter-Agency Business Services Teams, and ensuring that the strategies articulated in the Combined State Plan are included and supported in the Local and Regional WIOA Plans.

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

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

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

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

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

Additionally, a number of activities will be jointly led by two or more agencies. OWT and ODJFS will be responsible for the submission of the Combined State Plan, as well as the development of the In-Demand Jobs List and the Critical Jobs List. Additionally, they will work together to use

technology to improve the customer experience, ensuring services and systems are better aligned with stakeholder needs and demands.

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

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

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

B. ALIGNMENT WITH ACTIVITIES OUTSIDE THE PLAN

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

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

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

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

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

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

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

C. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO INDIVIDUALS

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

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

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

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

training, experience, and coursework. These efforts have resulted in an infrastructure and system that is welcoming and responsive to the needs of veterans. In addition, the OhioMeansVeteranJobs.com website is a common resource used by veterans and multiple partner programs serving them.

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

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

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

This training was done in coordination with the Vocational Rehabilitation program in the Opportunities for Ohioans with Disabilities (OOD). Furthermore, the CCMEP program and Vocational Rehabilitation are collaborating to ensure there is a coordinated service delivery between the two programs.

Aspire services are aligned with local needs and are coordinated with local partner programs as part of the Title II planning process. Training services are available to all WIOA participants on a continuum of skill levels. Individuals with less than postsecondary level skills are referred to the local Aspire/Title II programs to upskill their basic academic skills that prepare participants for postsecondary education, training, and employment. Career pathways allow for all individuals on the skills continuum to earn certificates and credentials that contribute to local economic needs, including a high school equivalence diploma and first-rung occupational certificates in an Aspire integrated education and training (IET) program.

Lastly, Ohio was selected to participate on a "Credential Attainment" cohort sponsored by USDOL. Programs included on the Ohio team were WIOA Title I, Aspire/Title II, Wagner-Peyser/Title III, and Vocational Rehabilitation/Title IV. The purpose of this cohort was for the WIOA core programs to explore a common identification of industry-recognized credential and assistance to participants in training services.

D. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS

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

A key element in this process is Ohio's development and continual revision of the In-Demand Jobs List. It includes sectors and occupations with greater than average projected job openings or growth, along with median wages equal to or greater than 80 percent of Ohio's median wage. It influences how Ohio invests in its education and training programs as well as its how it promotes career pathways to students within the K-12 system. The State uses the In-Demand Job List across all core programs to foster cross-agency workforce alignment, promote consistent training investments and curricula development, and encourage comparable career planning services.

Along with the In-Demand Jobs List, Ohio recently created a Critical Jobs List that includes sectors and occupations that have been identified as crucial to the health and well-being of its citizens. It will be utilized across all core programs in a manner similar to the In-Demand Jobs List to further promote alignment of services and resources.

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

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

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

learning and employment opportunities. Overall, local business advisory councils foster cooperation among K-12 schools, businesses, and the communities they serve.

Through a strategic partnership with the Ohio Business Leadership Network (BLN), Opportunities for OOD provides enhanced support to employers to help them recruit, hire, retain and advance individuals with disabilities in employment. The BLN is a business-to-business peer network working in partnership with OOD to help Ohio businesses develop a culture of inclusion in the workforce.

OOD also offers technical assistance to employers and has worked with OWT and ODJFS to create Hiring Ohioans with Disabilities: A Toolkit for Employers, Managers and Human Resource Professionals. The toolkit supports the hiring, onboarding and retention of workers with disabilities with a variety of resources and best practices. It features information about hiring incentives and tax credits such as the Federal Work Opportunity Tax Credit to provide incentives to employers who hire individuals from a number of underserved populations, including individuals with disabilities. The toolkit is available at www.jfs.ohio.gov/HiringAbility.

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

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

E. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS

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

With respect to adult education and literacy, the majority of Aspire/Title II fiscal agents are postsecondary educational institutions, primarily OTCs. This foundation helps promote a natural transition of students into postsecondary education opportunities upon their successful completion of their Aspire coursework. Community college and career technical center staff work with Aspire programs to provide bridge classes that align curricula to postsecondary programs. For example, medical readiness classes are provided through the Aspire programs at many of the OTCs as a prerequisite for students preparing for CTE medical programs. Students are better prepared for the rigor of the postsecondary program and are more likely to successfully complete it if they have learned the basic skills required of the career field first.

ODE and the ODHE continue to expand and maintain the Career-Technical Credit Transfer (CT^2) initiative (https://www.ohiohighered.org/transfer/ct2). This initiative facilitates statewide credit transfer among public high school, career-technical, OTC and college/university institutions. ODHE staff and consultants continue to convert bilateral articulation agreements between secondary and postsecondary institutions into statewide agreements. These statewide agreements guarantee that the credits earned by students will be honored at every public community college in Ohio that offers the career field.

The Secondary Career-Technical Alignment Initiative (SCTAI) (https://www.ohiohighered.org/sctai) is a collaborative effort between the ODHE and ODE

(CTE). This initiative creates additional Career-Technical Assurance Guides (CTAGs), or statewide articulation agreements, specifically for secondary high school students who complete agreed upon Career-Technical coursework and assessments. This is accomplished through curriculum alignment of secondary career-technical content standards and post-secondary coursework. Increasing the number of secondary career-technical articulation agreements that:

- Encourage new and expanded post-secondary credit opportunities for secondary students in career-technical education.
- Reduce the likelihood that a student would repeat technical content in which they can demonstrate knowledge and skill.
- Support Ohio's comprehensive credit transfer system.

OOD offers Ohio College2Careers at 15 public colleges and universities in Ohio to ensure students with disabilities have the support they need to complete their degree and/or credential, earn higher wages, and meet the demands of tomorrow's labor market.

The Governor's Office of Workforce Transformation (OWT) continues to facilitate state agencies and local institutions of these agencies in stakeholder meetings to continue the implementation of the Ohio Combined State Plan in alignment with the Workforce Innovation and Opportunity Act (WIOA). Perkins is a required partner in this legislation and the state office and local postsecondary Perkins providers continue to participate in regional WIOA planning, services and activities. WIOA updates were also provided at all postsecondary Perkins informational meetings and the new Perkins Coordinator training. ODHE Perkins staff continue to meet with OWT and other WIOA partnering agencies to provide updates on initiatives and work to accomplish workforce strategies.

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

F. PARTNER ENGAGEMENT WITH OTHER EDUCATION AND TRAINING PROVIDERS

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

A key goal for Title II Aspire services providers will be improving access to, and completion of, postsecondary credentials. An important means to address this goal will be to increase integrated education approaches through various programs such as the 22+ Adult High School Diploma Program, Adult Diploma Program (high school diploma and an industry credential), I-BEST model, and Vocational English as a Second Language. Local Aspire providers will be completing career pathway plans developed in response to local needs. Providers will work with the State and local boards to clearly define career pathways across the State that promote transition of adult education students into industry recognized credentials, licenses, and portable certificates.

Other ways in which the State has partnered with other education and training providers is through the USDOLApprenticeshipUSA State Expansion Grant. ODJFS was awarded a grant for over $3 million to expand registered apprenticeship (RA) in Ohio. The projected planned to build on the strength of ODJFS's existing partnerships with the ODHE, ODE, Ohio State Building and Construction Trades Council, The Electrical Trades Center, and Ohio Department of Transportation (ODOT).

The grant augments the role played by the state's post-secondary educational institutions by enabling these institutions to serve in a non-traditional role as registered sponsors. ODJFS created a mechanism that increased the state ability to meet both the workforce needs of individuals who want to pursue occupations through an apprenticeship, and the skill needs of Ohio's in-demand employers.

Highlights of the project include:

- Tuition reimbursement for registered apprentices;
- 10 pilot community colleges (Rhodes State College, Columbus State Community College, Marion Tech College, Edison State Community College, Stark State College, Washington State Community College, Sinclair Community College, Cuyahoga Community College, Lorain County Community College, and North Central State College) as RA sponsors focusing on manufacturing, information technology, health care, and business sectors;
- Administrative support for the pilot community colleges;
- Statewide outreach campaign to market the RA program;
- Development of pre-apprenticeship programs with the Ohio Department of Transportation and RA sponsors;
- Expansion of the Electrical Trade Center's current pre-apprenticeship programs; and
- Equal Employment Opportunity statewide navigator.

Another grant focusing on partner engagement with other institutions and training providers is another USDOL apprenticeship grant, Scaling Apprenticeship Through Sector-Based Strategies. On June 24, 2019, the USDOL awarded $183.8 million to private-public apprenticeship partnerships in information technology, advanced manufacturing, and healthcare. These grants will support the training of more than 85,000 apprentices in new or expanded apprenticeship programs and increase apprenticeship opportunities for all Americans. Recipients include colleges, universities, and state systems of higher education, in partnership with national industry associations, and employers representing an industry sector, and other partners. Industry partners will provide partial matching funds to the institutions to develop in-demand skills as part of these programs.

Ohio had the most recipients, with three (3) institutions being awarded this grant:

- Columbus State Community College (and an additional 25 colleges and universities), partnering with 10 firms for information technology;
- Lorain County Community College, partnering with the Manufacturing Institute of the National Association of Manufacturers, Ohio Manufacturers Association, and the National Institute of Metalworking Skills for advanced manufacturing; and University of Cincinnati (and an additional five (5) colleges), partnering with Northrup Grumann, IBM, GE Aviation, and four firms for information technology.

G. LEVERAGING RESOURCES TO INCREASE EDUCATIONAL ACCESS

The State's strategies will enable it to leverage resources and investments from its community colleges and OTCs to enhance workforce development services.

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

Additionally, having Perkins Act recipients as mandatory partners promotes increased educational access for adults by explicitly leveraging the resources within a given region. The OTCs and public community colleges provide the necessary certifications and degree programs for positions on the In-Demand Jobs List and Critical Jobs List.

The partnership and collaboration between Carl Perkins and the workforce system also results in better connection of the region's educational resources to advance opportunities to consumers of the workforce system. Examples of this collaborations include the following initiatives:

- The Choose Ohio First Scholarship Program is designed to strengthen Ohio's competitiveness within science, technology, engineering, mathematics, and medicine (STEMM) disciplines, and STEMM education. Choose Ohio First is an initiative promoted and administered by the ODHE to bolster support for the next generation of Ohio STEMM scholars and industry leaders. Participating universities and colleges award scholarships to students desiring a certificate, associate degree, baccalaureate degree, or graduate degree in eligible STEMM and STEMM education fields. Choose Ohio First provides scholarships to students in innovative academic programs developed by Ohio's two-year and four-year public and private colleges and universities and their business partners, to recruit, retain, and help connect students to work- based learning experiences and careers in STEMM fields. Choose Ohio First is part of a strategic effort to deepen Ohio's economic strength by increasing the talent pipeline for STEMM-related industries.

- Through the Regionally Aligned Priorities in Delivering Skills (RAPIDS), ODHE will make regionally strategic investments that foster a resilient workforce ecosystem. These equipment investments will develop and support workforce development initiatives at postsecondary institutions that focus on furthering the career aspirations of students and the economic growth of businesses in the region. Funded projects will actively support Ohio's efforts to retain and expand existing businesses, attract new enterprises, and further entrepreneurship in communities where talent and workforce issues are key cornerstones of business engagement. The overarching goal of RAPIDS is the alignment of state investments against regionally verified workforce demands. The desired outcomes are:

1. Support and strengthen the industry sectors most in need at the regional level.
2. Drive local and regional partnerships in areas that make the most sense.

3. Address duplication, adhering to strategies that focus on sharing, transferability, quality, and value.
4. Develop regional strengths in delivering sustainable, equipment-dependent workplace education, training, and skills.
5. Develop strategies to build internship and co-op programs that encompass a diverse population of students and careers, positioning these programs as value-added talent resources for local and regional businesses.
6. Inventory assets in these key areas, creating regional profiles that can serve as blueprints for ongoing strategic investment.
7. Enhance the impact of statewide equipment and work-based learning investments by incorporating community development block grants, foundation, federal, and other funded strategies that build on economic development strategies fueled by workforce priorities.

- Ohio's College Credit Plus (CCP) is a dual enrollment program that provides students in grades 7-12 the opportunity to earn college and high school credits at the same time by taking college courses from community colleges or universities. The purpose of the program is to promote rigorous academic pursuits and to provide college-ready students an opportunity to jump-start their postsecondary studies while in high school. Students in the CCP program are able to reduce the time and cost needed to earn a postsecondary credential, some earning associate degrees and/or certificates prior to graduation at no cost to them. CCP also supports the Ohio Department of Education's ongoing work to transform the high school experience and inspire high school students to identify pathways to future success. CCP transforms the high school experience by giving students access to higher education opportunities. It spotlights higher education as an option for students who may not have considered postsecondary enrollment and sets students on a pathway to expedited completion of a postsecondary degree. To successfully compete for business investment and jobs, Ohio is working diligently to increase the number of its citizens with in-demand postsecondary education credentials relevant in the workplace.
- STEM Public-Private Partnership Pilot Program (STEM P3) is a program through ODHE to encourage public-private partnerships between high schools, colleges, and the business community. The program provides high school students the opportunity to receive education and training in a targeted industry, as defined by JobsOhio, while simultaneously earning high school and college credit for the course(s). Legislatively introduced in 2016, five (5) partnerships are actively supported with these funds. In June 2020, five additional partnerships will be supported with these funds. STEM P3 funds support collaborative projects focused on one targeted industry and their occupations, leveraging private and public resources to provide education and training that supports student career pathways and the regional economy. The students, upon completion of the program, should be more likely to gain employment upon graduating from high school or upon completing a two year degree in the industry to which the program is oriented in relation to its geographic region.
- Ohio Technical Centers (OTCs) that offer technical certificate and certifications to adult learners can apply to be recognized as a Center for Training Excellence (CTX). Once approved, these institutions qualify for state funds that allow them to offer customized trainings and business consultation services to local business and organizations seeking

opportunities to enhance their employee talent and elevate the businesses within their region.

- The One Year Option is a program which allows graduates of OTC who completed a 900 clock-hour technical certificate program, received a certification in their technical field, and enrolled into any community college within the state, to earn a 30 hour block of technical credit toward an Associates of Technical Studies degree. The goal of this initiative is to create a statewide agreement for awarding technical credit in addition to current statewide agreements such as Career Technical Assurance Guides (CTAGs).

Ohio also announced its TechCred program that will help businesses better prepare their existing workforces for jobs in today's advanced, technology-infused economy. TechCred gives employees the ability to earn technology-focused credentials; making them more valuable and leading to improved job security and increased career advancement opportunities. Using TechCred, businesses will be able to identify the employees whose skills they want to improve for more advanced positions in technology-focused jobs, such as advanced manufacturing and information technology. The State will reimburse employers up to $2,000 per earned credential. Credentials eligible for the program must be short-term, industry-recognized, and technology-focused. Ohio's new two-year budget has appropriated $30 million to support this credentialing program.

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

H. IMPROVING ACCESS TO POSTSECONDARY CREDENTIALS

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

The State is currently working with partner agencies to identify lists of credentials maintained by each agency. OWT and the Governor's Office will work together to simplify and reduce the number of credential lists used across state government. The objective is to improve clarity for institutions of education and training providers that frequently use lists offered by the state, and to help job seekers make better-informed decisions about their career pathways. Moreover, Ohio will explore creating consistent methods and approaches for the core programs to use when vetting and approving training providers that offer instruction for the Industry-Recognized Credentials of Value.

Additionally, the State has reduced bureaucracy and increased access to apprenticeships by allowing an OTC, community college, higher education institution, or local workforce board to serve as a registered sponsor for an approved program. Ohio will now explore creating additional avenues for work-based training, such as flexible apprenticeships, internships, and co-op programs that will enable individuals to earn while they learn.

Other ways the State is improving access to post-secondary credentials is to assist individuals in obtaining a secondary diploma or its equivalent. The Adult Diploma Program provides job training and a new pathway for adults, ages 22 or older, to earn a high school diploma and industry credentials aligned to one of Ohio's in-demand jobs. What makes this program different from a traditional high school setting is the delivery of instruction to adults. Instead of measuring academic achievement through clock hours, seat time or credits earned, the focus is on a competency-based approach that provides a self-paced option. Once competencies have

been learned, adults then demonstrate mastery of skill. Each eligible adult works with the provider to create a customized student success plan.

The Ohio Department of Education is improving access to postsecondary credentials through new policy efforts. Governor Mike DeWine and Lt. Governor Jon Husted partnered with the General Assembly to create the Innovative Workforce Incentive Program, which is supported by a $34 million investment over the next two years. The program seeks to increase the number of high school students who earn industry-recognized credentials in priority industry sectors. It offers schools additional dollars when students earn eligible credentials and implementation dollars to aid in establishing these programs.

Additionally, policy was created requiring schools to pay for all credentials earned by students and the department will reimbursement districts for credentials earned through industry credential reimbursement schedule annually. The Department continues to promote approved career-technical education senior only industry credential programs as a flexible options for districts to implement for seniors wanting to earn in an industry credential. Lastly, the prep for success school report card measure includes student industry credential attainment as part of the measure providing another incentive for districts to increase student access to industry credential programs.

I. COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES

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

OWT and the core programs work closely with JobsOhio to ensure the business perspective drives the work of the entire workforce development system. Coordination of activities occurs both at the executive leadership and program execution levels. Lt. Governor Jon Husted, Director of the Governor’s Office of Workforce Transformation, and JP Nausseef, President and Chief Executive Officer of JobsOhio meet regularly to coordinate strategic planning of workforce development and economic development activities at the state level. Specific examples of coordination between state workforce and education activities and economic development include:

- JobsOhio consults and provides input on determining Ohio’s “In-Demand Jobs” list, which guides workforce spending. The shared “In-Demand Jobs” list is used across agencies, such as Ohio Department of Higher Education, Ohio Department of Education and Ohio Department of Jobs and Family Services, to focus and shape programming scope.
- JobsOhio is represented on the credential approval panel for Ohio’s TechCred program, helping to ensure that the program is focusing on credentials that are demanded by employers and will improve Ohio’s strategic economic advantage

- Opportunities for Ohioans with Disabilities' (Ohio's VR Program) five regional Business Relations Specialists collaborate with the six regional JobsOhio Project Managers to promote disability inclusion with JobsOhio business partners. These regional staff work together to promote OOD's services to business, including candidate sourcing, disability etiquette and awareness training, worksite accessibility services, and sourcing of college students with disabilities for internship opportunities.

- Higher Education Workforce Alignment group has regular/monthly/as needed meetings with JobsOhio to share updates, program sharing opportunities, and idea generation activities.

- JobsOhio maintains close relationships with businesses in ten targeted sectors, which include: advanced manufacturing, aerospace and aviation, automotive, energy and chemicals, financial services, healthcare, food and agribusiness, logistics and distribution, and technology. JobsOhio provides insights to OWT and ODJFS on talent trends and needs from businesses in those key sectors.

While JobsOhio is Ohio's private economic development organization, Ohio Development Services Agency (DSA) is the state's public economic development lead. DSA plays a critical role in Ohio's overall workforce development efforts by administering the TechCred and Diversity & Inclusion Technology Internship Program.

B. STATE OPERATING SYSTEMS AND POLICIES

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

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

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

- ODJFS Programs:
    - WIOA Title I Employment and Training
    - Title III W-P Employer Services
    - Veterans
    - Jobseekers
    - Trade Adjustment Assistance (TAA)

    - Foreign Labor Certification
    - Migrant and Seasonal Farmworkers
    - Unemployment Insurance (UI)
    - Reemployment Services and Eligibility Assessment (RESEA) (UI-related)
    - Unemployment Compensation Reemployment Services (UCRS) (UI-related)
    - Supplemental Nutrition Assistance Program (SNAP)
    - TANF Ohio Works First
    - CCMEP
    - Child Support
    - Workforce Professionals
    - ApprenticeOhio
    - OhioMeansSkills (local program)
- ODE:
    - K-12 students, parents, and teachers
- ODHE:
    - Higher education students
    - Aspire students
- OOD
    - VR participants
- SCSEP
    - Older worker participants
- Other Partners
    - Department of Rehabilitation and Correction
    - Department of Youth Services
    - Bureau of Workers' Compensation
    - Department of Veteran's Services
    - Department of Medicaid
    - OWT

1. **Labor Market Information (LMI) System.** The Ohio Bureau of Labor Market Information (BLMI) collects, analyzes and publishes data and information regarding the Ohio labor force, industries and occupations. It is the primary source for measures of labor market activity in Ohio and its substate areas. The BLMI is housed within the Office of Workforce Development and supports workforce and strategic planning and

policy and economic development by providing information to assist policy makers, businesses and jobseekers in their decision making and in developing strategies. BLMI maintains a dynamic website located at www.ohiolmi.com that provides data for individuals, workforce professionals, researchers and economic development. Customizable query tools allow visitors to find occupation, wage and industry data specific to their needs. BLMI also has the OhioLMI mobile application. The app, which is available for Apple products and Android phones and tablets, provides easy access to key metrics necessary to stay informed about the labor market in Ohio, including statewide labor force and payroll jobs estimates, and unemployment rates.

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

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

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

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

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

jobseekers, Ohio utilizes social networking to post events, informative videos and also to answer questions from jobseekers and employers.

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

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

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

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

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

1. THE STATE OPERATING SYSTEMS THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES. THIS MUST INCLUDE A DESCRIPTION OF–

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

1. **Program Implementation and Operational System.** Cross-agency alignment and provision of WIOA services requires a common system for program operation and provision of workforce services on a day-to-day basis. This promotes uniformity and consistency and increases efficiency through common tools and practice. As mentioned previously, OhioMeansJobs.com establishes a statewide brand to workforce development and serves as a virtual career exploration, career planning, talent acquisition and employment center. OhioMeanJobs.com is a hub that serves many

different populations, programs and entities. Through such an approach, OhioMeanJobs.com is a unifying agent, offering system-wide service covering programs within and external to the ODJFS.

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

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

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

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

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

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

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

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

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

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

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

OhioMeansJobs Center operators can query the OWCMS database to create any number of ad-hoc reports. Business Intelligence Channel (BIC) Cognos has a series of State-created reports that can be used or edited by local area staff including services provided, job placement, educational attainment and primary performance measure reports.

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

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

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

2. THE STATE POLICIES THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES (E.G., CO-ENROLLMENT POLICIES AND UNIVERSAL INTAKE PROCESSES WHERE APPROPRIATE). IN ADDITION, PROVIDE THE STATE'S GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM

All core programs have established state policies that support the implementation of the State's strategies and the establishment of the one-stop system. Specifically, there are several statewide strategies that are supported in State policy. The first is registration into OhioMeansJobs.com. Workforce Innovation and Opportunity Act Policy Letter (WIOAPL) No. 16-07 requires that OhioMeansJobs.com be utilized for labor exchange activities, which include job placement activities and resume posting for jobseekers and talent acquisition for employers. By having all jobseekers register into OhioMeansJobs.com to post resumes and to search for jobs, these jobseekers all gain access to many other career planning tools.

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

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

policy ensures that training funds are utilized for training in occupations that are more likely to lead to permanent employment for participants.

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

Each LWDB, by law, has representation from Aspire (Title II), Wagner-Peyser Employment Services (Title III), Vocational Rehabilitation (Title IV), as well as higher education entities. This has increased the collaboration between the core program and other OhioMeansJobs center partners to implement statewide strategies of robust intake and referral processes, integration of partners within the OhioMeansJobs centers, and the development of regional and local combined plans that are responsive to the needs of students, adults, and employers within their community. WIOAPL No. 16-03, Regional and Local Planning, provides the guidelines for engaging in the local and regional planning as well as completion of these plans.

Furthermore, the LWDB reviews and provides feedback on Title II's (Aspire) grant applications to ensure that the proposals area in line with the state and LWDB's workforce strategy.

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

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

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

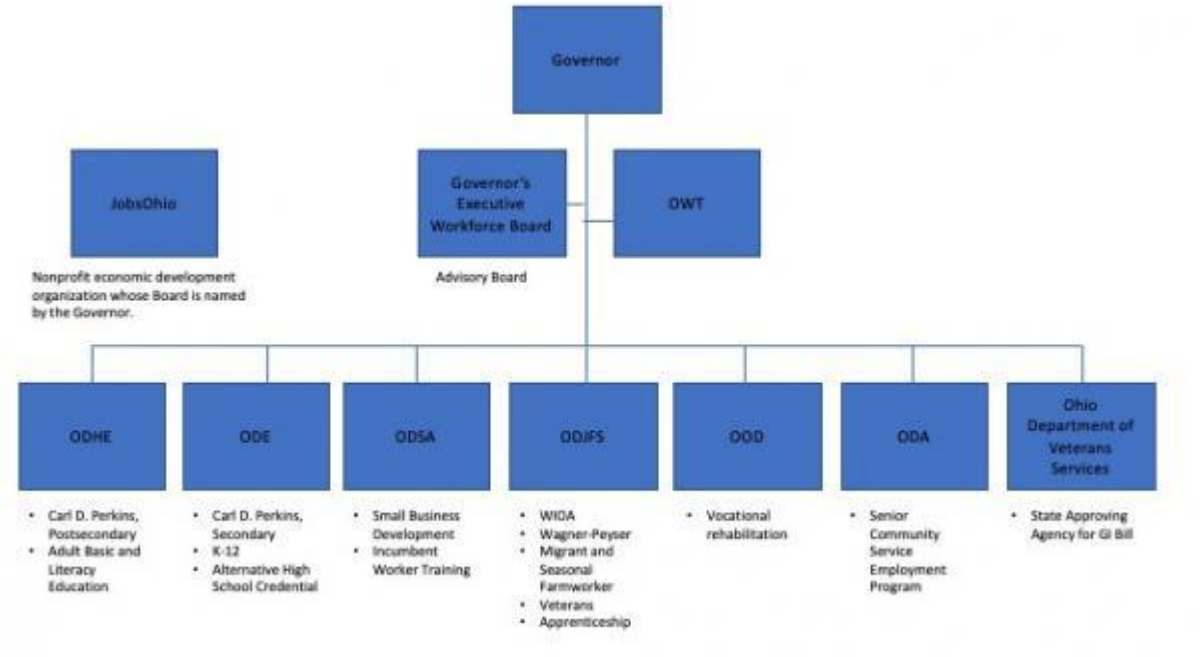
3. STATE PROGRAM AND STATE BOARD OVERVIEW

A. STATE AGENCY ORGANIZATION

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

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

Figure 22. Organizational Structure of Ohio's Workforce Development Office and Agencies



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

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

B. STATE BOARD

The GEWB is involved in planning and implementing the State's workforce development system. OWT coordinates the implementation of Ohio's workforce strategies with all of the core and partner programs

I. MEMBERSHIP ROSTER

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

- Mike DeWine, Governor of Ohio
- Andrea Kramer, President and CEO, City Apparel and Go Grow Strategies

- Andrew Brenner, State Senator (19th District)
- Barbara Johnson, CEO, Premier Health
- Bill Reineke, State Representative, Ohio House (88th District)
- Chris Schmenk, Union County Commissioner
- Dan Meyer, CEO, Nehemiah Manufacturing
- Deborah Saunders, Library Director, Dr. Samuel L. Bossard Memorial Library
- Dr. John Marschhausen, Superintendent, Hillard City Schools, Workforce
- Dr. Para Jones, President, Stark State College, Workforce
- Elizabeth Barry, President and CEO, Delta Systems, Business
- Eric Burkland, President, Ohio Manufacturers' Association
- Christine Gardner, Executive Director, Ohio Association for Career and Technical Education
- Joseph Luzar, Vice President Business Development, Mosser Construction, Inc.
- Kenneth Field, Training Director, Cleveland Electrical Joint Electrical Apprenticeship and Training Committee
- Kevin Miller, Executive Director, OOD
- Kim Hall, Director, ODJFS
- Lori Gillett, CEO, Corna Kokosing
- Lydia Mihalik, Director, ODSA
- Margie Zyble, Chief Talent and Culture Officer, GE Aviation
- Melissa Wideman, Vice President Community Relations, Castellini Management Company
- Michael Linton, Principal, Accurate Heating and Cooling
- Michelle Greenfield, Founder and CEO, Third Sun Solar
- Mick Given, CEO, Ferguson Construction Company
- Mike Knisley, Secretary and Treasurer, Ohio State Building and Construction Trades Council
- Neville Pinto, President, University of Cincinnati
- Paolo DeMaria, State Superintendent, ODE
- Pat Tiberi, CEO, Ohio Business Roundtable, Chair
- Randy Gardner, Chancellor, ODHE
- Randy Niekamp, Vice President Human Resources, Crown Equipment Corporation

- Richard Dalton, Business Manager, International Union of Operating Engineers, Local 18
- Rocky Parker, CHRO, Nationwide Insurance
- Scot McLemore, Manager Talent Acquisition, Honda North America
- Sean Dunn, President, Sean P. Dunn & Associates, LLC
- Stephanie Kunze, State Senator (16th District)
- Thomas West, State Representative, Ohio House (49th District)

II. BOARD ACTIVITIES

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

Each member is involved in planning and implementing the State's workforce development system as required under both Federal law and section 6301.04 of the Ohio Revised Code (ORC), including:

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

The GEWB has adopted by-laws to guide its work and has historically carried out its initiatives through work groups that are tied to specific strategies or initiatives. Board members engage communities, state agencies, and stakeholders in Ohio to identify ways to prepare Ohioans with skills needed for the current and future nature of work. OWT coordinates the implementation of Ohio's workforce strategies with all of the core and partner programs.

4. ASSESSMENT AND EVALUATION OF PROGRAMS AND ONE-STOP PROGRAM PARTNERS

A. ASSESSMENT OF CORE PROGRAMS

The State's assessment of core programs, which aligns to OWT's Workforce Success Measures, uses the US Department of Labor's (USDOL) performance criteria that build in accountability through appropriate performance and outcome standards for Ohio, each region and local area.

The State has utilized the following WIOA Primary Performance Measures for all WIOA core programs: Adult, Dislocated Worker, Youth, Aspire, VR, and W-P. (Note: W-P will be excluded from performance measures 4 and 5).

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

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

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

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

1. **Median Earnings:** The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.
2. **Credential / Diploma:** The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program. Program participants who obtain a secondary school diploma or its recognized equivalent shall be included in the percentage counted as meeting the criterion if such participants, in addition to obtaining such diploma or its recognized equivalent, have obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.
3. **Skill Gains**: The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment.
4. **Serving Employers**: The indicators of effectiveness in serving employers.

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

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

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

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

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

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

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

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

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

B. ASSESSMENT OF ONE-STOP PARTNER PROGRAMS

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

apply to all of the WIOA core programs. Additional partner programs, such as TAA program and SCSEP will use their own performance measures, standards and monitoring for program compliance and improvement.

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

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

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

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

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

C. PREVIOUS ASSESSMENT RESULTS

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

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

Figure 23. Aspire Performance Outcomes

Description	**PY2016**	**PY2017**	**PY2018**
Enrolled Participants	29,472	28,918	27.470
Measurable Skills Gains	62.4%	61.3%	61.9%
Employment 2nd Qtr After Exit	Baseline	44.1%	47.2%
Employment 4th Qtr After Exit	Baseline	46.6%	49.6%

Description	PY2016	PY2017	PY2018
Median Earnings 2nd Qtr After Exit	Baseline	$4,301	$4,445
Attained Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training Within One Year of Exit	Baseline	6.13%	1.5%
Attained a Secondary School Diploma/Equivalent and Employed Within One Year of Exit	Baseline	36.8%	21.6%
Attained a Postsecondary Credential While Enrolled or Within One Year of Exit	Baseline	0.0%	0.0%

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

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

D. EVALUATION

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

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

State partners have collaborated with one another of grant opportunities, specifically with the apprenticeship expansion grant opportunities. These collaborations have led to a joint effort to evaluate such programs as required by USDOL, requiring each entity to collect, analyze, and report data on the progress and effectiveness of the project.

Additionally, each core program uses their performance data to measure success or to identify areas of improvement for the implementation of the program.

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

5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

A. FOR TITLE I PROGRAMS

I. YOUTH ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 128(B)(2) OR (B)(3)

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

- Relative number of unemployed individuals in areas of substantial unemployment compared to the total number of individuals in areas of substantial unemployment (where substantial unemployment is an area with average unemployment of at least 6.5 percent for the most recent 12 months);
- Relative excess number of unemployed individuals in each area compared to the total excess number of unemployed individuals (where excess unemployed is the number of unemployed individuals exceeding 4.5 percent of the area's civilian labor force); and
- Relative number of disadvantaged population (either Adults or Youth in accordance with the relevant WIOA Title I funding stream) living in each area compared to the total number of disadvantaged population (where disadvantaged Adults are individuals age 22 to 72 and disadvantaged Youth are individuals age 14 through 21, with income or in a family with income that does not exceed the poverty line or 70 percent of the lower living standard income level for the family size, whichever is less).

II. ADULT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) OR (B)(3)

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

- Relative number of unemployed individuals in areas of substantial unemployment compared to the total number of individuals in areas of substantial unemployment (where substantial unemployment is an area with average unemployment of at least 6.5 percent for the most recent 12 months);
- Relative excess number of unemployed individuals in each area compared to the total excess number of unemployed individuals (where excess unemployed is the number of unemployed individuals exceeding 4.5 percent of the area's civilian labor force); and
- Relative number of disadvantaged population (either Adults or Youth in accordance with the relevant WIOA Title I funding stream) living in each area compared to the total number of disadvantaged population (where disadvantaged Adults are individuals age 22 to 72 and disadvantaged Youth are individuals age 16 through 21, with income or in a family with income that does not exceed the poverty line or 70 percent of the lower living standard income level for the family size, whichever is less).

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

Figure 24. Six Statistical Factors for Dislocated Worker Funding Distribution

Factor	Weight	Statistic
1. UI Claimants	30 percent	Relative number of unemployment insurance claimants, most recent January – December
1. Unemployment Concentrations	20 percent	Relative number of excess unemployed individuals adjusted by ratio of county average unemployment rate to excess unemployment baseline (4.5 percent)
1. Plant Closings and Mass Layoffs (Non WARN) WARN	5 percent 5 percent	Relative number of displaced workers (three-year average) affected by layoffs that are not subject to WARN Act reporting, tracked using State's Rapid Response database Relative number of displaced workers (three-year average) affected by layoffs that are subject to WARN Act reporting
1. Declining Industries	5 percent	Relative number of jobs lost within industries experiencing declining employment
1. Farmer-Rancher Economic Hardship	5 percent	Relative share of deficits between farm earnings and the Federal poverty guideline for a family of four multiplied by number of farms
1. Long-Term Unemployment	30 percent	Relative number of unemployment insurance claimants who have received benefits for 15 or more

Factor	Weight	Statistic
		weeks.

B. FOR TITLE II

I. DESCRIBE HOW THE ELIGIBLE AGENCY WILL AWARD MULTI-YEAR GRANTS OR CONTRACTS ON A COMPETITIVE BASIS TO ELIGIBLE PROVIDERS IN THE STATE, INCLUDING HOW ELIGIBLE AGENCIES WILL ESTABLISH THAT ELIGIBLE PROVIDERS ARE ORGANIZATIONS OF DEMONSTRATED EFFECTIVENESS

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

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

Census data regarding the eligible population in each county and the projected enrollment to be served of the eligible population is factored into the funding decision. Past performance holds a weighted point value in the Aspire competitive grant application since quality education and successful performance outcomes are essential. Applicants must provide statistical evidence of program effectiveness for the prior three years related to successful student outcomes of academic gains, attainment of a secondary diploma/equivalent, employment, and transitions to postsecondary education and training.

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

II. DESCRIBE HOW THE ELIGIBLE AGENCY WILL ENSURE DIRECT AND EQUITABLE ACCESS TO ALL ELIGIBLE PROVIDERS TO APPLY AND COMPETE FOR FUNDS AND HOW THE ELIGIBLE

AGENCY WILL ENSURE THAT IT IS USING THE SAME GRANT OR CONTRACT ANNOUNCEMENT AND APPLICATION PROCEDURE FOR ALL ELIGIBLE PROVIDERS

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

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

C. VOCATIONAL REHABILITATION PROGRAM

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

6. PROGRAM DATA

A. DATA ALIGNMENT AND INTEGRATION

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

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

To coordinate data and resources across agencies, the InnovateOhio Platform is being developed to improve and streamline technology across agencies and maximize the efficient exchange of data. The InnovateOhio Platform uses applied analytics and secure data sharing to enable agencies to become more efficient and effective.

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

Ohio saw the need for clear authority, management and responsibility to remain within the agencies running specific programs. Each agency needs the flexibility to conduct analysis, evaluate data, engage service providers and prepare data for internal and State uses, as well as meet their unique reporting requirements of their corresponding Federal agencies. As such, the

strategy for data integration was to modify each agency's case management system to correspond with the needs of WIOA. The data from these case management systems are merged and matched to form a central data warehouse from which analysis, evaluation and reporting on the WIOA program as a whole occurs through the ODJFS.

InnovateOhio is assembling a platform for use across state government to drive more shared services among agencies. It will also develop a statewide strategy to improve information and data sharing across agencies. Through collaboration and innovation, the InnovateOhio Platform creates an integrated customer experience that brings high-quality services to the public.

The strategic focus of Governor DeWine, GEWB, and other executive leadership has been on a business-driven, person-centered approach, as opposed to program- or institution-centered approach. In April 2019, Governor Mike DeWine and Lt. Governor Jon Husted announced the launch of the InnovateOhio Platform, which coordinates data and resources across state government to improve the way Ohio tackles our most challenging problems. It also streamlines technology service across agencies to give Ohio citizens and businesses a better experience when interacting with state government. To put the platform in motion, Governor DeWine signed Executive Order 2019-15D, which requires all state agencies, boards, and commissions to adopt and use the platform.

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

Ohio will now further refine OhioMeansJobs.com to improve the customer experience, making the technology solutions more intuitive and easier-to-use. The website will focus on using secure authentication and identity practices to create personalized journeys for job-seekers. The redesigned website will make use of the InnovateOhio Platform data lake, which will allow for secure cloud-based storage that can be easily shared between state agencies and accessed through modern API technology.

While the OhioMeansJobs.com website is being redesigned, ODJFS is building a new cloud-based case management system that will be utilized by case managers at the in-person one stop centers. Data entered by case managers or directly by self-service job-seekers or employers will also be stored in the InnovateOhio Platform data lake.

Improving these systems will unlock the ability for Ohio to use technology to create a personalized and catered digital journey, comparable to the experience available on market-leading commerce and social media platform, for Ohioans accessing workforce services.

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

Ohio has implemented changes to its system, OWCMS, to gather the new information required by WIOA Title I employment and training to develop reports. Ohio has implemented business

rules to extract quarterly data to create Ohio's Participant Individual Record Layout (PIRL) file from OWCMS and Wage Record.

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

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

Opportunities for Ohioans with Disabilities, Ohio's State Vocational Rehabilitation Program, utilizes a web-based case management system, AWARE, that includes all necessary data fields for required federal reporting as well as mechanisms for producing the reports. OOD also has established processes for reviewing data and correcting errors prior to the submission of federal reports.

B. ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

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

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

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

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

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

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

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

education or training program leading to a recognized postsecondary credential within one year after exit from the program.

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

Serving Employers. The indicators of effectiveness in serving employers

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

C. USE OF UNEMPLOYMENT INSURANCE (UI) WAGE RECORD DATA

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

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

- All staff receives annual training in securing personal identifiable information and overall computer security procedures;
- Data is specified only for program administration, including Federal and State performance reporting, evaluation and statistical or research purposes;
- Access is controlled on a "need to know" basis for meeting program requirements;
- Except under special agreement, data can only be shared in de-identified and aggregate formats; and
- All staff must sign and acknowledge compliance with ODJFS' Code of Responsibility covering information security and confidentiality policy and laws.

Any sharing of information beyond the ODJFS program staff requires a legal agreement (information sharing agreement) restricting data use to program administration, performance reporting, evaluation and statistical or research purposes. This includes submitting a Privacy Impact Assessment reviewing risks and safe guards in the exchange of personal identifiable information to ODJFS' Chief Privacy Officer. The same or corresponding protocols listed above are also stipulated in the agreement. ODJFS also requires that data exchange or transmission of personal identifiable information be conducted through encryption and secure formats and systems.

D. PRIVACY SAFEGUARDS

The same protocols ODJFS applies to wage record data are applied to education data. The State of Ohio's workforce system complies with all federal and state laws and guidelines for the handling and protection of Personally Identifiable Information (PII), including but not limited to 2 CFR and Training and Employment Guidance Letter (TEGL) 39-11, and ensures compliance

through the following means: data sharing agreements with workforce partners, state and local memorandums of understanding (MOU), local area agreements, and resource sharing agreements. Additionally, PII is maintained and disposed of in a secure and confidential manner, and policies and procedures for the handling of PII are in place and reviewed regularly.

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

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

Opportunities for Ohioans with Disabilities, Ohio's State Vocational Rehabilitation Program, utilizes a web-based case management system, AWARE, that includes safeguards that protect confidential information regarding program participants. OOD further has policies and procedures in place that establish direction and protocols for staff to secure equipment and documents associated with the program.

7. PRIORITY OF SERVICE FOR VETERANS

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

- Ohio's licensing departments boards and commissions consider relevant military education, training and experience when determining equivalency for issuing licenses and certificates. Special provisions have been made to expedite processing, ease license renewal, provide temporary credentials, and discount or wave associated fees;
- State institutions of higher education award course credit for military education and experience;
- Veterans in Ohio can use GI Bill benefits to pay for national and State occupational licensing testing;

- The ODJFS developed the Veterans Business Support Center - accessible at OhioMeansJobs.com - to better connect employers to qualified veterans, all for free;
- OhioMeansJobs.com prioritizes veteran resumes, allowing employers to review these first when looking for perspective employees; and
- OhioMeansVeteranJobs.com provides a single point of entry for veterans seeking information about employment, education and financial benefits available in Ohio.
- Ohio's Hilton Honors Military Program provides Hilton Honors points for hotel stays related to job search activities.

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

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

As part of the initial intake process, OhioMeansJobs Center staff ask customers if they or their spouse served in the military so they can be informed about priority of service. If an affirmative answer is provided, then the veteran or eligible spouse receive a Veteran Questionnaire. The veteran or eligible spouse is then referred to the next available staff member for an assessment. If the assessment determines that the veteran possesses a significant barrier to employment, then the veteran is immediately referred to a DVOP specialist. If the OhioMeansJobs Center lacks a DVOP specialist, or the DVOP specialist is unavailable, then the veteran goes to the next available staff member. Veterans and eligible spouses receive priority of service in all programs

offered by partner agencies within OhioMeansJobs Centers. Once an OhioMeansJobs Center staff member determines that a veteran meets the criteria for a specific program, the veteran is automatically afforded priority of service. Ohio's policy requires workforce development areas to address each of the following:

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

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

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

Disabled Veterans' Outreach Program (DVOP) specialist personnel in the OhioMeansJobs Centers provide individualized career services to those veterans and eligible spouses who are identified as having at least one significant barrier to employment, as defined by USDOL. When veterans enter an OhioMeansJobs Center, they are asked to fill out a Veterans Questionnaire to determine if there are any identified significant barriers to employment. If the individual meets the definition of an eligible veteran for the JVSG program or is an eligible spouse, has at least one significant barrier to employment, and/or is a member of an additional population identified by the US Secretary of Labor (e.g., veterans aged 18-24 and Vietnam-era veterans), the OhioMeansJobs Center staff refers this covered person to the DVOP specialist within the JVSG program. A covered person should also be referred to the DVOP specialist if he or she is later, after further assessment, determined by OhioMeansJobs Center staff to have a significant barrier to employment. The DVOP specialist will provide individualized career services to mitigate the significant barriers to employment and transition these individuals into the civilian workforce.

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

Affairs, the Department of Defense, and community-based organizations to link veterans with appropriate jobs and training opportunities.

8. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WITH DISABILITIES

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

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

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

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

9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WHO ARE ENGLISH LANGUAGE LEARNERS

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

IV. COORDINATION WITH STATE PLAN PROGRAMS

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

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

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

.These meetings ran from August 2019 through October 2019. Starting with the vision for workforce established by the Governor and Lieutenant Governor, the program representatives discussed initiatives, programs, and other innovative practices that fit within the workforce vision.

The state plan program partners all have representation on the GEWB, at the state level, and for the most part, on the LWBD, at the local level. Representation on these boards allow for a common vision and strategies to tackle workforce issues. Furthermore, the plan program partners have also collaborated on numerous occasions, including participation in the SuccessBound conferences, sector collaborates, and other overarching partnerships. These collaborations built the partnership needed to successful develop and implement Ohio's Combined State Plan. All initiatives established in this plan are not done in a vacuum, but rather a partnership of agencies working together to impact Ohio's workforce system.

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

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The State Plan must include	Include
1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts;	Yes
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes;	Yes
3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;	Yes

The State Plan must include	Include
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;	Yes
5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities;	Yes
6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3);	Yes
7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;	Yes
8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;	Yes
9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;	Yes
10. The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);	Yes
11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and	Yes
12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.	Yes

VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES UNDER TITLE I-B

A. GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

The following are the current local workforce development areas in Ohio:

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

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

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

Planning Regions

- Northeast Region, consisting of Areas 2, 3, 4, 5, and 19:
- East Region, consisting of Areas 6, 17, and 18;

- Southeast Region, consisting of Areas 14, 15, and 16;
- Southwest Region, consisting of Area 12 and 13; and
- Southcentral Region, consisting of Areas 11 and 20.

Single Area Regions

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

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

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

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

1. Have performed successfully*;
2. Have sustained fiscal integrity**; and
3. In the case of a local area in a planning region, have met the regional planning requirements per section 106 (c)(1) of WIOA and WIOAPL No. 16-03, Regional and Local Planning.

***Performed Successfully**. Met or exceeded the negotiated levels of performance for the last two consecutive program years.*

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

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

- Local Workforce Development Boards (LWDBs);
- Local elected officials;
- Businesses;
- Institutions of higher education:

- Labor organizations;
- Other primary stakeholders; and
- General public.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. STATEWIDE ACTIVITIES

Ohio has issued numerous policies and procedures to implement WIOA and to ensure the quality of service delivery for the statewide workforce development system. Additional policies and procedures will continue to be developed beyond the preparation period and submission of

this Combined State Plan. The following WIOA Policy Letters (WIOAPL) have been developed and published:

WIOAPL Number	**Description**
WIOAPL No. 15-01.1	Local Workforce Development Area Initial Designation
WIOAPL No. 15-02	Adult and Dislocated Worker Eligibility
WIOAPL No. 15-03.1	Youth Program Eligibility
WIOAPL No. 15-04	Selective Service Registration
WIOAPL No. 15-05	Serving Applicants with Close Relationship to the Workforce Innovation and Opportunity Act Program
WIOAPL No. 15-06	Determination of Dependent Status
WIOAPL No. 15-07.2	Source Documentation for WIOA Eligibility
WIOAPL No. 15-08.1	Career Services for Adults and Dislocated Workers (includes Priority of Service for Individuals Who are Public Assistance Recipients, Low Income or Basic Skills Deficient)
WIOAPL No. 15-09.1	Training Services for Adults and Dislocated Workers (includes Priority of Service for Individuals Who are Public Assistance Recipients, Low Income or Basic Skills Deficient)
WIOAPL No. 15-10	Youth Program Services
WIOAPL No. 15-11.1	Use of Individual Training Accounts
WIOAPL No. 15-12	Work Experience for Adults and Dislocated Workers
WIOAPL No. 15-13	Work Experience for Youth
WIOAPL No. 15-14.1	Needs-Related Payments Using Adult and Dislocated Worker Formula Funds
WIOAPL No. 15-15.2	Rapid Response Program Requirements- Employer Closure, Mass Layoff, Disaster Mass Job dislocation, and Trade Adjustment Assistance Events.
WIOAPL No. 15-16.1	Rapid Response Program Requirements - Layoff Aversion
WIOAPL No.	Local Workforce Development Board Certification Process

WIOAPL Number	Description
15-17	
WIOAPL No. 15-18.1	Local Workforce Development Area Governance
WIOAPL No. 15-19.1	Poverty Line and Lower Living Standard Income Level
WIOAPL No. 15-20.2	Priority of Service for Veterans and Eligible Spouses
WIOAPL No. 15-21	Reporting Requirements for OhioMeansJobs Center Universal Customers
WIOAPL No. 15-22.1	On-the-Job Training Policy
WIOAPL No. 15-23	Incumbent Worker Training Guidelines
WIOAPL No. 15-24	Customized Training Guidelines
WIOAPL No. 15-25	Transfer of Funds between Adult and Dislocated Worker Local Formula Funds
WIOAPL No. 15-26	Individual Training Account (ITA) Financial Definitions
WIOAPL No. 16-02.1	Eligible Training Providers
WIOAPL No. 16-03	Regional and Local Planning
WIOAPL No. 16-04	Local Workforce Development Area Subsequent Designation
WIOAPL No. 16-05	Re-designation of Local Workforce Development Areas
WIOAPL No. 16-06	State Mechanism for Funding OhioMeansJobs Center Infrastructure Costs
WIOAPL No. 16-07	OhioMeansJobs and American Job Center Branding
WIOAPL No. 16-08	Procurement of the OhioMeansJobs Center Operator and Provider of Career Services
WIOAPL No. 16-09.1	Establishment of the Workforce Delivery System
WIOAPL No.	Certification of the Workforce Delivery System

WIOAPL Number	Description
16-10	
WIOAPL No. 16-11.1	Development of the Memorandum of Understanding for the Workforce Delivery System
WIOAPL No. 17-01	Mandate Use of OhioMeansJobs.com for Labor Exchange Activities
WIOAPL No. 17-02	WIOA Adult, Dislocated Worker, and Youth Programs Performance Accountability
WIOAPL No. 17-03	Procurement of the Comprehensive Case Management and Employment Program Provider for WIOA Youth-Funded Activities and Services
WIOAPL No. 17-04	Waivers for the Implementation of the Comprehensive Case Management and Employment Program
WIOAPL No. 17-05	Funding for Rapid Response – Employer Closure, Mass Layoff, Disaster Mass Job Dislocation, and Trade Adjustment Assistance Events
WIOAPL No. 17-06.1	Disaster Recovery National Dislocated Worker Grants
WIOAPL No. 18-01	Funding for Rapid Response Layoff Aversion
WIOAPL No. 18-02	Implementation of Workforce Development Services Under the Trade and Economic Transition National Dislocated Worker Grant (Opioid Transition Grant)
WIOAPL No. 18-03	WIOA Funds Rescission Policy
WIOAPL No. 18-04	Employment Recovery National Dislocated Worker Grants
WIOAPL No. 18-05	Transitional Jobs
WIOAPL No. 19-01	Implementation of Workforce Development Services Under the Opioid Emergency Recovery Grant

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

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

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

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

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

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

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

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

1.
    a.
        i.
            1.
                a. Identify the local workforce area(s) affected and the specific counties – OWD Rapid Response;
                b. Contact appropriate local workforce area designees for both the workforce development board and fiscal agent – OWD Rapid Response;
                c. Reach out to FEMA - OWD Grant Management Unit;

d. Discuss extent of the disaster and current dislocated worker fund availability - OWD Rapid Response;

e. Discuss projected participant service levels and re-employment needs to address the results of the disaster - OWD Rapid Response;

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

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

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

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

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

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

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

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

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

B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

1. WORK-BASED TRAINING MODELS

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

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

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

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

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

The state of Ohio has taken measures to ensure that participants and employers engage in high quality OJT. In 2019, Ohio re-designed the JFS 08109 OJT brochure to make the information more accessible and more easily understood for employers. Also, in 2018, Ohio revised nine OJT forms and the state OJT Guidance manual to remove unnecessary data and focus on the data elements that are required and necessary for a high-quality OJT experience. The state OJT policy was updated in 2018 to include information about the maximum duration of OJTs and strengthen the connection between WIOA funded OJT and Registered Apprenticeship.

OJT also has come into focus throughout the governor's TechCred initiative. Companies who did not fit the criteria outlined by the TechCred program were referred to the Office of Workforce Development (OWD). OWD connected those companies with the local workforce development

areas, who helped identify whether OJT or Incumbent Worker Training could benefit the company and their employees.

2. REGISTERED APPRENTICESHIP

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

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

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

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

3. TRAINING PROVIDER ELIGIBILITY PROCEDURE

Overview. Ohio launched a new online portal for ETPs called the Workforce Inventory of Education and Training (WIET). Providers complete an in-depth online application related to the provider, location(s), program(s), credentials, and performance. They must meet the minimum thresholds - legitimate Federal Employment Identification Number (FEIN), in business more than two years, not on disbarment list to be eligible to submit programs for review. If a Provider meets all criteria and submits a training program that will result in a recognized postsecondary credential (RPC), it will be eligible to receive WIOA funding to provide training services.

WIOAPL 16-02.1 Eligible Training Providers establishes the criteria for ETPs who may receive WIOA funding to provide training services and the procedures for approving them on the State Eligible Training Provider List (ETPL). ETPs may include:

- Accredited institutions of higher education that provide programs which lead to recognized postsecondary credentials; or
- Public or private providers of training services, which may include:
    - Community-based organizations;

- Joint labor-management organizations; and
- Eligible providers of adult education and literacy activities under title II of WIOA (in Ohio, known as Aspire) if such activities are provided in combination with occupational skills training.

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

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

1. Provider Information

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

2. Program Information

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

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

- Indication of whether the credits transfer to another institution;
- Program duration and term; and
- Cost of tuition and related fees.

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

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

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

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

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

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

Continued Eligibility Procedures for ETPs. To remain active on the State ETP list and continue to receive WIOA funding, an ETP must renew its status in the State's designated

system for managing the State ETP list at least once every 12 months following the date of the previous approval. The renewal process requires an update of basic provider information, the information pertaining to each program offered by the ETP, and the indicators of program performance to reflect outcomes using the most recently available data that pertain to each performance measure (if such data are available) as required for performance reporting.

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

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

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

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

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

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

Local WDB Requirements. The local WDB is responsible for the following activities pertaining to ETPs:

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1. Carrying out procedures assigned to the local WDB by the State, such as informing the State of concerns related to the quality of providers or inaccurate performance data;
2. Working with the State to ensure there are sufficient numbers and types of providers of training services, including ETPs with expertise in assisting individuals with disabilities or in need of adult education and literacy activities; and

3. Ensuring the wide dissemination and appropriate use of the information available in the State ETP list.

Additionally, the local WDB may:

1. Make recommendations to the State on the best procedure for identifying qualified ETPs;
2. Request additional information from ETPs to assist adults, dislocated workers, and youth in making an informed choice; and
3. Conduct site visits to assess the quality of the providers, and report on the findings.

Local WDBs may supplement information requirements defined in this policy to support informed customer choice and the achievement of local performance measures. This additional information may include:

1. Information on programs of training services that are linked to local in-demand occupations;
2. Information that shows how programs are responsive to local workforce development area needs; and
3. Other appropriate information related to the objectives of WIOA.

Local WDBs are not required to provide WIOA funding to a training provider listed on the State ETP list and may establish local policy regarding how ETPs will be utilized locally. However, this policy must not inhibit consumer choice. For example, a local WDB may decide against using ETPs that did not provide data on the indicators of program performance if a sufficient number of ETPs remain available within a reasonable commuting distance for participants to receive the training services they need to enter in-demand occupations.

Registered Apprenticeships. Registered apprenticeship programs, upon approval by ODJFS, are automatically included on the State ETPL unless the sponsor requests to be excluded. When applying to become a registered apprenticeship program, the sponsor will be informed of this eligibility and the benefits of inclusion on the State ETPL.

Once included on the State ETPL, registered apprenticeship programs will remain on the list until they are deregistered or until the registered apprenticeship program notifies ODJFS that it no longer wishes to be included on the list.

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

4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR THE PRIORITY FOR PUBLIC ASSISTANCE RECIPIENTS, OTHER LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT IN ACCORDANCE WITH THE REQUIREMENTS OF WIOA SEC. 134(C)(3)(E), WHICH APPLIES TO INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES FUNDED BY THE ADULT FORMULA PROGRAM

WIOAPL No. 15-08.1 Career Services for Adults and Dislocated Workers and WIOAPL No. 15-09.1 Training Services for Adults and Dislocated Workers state that priority of career services and training services funded by and provided through the adult program shall be given to recipients of public assistance, other low-income individuals, and individuals who are basic

skills deficient for receipt of those career and training services determined appropriate to obtain or retain employment. These policies emphasize that the requirement to prioritize individualized career and training services to those individuals who have the most barriers to employment and to provide those individuals with the opportunity to benefit from employment and training services.

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

5. DESCRIBE THE STATE'S CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS BETWEEN THE ADULT AND DISLOCATED WORKER PROGRAMS

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

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

C. WITH RESPECT TO YOUTH WORKFORCE INVESTMENT ACTIVITIES AUTHORIZED IN SECTION 129 OF WIOA—

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS OR CONTRACTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA IN AWARDING SUCH GRANTS OR CONTRACTS.[11]

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

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

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

The State has issued policy pertaining to the procurement of WIOA youth program provider. WIOAPL No. 17-03 outlines the requirements for selecting providers of service for the youth program. Contract or grant awarding criteria should include consideration of the provider's ability to work with youth and young adults in Ohio Works First, the financial assistance portion of the TANF program, other TANF-eligible youth, as well as Title I Youth. Also, criteria should include the service provider's ability to link youth to additional social services to assist in addressing non-employment and training barriers such as mental health needs and substance abuse treatment. The criteria for selection of youth providers must also consider the providers ability to provide the necessary assistance and services for those participants to enter unsubsidized employment or training opportunities.

Workforce development boards are responsible for developing the local workforce development area plan, engaging employers, providing program oversight, negotiating performance measures, and procuring youth program providers. In addition, the LWDB, in collaboration with the CCMEP lead agency, determines the criteria to be used when awarding contracts or grants for WIOA youth providers. Contract or grant awarding criteria should include consideration of the provider's ability to work with youth and young adults in Ohio Works First, the financial assistance portion of the TANF program, other TANF-eligible youth, as well as Title I Youth. Also, criteria should include the service provider's ability to link youth to additional social services to assist in addressing non-employment and training barriers such as mental health needs and substance abuse treatment. The criteria for selection of youth

providers must also consider the providers ability to provide the necessary assistance and services for those participants to enter into unsubsidized employment or training opportunities.

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ACHIEVE IMPROVED OUTCOMES FOR OUT-OF-SCHOOL YOUTH AS DESCRIBED IN 129(A)(1)(B), INCLUDING HOW IT WILL LEVERAGE AND ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE.

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

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

3. DESCRIBE HOW THE STATE WILL ENSURE THAT ALL 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2) ARE MADE AVAILABLE AND EFFECTIVELY IMPLEMENTED, INCLUDING QUALITY PRE-APPRENTICESHIP PROGRAMS UNDER THE WORK EXPERIENCE PROGRAM ELEMENT. [12]

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

- Tutoring, study skills training, instruction and dropout prevention;
- Alternative secondary school services, or dropout recovery services;
- Paid and unpaid work experience (with an academic and occupational education component);
- Occupational skill training;
- Education offered concurrently with workforce preparation activities;
- Leadership development opportunities;
- Supportive services;
- Adult mentoring;

- Follow-up services for not less than 12 months;
- Comprehensive guidance and counseling;
- Financial literacy education
- Entrepreneurial skills training;
- Labor market and employment information; and
- Activities to prepare for and transition to postsecondary education and training.

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

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

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

4. PROVIDE THE LANGUAGE CONTAINED IN THE STATE POLICY FOR "REQUIRING ADDITIONAL ASSISTANCE TO ENTER OR COMPLETE AN EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR OUT-OF-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(B)(III)(VIII) AND FOR "REQUIRING ADDITIONAL ASSISTANCE TO COMPLETE AN EDUCATION PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR IN-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(C)(IV)(VII). IF THE STATE DOES NOT HAVE A POLICY, DESCRIBE HOW THE STATE WILL ENSURE THAT LOCAL AREAS WILL HAVE A POLICY FOR THESE CRITERIA.

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

5. INCLUDE THE STATE DEFINITION, AS DEFINED IN LAW, FOR NOT ATTENDING SCHOOL AND ATTENDING SCHOOL AS SPECIFIED IN WIOA SECTION 129(A)(1)(B)(I) AND SECTION 129(A)(1)(C)(I). IF STATE LAW DOES NOT DEFINE "NOT ATTENDING SCHOOL" OR "ATTENDING SCHOOL," INDICATE THAT IS THE CASE AND PROVIDE THE STATE POLICY FOR DETERMINING WHETHER A YOUTH IS ATTENDING OR NOT ATTENDING SCHOOL.

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

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

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

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

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

6. IF USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE STATE DEFINITION WHICH MUST FURTHER DEFINE HOW TO DETERMINE IF AN INDIVIDUAL IS UNABLE TO COMPUTE OR SOLVE PROBLEMS, OR READ, WRITE, OR SPEAK ENGLISH, AT A LEVEL NECESSARY TO FUNCTION ON THE JOB, IN THE INDIVIDUAL'S FAMILY, OR IN SOCIETY. IF NOT USING THE PORTION OF THE DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INDICATE THAT IS THE CASE.

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

D. SINGLE-AREA STATE REQUIREMENTS

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)

2. THE ENTITY RESPONSIBLE FOR THE DISBURSAL OF GRANT FUNDS, AS DETERMINED BY THE GOVERNOR, IF DIFFERENT FROM THAT FOR THE STATE. (WIOA SECTION 108(B)(15).)

3. A DESCRIPTION OF THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES AND SUCCESSFUL MODELS, INCLUDING FOR YOUTH WITH DISABILITIES. (WIOA SECTION 108(B)(9).)

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

4. A DESCRIPTION OF THE ROLES AND RESOURCE CONTRIBUTIONS OF THE ONE-STOP PARTNERS.

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

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

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

6. HOW TRAINING SERVICES OUTLINED IN SECTION 134 WILL BE PROVIDED THROUGH INDIVIDUAL TRAINING ACCOUNTS AND/OR THROUGH CONTRACTS, AND HOW SUCH TRAINING APPROACHES WILL BE COORDINATED. DESCRIBE HOW THE STATE WILL MEET INFORMED CUSTOMER CHOICE REQUIREMENTS REGARDLESS OF TRAINING APPROACH.

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

7. HOW THE STATE BOARD, IN FULFILLING LOCAL BOARD FUNCTIONS, WILL COORDINATE TITLE I ACTIVITIES WITH THOSE ACTIVITIES UNDER TITLE II. DESCRIBE HOW THE STATE BOARD WILL CARRY OUT THE REVIEW OF LOCAL APPLICATIONS SUBMITTED UNDER TITLE II CONSISTENT WITH WIOA SECS. 107(D)(11)(A) AND (B)(I) AND WIOA SEC. 232.

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

8. COPIES OF EXECUTED COOPERATIVE AGREEMENTS WHICH DEFINE HOW ALL LOCAL SERVICE PROVIDERS WILL CARRY OUT THE REQUIREMENTS FOR INTEGRATION OF AND ACCESS TO THE ENTIRE SET OF SERVICES AVAILABLE IN THE ONE-STOP DELIVERY SYSTEM, INCLUDING COOPERATIVE AGREEMENTS WITH ENTITIES ADMINISTERING REHABILITATION ACT PROGRAMS AND SERVICES.

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

E. WAIVER REQUESTS (OPTIONAL)

Ohio is applying for four waivers as described below:

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

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

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

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

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

Proposed OSY Rate Calculation Under Waiver Authority		
WIOA OSY expenses	+	TANF spent on co-enrolled WIOA OSY
Total WIOA OSY + ISY expenses		TANF spent on co-enrolled WIOA OSY

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

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

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

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

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

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

Ohio expects to achieve the following goals:

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

1. **Describe how the waiver will align with the Department's policy priorities, such as:**

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a. **Supporting employer engagement;**

b. **Connecting education and training strategies;**

c. **Supporting work-based learning;**

d. **Improving job and career results, and**

e. **Other guidance issued by the Department.**

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

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

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

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

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

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

1. **Describe the processes used to:**

1. **Monitor the progress in implementing the waiver;**

2. **Provide notice to any local board affected by the waiver;**

3. **Provide any local board affected by the waiver an opportunity to comment on the request;**

4. **Ensure meaningful public comment, including comment by business and organized labor, on the waiver.**

5. **Collect and report information about waiver outcomes in the State's WIOA Annual Report.**

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

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

1. A random-assignment outcome evaluation

2. An implementation study to assess the key indicators of successful TANF-WIOA integration; and

3. A descriptive study of the overall program, including an analysis of participant demographic, participation, and outcome data and an assessment of administrative effectiveness.

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

Workforce development stakeholders, including local boards, businesses, and organized labor organizations, were notified of the proposed waiver request through an e-mail alert. The e-mail alert contained instructions on how to submit comments. In addition, both the general public and stakeholders had access to the waiver request on the OWD website.

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

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

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

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

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

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

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

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

Ohio expects to achieve the following goals and programmatic outcomes:

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

1. **Describe how the waiver will align with the Department's policy priorities, such as:**

1. **Supporting employer engagement;**
2. **Connecting education and training strategies;**
3. **Supporting work-based learning;**
4. **Improving job and career results, and**
5. **Other guidance issued by the Department.**

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

The waiver also assists in the preparation of an emerging workforce with candidates who are ready for work.

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

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

1. **Describe the processes used to:**

1. **Monitor the progress in implementing the waiver;**

2. **Provide notice to any local board affected by the waiver;**

3. **Provide any local board affected by the waiver an opportunity to comment on the request;**

4. **Ensure meaningful public comment, including comment by business and organized labor, on the waiver.**

5. **Collect and report information about waiver outcomes in the State's WIOA Annual Report.**

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

Workforce development stakeholders, including local boards, businesses, and organized labor organizations, were notified of the proposed waiver request through an e-mail alert. The e-mail alert contained instructions on how to submit comments. In addition, both the general public and stakeholders had access to the waiver request on the OWD website.

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

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

As the State workforce agency, ODJFS is seeking a statewide waiver of the requirement to collect and report the number of individuals engaging in and exiting from the programs of study listed on the State ETPL, and the outcome data for the primary indicators of performance for all

individuals in such programs, as mandated in WIOA §§ 116 and 122, and at 20 CFR 677.230 and 20 CFR 680.400 - 680.530.

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

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

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

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

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

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

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

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

The programmatic outcomes expected to result from waiver implementation include:

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

1. **Describe how the waiver will align with the Department's policy priorities, such as:**

1. **Supporting employer engagement;**
2. **Connecting education and training strategies;**
3. **Supporting work-based learning;**
4. **Improving job and career results, and**
5. **Other guidance issued by the Department.**

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

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

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

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

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

1. **Describe the processes used to:**

1. **Monitor the progress in implementing the waiver;**
2. **Provide notice to any local board affected by the waiver;**

3. **Provide any local board affected by the waiver an opportunity to comment on the request;**

4. **Ensure meaningful public comment, including comment by business and organized labor, on the waiver.**

5. **Collect and report information about waiver outcomes in the State's WIOA Annual Report.**

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

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

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

Workforce development stakeholders, including local boards, businesses, and organized labor organizations, were notified of the proposed waiver request through an e-mail alert. The e-mail alert contained instructions on how to submit comments. In addition, both the general public and stakeholders had access to the waiver request on the OWD website.

Waiver 4: Allow local areas to conduct non-participating career services for all youth as a WIOA youth-funded outreach activity.

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

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

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

elements. One of these program elements is services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.

Ohio would like to waive the requirement to enroll youth that receive only the previously listed WIOA-funded services. These labor exchange services, listed previously, are considered non-participating basic career services under the WIOA adult and dislocated worker programs. Ohio would provide these services to all students as an outreach activity for the WIOA youth program. If students appear appropriate for the CCMEP, a referral to the program will be made.

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

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

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

The programmatic outcomes expected to result from waiver implementation include:

- Flexibility within CCMEP to provide basic labor exchange activities to all students without enrolling these students in the program.
- Mechanism to provide outreach to potential CCMEP applicants.
- Building a strong relationship between the local area and the local school system to assist with the provision of career preparation activities for students in secondary education.
- Providing career preparation prior to graduation from high school to students and developing a pipeline of employees to local businesses.

1. **Describe how the waiver will align with the Department's policy priorities, such as:**

1. **Supporting employer engagement;**
2. **Connecting education and training strategies;**
3. **Supporting work-based learning;**
4. **Improving job and career results, and**
5. **Other guidance issued by the Department.**

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

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

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

1. **Describe the processes used to:**

1. **Monitor the progress in implementing the waiver;**

2. **Provide notice to any local board affected by the waiver;**

3. **Provide any local board affected by the waiver an opportunity to comment on the request;**

4. **Ensure meaningful public comment, including comment by business and organized labor, on the waiver.**

5. **Collect and report information about waiver outcomes in the State's WIOA Annual Report.**

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

Workforce development stakeholders, including local boards, businesses, and organized labor organizations, were notified of the proposed waiver request through an e-mail alert. The e-mail alert contained instructions on how to submit comments. In addition, both the general public and stakeholders had access to the waiver request on the OWD website.

TITLE I-B ASSURANCES

The State Plan must include	Include
1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient;	Yes
2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;	Yes
3. The State established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board	Yes

The State Plan must include	Include
members;	
4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);	Yes
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;	Yes
6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;	Yes
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);	Yes
8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;	Yes
9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;	Yes
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.	Yes
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);	Yes

ADULT PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	79.0%		79.0%	
Employment (Fourth Quarter After Exit)	76.0%		76.0%	
Median Earnings (Second Quarter After Exit)	$5900.00		$5900.00	
Credential Attainment Rate	65.0%		65.0%	
Measurable Skill Gains	55.0%		55.0%	

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	84.0%		84.0%	
Employment (Fourth Quarter After Exit)	82.0%		82.0%	
Median Earnings (Second Quarter After Exit)	$8000.00		$8000.00	
Credential Attainment Rate	69.0%		69.0%	
Measurable Skill Gains	55.0%		55.0%	
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	68.0%		68.0%	
Employment (Fourth Quarter After Exit)	66.0%		66.0%	
Median Earnings (Second Quarter After Exit)	$2500.00		$2500.00	
Credential Attainment Rate	47.0%		47.0%	
Measurable Skill Gains	37.0%		37.0%	
Effectiveness in Serving	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employers				

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

PROGRAM-SPECIFIC REQUIREMENTS FOR WAGNER-PEYSER PROGRAM (EMPLOYMENT SERVICES)

A. EMPLOYMENT SERVICE STAFF

1. DESCRIBE HOW THE STATE WILL STAFF THE PROVISION OF LABOR EXCHANGE SERVICES UNDER THE WAGNER-PEYSER ACT, SUCH AS THROUGH STATE EMPLOYEES, INCLUDING BUT NOT LIMITED TO STATE MERIT STAFF EMPLOYEES, STAFF OF A SUBRECIPIENT, OR SOME COMBINATION THEREOF.

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

2. DESCRIBE HOW THE STATE WILL UTILIZE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR EMPLOYMENT SERVICE STAFF TO ENSURE STAFF IS ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS

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

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

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

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

3. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION

It is essential that Ohio ensures that its workforce professionals across the core partners are up-to-date on Unemployment Insurance (UI) eligibility issues and understand the referral process to UI staff for adjudication when appropriate. Workforce Innovation and Opportunity Act Policy Letter (WIOAPL) No.16-09.1 Establishment of the Workforce Delivery System provided guidance on UI assistance within the OhioMeansJobs Centers. A thorough description of "meaningful assistance" for UI customers was included in the policy. It should be noted that MSFW participants filing for UI benefits will be provided with appropriate services and assistance. The five activities which are comprised of meaningful assistance were also outlined. A recorded webinar training on meaningful assistance to UI customers was provided for WIOA and ES staff. This remains accessible online through the OWD website.

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

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

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

B. EXPLAIN HOW THE STATE WILL PROVIDE INFORMATION AND MEANINGFUL ASSISTANCE TO INDIVIDUALS REQUESTING ASSISTANCE IN FILING A CLAIM FOR UNEMPLOYMENT COMPENSATION THROUGH ONE-STOP CENTERS, AS REQUIRED BY WIOA AS A CAREER SERVICE

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

1.

    a.

        i.

            1. Computers must be made available for individuals to file a claim for UI or to file an appeal of their claim.
            2. Telephones must be made available with access to the toll-free phone numbers established by the Office of UI Operations for individuals to use when seeking assistance from UI merit staff in filing claims or appeals. Individuals must not simply be referred to a general information phone number.
            3. Posters providing claimants information on how to file UI claims must be visible in the resource room.
            4. Additional documents that provide assistance to claimants must be available in the resource room.
            5. Resource room staff must be trained and have the knowledge to navigate Ohio's claims filing processes and to provide general information to the claimant on their responsibilities as a claimant.

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

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

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

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

C. DESCRIBE THE STATE’S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UI CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS

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

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

ES staff is responsible for the delivery of UCRS and RESEA. State merit Trade Delivery Professionals (TDP) deliver services with the TAA program. Workforce Specialists are a conduit to the employers. The ultimate goal of each of these programs is reemployment.

In Ohio, all 88 counties offer UCRS. Those selected to participate in UCRS are required to view an online orientation that provides them with reemployment information, such as resume writing, tips for interviewing, career exploration, and general job-seeking information. In addition, resources through Ohio's OhioMeansJobs Centers are highlighted and individuals are encouraged to visit the center closest to them for additional assistance in obtaining employment. ES staff conduct outreach to personally invite UCRS customers into the OhioMeansJobs Centers.

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

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

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

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

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

ES staff also assists with Rapid Response events in most areas of the State, helping impacted workers find new jobs. Workers who are not interested in training, but rather need to get back to work as quickly as possible are often assisted by ES staff.

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

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

D. DESCRIBE HOW THE STATE WILL USE W-P FUNDS TO SUPPORT UI CLAIMANTS, AND THE COMMUNICATION BETWEEN W-P AND UI, AS APPROPRIATE INCLUDING THE FOLLOWING:

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

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

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

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

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

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

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

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

ES staff members review work search/job contacts during RESEA one-on-one appointments. If it is found that claimants (whether participating in RESEA or not) have not provided adequate documentation on the work search requirement, ES staff enter an "alert" in the Ohio Workforce Case Management System (OWCMS). The alert goes to Ohio's UI system and is addressed by UI staff at the Adjudication Centers.

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

- Creating a reemployment plan;

    - Creating an application cover letter or resume;
    - Adding a resume to an online job board;
    - Registering for work with the Federal's labor exchange system, placement firm, temporary work agencies, or educational institution with job placement offices;
    - Using online career tools (e.g., job match advisors or My Skills My Future);
    - Logging on and looking for work in the Federal's labor exchange or other online job matching system;
    - Using reemployment services in OhioMeansJobs Centers:
    - Obtaining and using labor market and career information;
    - Participating in RESEA activities;
    - Participating in skills assessments for occupational matching;
    - Completing online or staff-assisted workshops; and
    - Other specialized activities;
- Following through on job referrals or job development attempts, as directed by Federal workforce or UI staff;
- Taking an exam required as part of the application process for a new job;
- Interviewing for a job (virtually or in-person);
- Applying for and/or participating in partner-sponsored reemployment services, or non-WIOA-related/sponsored training;
- Creating a personal user profile on a professional networking site (e.g., LinkedIn, Facebook, etc.);
- Participating in work-related networking events (e.g., job clubs, job fairs, industry association events, etc.);
- Participating in a public speaking class (e.g., Toastmasters, etc.)
- Taking civil service exam; and

Any other reemployment strategy that is reasonably expected to result in reemployment.

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

Ensuring UI Claimants have ready access to information about training and education programs is a high priority. Over the past few years, Ohio has conducted an exhaustive review of demand occupations throughout the Federal and created a user-friendly process for exploring the information in order to make informed decisions about their search for employment. Likewise, this same information is used by ES staff in order to guide customers toward occupations that

are currently in-demand with Ohio employers. This powerful tool is part of OhioMeansJobs.com, where it becomes essentially an online career counselor. The "First Up" feature recommends activities to prepare claimants for jobs, tracks progress, and permits sharing of progress with multiple programs' career counselors and service providers. Assessments help claimants determine career options that match their individual interests and view occupations that fit their profile. A "thumbs up" symbol indicates which occupations are in demand. A budget calculator helps claimants determine what target salary is needed, occupations that provide that salary, what training and education is required, which educational institutions or programs offer the training, and more.

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

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

E. AGRICULTURAL OUTREACH PLAN (AOP). EACH STATE AGENCY MUST DEVELOP AN AOP EVERY FOUR YEARS AS PART OF THE UNIFIED OR COMBINED STATE PLAN REQUIRED UNDER SECTIONS 102 OR 103 OF WIOA. THE AOP MUST INCLUDE AN ASSESSMENT OF NEED. AN ASSESSMENT NEED DESCRIBES THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

1. ASSESSMENT OF NEED. PROVIDE AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

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

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

ground was too wet. Hiring at the start of a local season, replacing a lost job, or finding supplemental employment in another sector is especially challenging for workers who migrate from other states and thus lack employer contacts within Ohio.

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

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

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

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

Figure 25. Ohio's Top Crops and Seasons

Crop	Season	Geographic Area
Peppers	May - October	Northwest: Sandusky, Huron, Ottawa, Seneca, Erie, Fulton, Henry Counties
Tomatoes	May - October	Northwest: Sandusky, Huron, Ottawa, Seneca, Erie, Fulton, Henry Counties
Cucumbers	March - November	Northwest: Sandusky, Huron, Ottawa, Seneca, Erie, Fulton, Henry Counties
Nurseries	March - November	Statewide
Orchard Crops	March - November	Statewide

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

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

2. AN ASSESSMENT OF THE AGRICULTURAL ACTIVITY IN THE STATE MEANS: 1) IDENTIFYING THE TOP FIVE LABOR-INTENSIVE CROPS, THE MONTHS OF HEAVY ACTIVITY, AND THE GEOGRAPHIC AREA OF PRIME ACTIVITY; 2) SUMMARIZE THE AGRICULTURAL EMPLOYERS' NEEDS IN THE STATE (I.E. ARE THEY PREDOMINANTLY HIRING LOCAL OR FOREIGN WORKERS, ARE THEY EXPRESSING THAT THERE IS A SCARCITY IN THE AGRICULTURAL WORKFORCE); AND 3) IDENTIFYING ANY ECONOMIC, NATURAL, OR OTHER FACTORS THAT ARE AFFECTING AGRICULTURE IN THE STATE OR ANY PROJECTED FACTORS THAT WILL AFFECT AGRICULTURE IN THE STATE

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3. AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS MEANS SUMMARIZING MIGRANT AND SEASONAL FARM WORKER (MSFW) CHARACTERISTICS (INCLUDING IF THEY ARE PREDOMINANTLY FROM CERTAIN COUNTRIES, WHAT LANGUAGE(S) THEY SPEAK, THE APPROXIMATE NUMBER OF MSFWS IN THE STATE DURING PEAK SEASON AND DURING LOW SEASON, AND WHETHER THEY TEND TO BE MIGRANT, SEASONAL, OR YEAR-ROUND FARMWORKERS). THIS INFORMATION MUST TAKE INTO ACCOUNT DATA SUPPLIED BY WIOA SECTION 167 NATIONAL FARMWORKER JOBS PROGRAM (NFJP) GRANTEES, OTHER MSFW ORGANIZATIONS, EMPLOYER ORGANIZATIONS, AND STATE AND/OR FEDERAL AGENCY DATA SOURCES SUCH AS THE U.S. DEPARTMENT OF AGRICULTURE AND THE U.S. DEPARTMENT OF LABOR (DOL) EMPLOYMENT AND TRAINING ADMINISTRATION

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

During the 2019 peak seasons, for both field crops and nursery crops, it is estimated that 10,000 MSFWs worked in Ohio. The bulk of this population are of Hispanic background, mostly from

Mexico, Guatemala, and Honduras, with Spanish as their primary language and educational attainment as an additional barrier that threatens their long-term employment prospects.

The non-peak MSFW population is estimated to be less than ten percent of the peak numbers.

4. OUTREACH ACTIVITIES

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

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

Figure 26. Outreach Worker Programmatic Training/ Statewide Issues Awareness

ES Complaint System and Apparent Violations
OhioMeansJobs.com (Ohio's Labor Exchange system)
Human Trafficking
Advocates for Basic Legal Equality (ABLE)
Other advocacy groups
Occupational Safety and Health Administration (OSHA)
UI, Online Unemployment Benefits Submission and Application Instructions

ES Complaint System and Apparent Violations
Foreign Labor Certification
US DOL Wage and Hour
Community Development Institute (CDI) Head Start
Ohio Workforce Case Management System (OWCMS)
Opioid Crisis
Protecting Farmworker from Sexual Harassment
Special Population Da Training, Serving Farmworkers
Ohio Migrant Education Center (OMEC)
Disaster Preparedness
Equal Employment Opportunity
Ohio Commission on Hispanic and Latino Affairs (OCHLA)

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

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

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

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

Migrant outreach staff will be located strategically to reach the maximum number of farmworkers. All outreach staff receive training at the beginning of the year to review and update information from the previous year.

ODJFS signed a Memorandum of Understanding (MOU) with WIOA167 grantee, PathStone, to jointly provide migrant farmworker services.

The Federal monitor advocate coordinated a series of visits around Ohio that included the WIOA167 grantee, PathStone; outreach staff; and the ODJFS workforce specialists who work with employers. The outreach staff helps coordinates such efforts. For example, staff can identify and inform the MSFW partners about problems Ohio may be facing, including work reductions, down-time, and income impacts stemming from weather issues.

5. SERVICES PROVIDED TO FARMWORKERS AND AGRICULTURAL EMPLOYERS THROUGH THE ONE-STOP DELIVERY SYSTEM

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

- Resources and tools available on OhioMeansJobs.com;
- Services available by referral, including agriculture/non-agricultural employment, training, supportive services, assessments, and other job development activities
- Farmworker rights, including Federal and Federal laws and employment-related protections;
- The OhioMeansJobs Center complaint system;
- WIOA Title, I employment and training services;
- Other entities and programs that serve MSFWs, including: the WIOA167 grantee, PathStone; the ODH; Advocates for Basic Legal Services; migrant health clinics; food assistance; K-12 education through the OMEC; Teaching and Mentoring Communities (a provider of care for children from infancy through age five), and the Ohio Department of Agriculture (for pesticide issues);
- UI and Online Unemployment Benefits Submission and Application Instructions (online or by phone); and
- Federal wage/hour laws.

Additional activities include joint outreach visits with partners who serve MSFWs. The outreach staff and the State Monitor Advocate identify and work with local entities that provide MSFW services, especially in areas where our Statewide partners have limited presence.

ODJFS migrant outreach staff have been the primary point of contact with agricultural employers. However, the W-P staff have been trained in the MSFW program and can help agricultural employers with their workforce needs.

Migrant outreach staff inform farmworkers and agencies about the complaint system individually and in group settings with verbal and written material in appropriate language(s). Staff meet regularly with the partners during agency visits and in coalition meetings to solve problems and offer the complaint system as means to resolve problems.

ODJFS MSFW program and outreach staff encourage the use of the Agricultural Recruitment System (ARS) in all contacts with employers and groups, including at the beginning of the season, end of the season, and partner and employer meetings. Ohio further provides technical assistance to those employers throughout the ARS and interstate clearance order process. Ohio

is also working with Michigan and Indiana to identify migration trends to facilitate the transition from state to state based on work/crop needs.

6. OTHER REQUIREMENTS

A. COLLABORATION

ODJFS signed an MOU with the WOIA 167 grantee, PathStone, to jointly provide migrant farmworker services. The State Monitor Advocate coordinated a series of visits around Ohio that included the WIOA167 grantee staff, outreach staff, and the ODJFS workforce specialists who work with employers. The State is currently establishing MOUs with Adult Basic Literacy Education (ABLE), the Department of Labor Wage and Hour Division (DOLWHD), and finalizing a partnership agreement with CDI. The outreach staff help coordinates such efforts.

B. REVIEW AND PUBLIC COMMENT

ODJFS solicited information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. The following agencies and organizations listed below have been have been given an opportunity to comment on the Federal Agricultural Outreach Plan (AOP): 1. Adelante - Dayton; 2. CDI, 3. OMEC; 4. Migrant Health Clinics; 5. Advocates for Basic Legal Equality; 6. Hartville Migrant Ministries; 7. Latino Coalition of Clark & Champaign; 8. ODH; 9. USDOL-ESA-Wage & Hour; 10. Occupational Safety and Health Administration (OSHA); 11. Equal Employment Opportunity Commission (EEOC); 12. Ohio Civil Rights Commission (OCRC); 13. Bureau of Workers' Compensation (BWC); 14. Ohio Attorney General; 15. Ohio Producers, Growers and Marketing Association (OPGMA); 16. Nursery Growers of Lake County Ohio (NGLCO); 17. Ohio Nursery and Landscape Association; 18. Ohio Farm Bureau (OFB); 19. Ohio Commission on Hispanic and Latino Affairs (OCHLA); and 20. PathStone.

One constituent commented on the AOP. The constituent commented that the AOP does not reflect the total of the MSFW population. Ohio's response is that §653.107 describes the criteria the Federal must use in development of the Agricultural Outreach Plan outreach and services to MSFWs. A migrant worker, per §651, means a seasonal farmworker who travels to the job site so that the farmworker is unable to return to his/her permanent residence within the same day. Additionally, seasonal farmworker means an individual who is employed, or was employed in the last 12 months, in farmwork of a seasonal or other temporary nature and is not required to be absent overnight from his/her permanent place of residence…Labor is performed on a seasonal basis where, the employment pertains to or is the kind exclusive performed at certain season or periods of the year, which form its nature, may not be continuously or carried on throughout the year…. Section 653.107 further describes the activities that are required for the Federal to provide to the MSFW. Outreach workers must locate and contact MSFWs who are not being reached by normal intake activities and: a. Explain to the MSFWs at their working, living, or gathering area by means of written or oral in the language that they can understand 1. Services available at the OhioMeansJobs Center (One-Stop Center) and other services 2. Complaint system 3. Information on other organizations that serve MSFWs 4. Farmworker rights b. If an MSFW does not cannot visit the OhioMeansJobs Center, the outreach staff must: 1. Assist with applications 2. Assist with referrals 3. Assist with complaints 4. Refer to supportive services 5. Assist in making appointments and arrange transportation to OhioMeansJobs Center.

Consequently, Ohio's approach for the number of MSFWs is based on the number of licensed labor camps in Ohio, the capacity and what has been report as factual numbers. The MSFW population must be afforded the same rights as any individual seeking services through the workforce system. So, if Ohio counts them, the Federal also needs to be able to provide services

for them. The plan addresses a staffing plan and how the staff will be ensuring that outreach to the employers and MSFW population is being done. This plan also recognizes and addresses the need based on the amount of agricultural work that is being done. The same constituent commented on alleged widespread injustices of the agricultural worker. As noted above, it is the duty of the ES staff to inform and assist the MSFW regarding their rights, how to file a complaint and other services. Furthermore, duties of the Federal monitor advocate include field checks and field visits which are designed to ensure the MSFW's rights and conditions are being met. These checks are performed on the sites that we are informed of and licensed labor camps. Ohio believes that the comments were addressed and did not make changes to the AOP.

C. DATA ASSESSMENT

Ohio has taken steps to ensure that services to Migrant and Seasonal Farm Workers are qualitatively equivalent and quantitatively proportionate to those provided to non-Migrant and Seasonal Farm Workers.

The State Monitor Advocate (SMA) collects statewide participant information on a quarterly basis from an automated data collection system, BIC Cognos, to determine if the state's MSFWs are referred to the full range of employment opportunities, training programs, testing, counseling and career guidance services. The automated reports are compared to the daily logs reported by the outreach specialists to ensure accuracy.

In addition, Ohio's performance reporting process takes this a step further. Reports submitted to U.S. Department of Labor on program activity and performance outcomes provide a comparison of the service indicators of the MSFW and non-MSFW registrants. Ohio's statewide performance reports are as follows:

STATE	OHIO	REGION CODE	Region V				
	QTR ENDING	# MSFWs		# Non-MSFW		Equity	
		Denominator	%	Denominator	%	Yes	No
A. Total Applications	9/30/2018	532	100.0%	31,506	100.0%	x	
	12/31/2018	478	100.0%	30,669	100.0%	x	
	3/31/2019	466	100.0%	32,014	100.0%	x	
	6/30/2019	503	100.0%	29,555	100.0%	x	
	9/30/2019	366	100.0%	28,768	100.0%	x	
	12/31/2019	293	100.0%	26,597	100.0%	x	
	3/31/2020	259	100.0%	23,545	100.0%	x	

	QTR ENDING	# MSFWs		# Non-MSFW		Equity	
		Numerator	%	Numerator	%	Yes	No
1. Referred to Jobs	9/30/2018	404	75.9%	8,053	25.6%	x	
	12/31/2018	357	74.7%	7,808	25.5%	x	
	3/31/2019	347	74.5%	8,345	26.1%	x	
	6/30/2019	357	71.0%	8,113	27.5%	x	
	9/30/2019	254	69.4%	8,046	28.0%	x	
	12/31/2019	211	72.0%	7,989	30.0%	x	
	3/31/2020	189	73.0%	7,380	31.3%	x	

	QTR ENDING	# MSFWs		# Non-MSFW		Equity	
		Numerator	%	Numerator	%	Yes	No
2. Received Staff Assisted Services	9/30/2018	526	98.9%	31,151	98.9%	x	
	12/31/2018	472	98.7%	29,936	97.6%	x	
	3/31/2019	460	98.7%	31,014	96.9%	x	
	6/30/2019	498	99.0%	28,404	96.1%	x	
	9/30/2019	362	98.9%	27,473	95.5%	x	
	12/31/2019	291	99.3%	25,443	95.7%	x	
	3/31/2020	258	99.6%	22,491	95.5%	x	

	QTR ENDING	# MSFWs		# Non-MSFW		Equity	
		Numerator	%	Numerator	%	Yes	No
3. Referred to Support Service	9/30/2018	4	0.9%	1,431	4.5%	x	
	12/31/2018	6	1.5%	1,515	4.9%	x	
	3/31/2019	6	1.7%	1,727	5.4%		x
	6/30/2019	24	6.9%	1,643	5.6%	x	
	9/30/2019	11	3.0%	1,487	5.2%	x	
	12/31/2019	7	2.4%	1,413	5.3%		x
	3/31/2020	7	2.7%	1,282	5.4%		x

	QTR ENDING	# MSFWs		# Non-MSFW		Equity	
		Numerator	%	Numerator	%	Yes	No
4. Career Guidance	9/30/2018	300	56.4%	18,742	59.5%	x	
	12/31/2018	316	66.1%	15,705	51.2%	x	
	3/31/2019	313	67.2%	13,673	42.7%	x	
	6/30/2019	369	73.4%	9,033	30.6%	x	
	9/30/2019	251	68.6%	7,203	25.0%	x	
	12/31/2019	187	63.8%	6,094	22.9%	x	
	3/31/2020	164	63.3%	5,377	22.8%	x	

	QTR ENDING	# MSFWs		# Non-MSFW		Equity	
		Numerator	%	Numerator	%	Yes	No
5. Job Development Contact	9/30/2018	405	76.1%	22,505	71.4%	x	
	12/31/2018	397	83.1%	20,437	66.6%	x	
	3/31/2019	388	83.3%	20,181	63.0%	x	
	6/30/2019	429	85.3%	16,946	57.3%	x	
	9/30/2019	350	95.6%	22,735	79.0%	x	
	12/31/2019	286	97.6%	21,854	82.2%	x	
	3/31/2020	252	97.3%	19,683	83.6%	x	

Ohio consistently meets 4 out of 5 equity indicators. Enhancements to the system of record, Ohio Workforce Case Management System (OWCMS), have been deployed to easily identify, distinguish and annotate the migrant and seasonal farmworkers. This feature allows all staff working with this population to better record the services provided, giving a true depiction of the services landscape. Outreach specialist and local workforce development areas were provided training on how to capture special populations and a deployment document was distributed to all OWCMS users.

Technology has been added to the resources available for the outreach specialist. Surface Pros are used by staff in the field to aid in data collection. The staff can capitalize on the available technology to better track and report services occurring in remote locations away from state office facilities.

The SMA ensures all data captured and reported are accurate. In addition, physical monitoring of the four significant MSFW offices are conducted for deficiencies, problems, or improper practices.

D. ASSESSMENT OF PROGRESS

Figure 27. Previous Years' History (Based on October – September Data) presents what was achieved based on the previous AOP. Ohio anticipates more typical weather conditions in the upcoming years. In addition, the State plans to mitigate the shortfall in previously established outreach goals by hiring adequate outreach staff during peak season to contact agricultural employers and to inform migrant farmworkers of available services, while increasing targeted outreach. ODJFS plans to raise awareness and promote agricultural activities. The goal is to effectively coordinate efforts with the OhioMeansJobs center's business teams to reach agricultural employers and with the Employment Services Professional to meet the MSFW needs. A special emphasis will be placed on promotion of the ARS. Ohio projects to not only meet but exceed the performance indicators.

Figure 27. Previous Years' History (Based on October – September Data)

Year	2015	2016	2017	2018	2019
Agricultural Job Orders Received	63	69	89	103	149
Agricultural Job Order Filled	62	69	89	98	146
Interstate Clearance Order Initiated	19	59	0	0	222
Interstate Clearance Order Received to include H-2A	10	63	105	254	325

Ohio has two outreach workers for the peak season. Both outreach workers speak Spanish, which is the prevailing language spoken by MSFWs in Ohio. The outreach staff visit each of the significant MSFW ES offices and additionally, non-significant MSFW ES offices. The SMA along with the outreach specialists and Pathstone, participate collaboratively to engage with many Ohio MSFWs, growers and partners.

The outreach staff actively promoted labor exchange activities at the beginning of the season including employment services to the agriculture employers in their areas of coverage. They participated in conferences, partner collaboration meetings, training sessions and meetings to apply a more effective delivery of their services. Through the off-peak season, the outreach staff continued to develop and maintain productive relationships with their agricultural employers through agricultural employer orientation sessions, phone calls and one-on-one meetings with the employers. The outreach staff facilitated these orientations for the agricultural employers in January and February to inform the employers of any program updates and/or process changes within the state's services to MSFWs.

In early spring, Ohio's outreach team facilitate an Agriculture Employer Open House in which local employers are invited to network with local advocacy groups serving the MSFWs. Participants included Community Development Institute Head Start, Occupational Safety and Health Administration (OSHA), Bureau of Workers Compensation (BWC), U.S. Department of Labor Wage & Hour, National Farmworker Jobs Program-PathStone, Ohio Migrant Education Center (OMEC), OhioMeansJobs (OMJ), and Advocate for Basic Legal Equality (ABLE).

Migrant and Seasonal Farm Worker outreach specialists participate in a Pre-Season Training held in late March to early April. Technical and operational training is conducted by the State Monitor Advocate and the NFJP grantee, Pathstone. All technical training is collaborated,

reviewed and approved by the State Monitor Advocate. At the end of every MSFW peak season, October/November, a Post-Season Training conference is held. Training topics include:

- Employment Service Complaint System
- Identifying and Reporting Apparent Violations
- Agricultural Recruitment System
- Migrant and Seasonal Agricultural Worker Protection Act
- Referral Process for Agricultural Jobs
- MSFW Outreach Log Reports
- Sexual Harassment
- OhioMeansJobs Employment Services

The MSFW outreach staff continue to assist MSFWs needing help obtaining employment and assisting agricultural employers locate qualified workers for planting and harvesting crops, help in dairies, nurseries, forestry and fisheries. They work close with the Department of Health who inspect and license the Agricultural Labor camps in Ohio. The MSFW outreach staff and OMJ Center staff conduct active recruitments when trying to assist H-2A employers fill open positions with qualified U.S. domestic workers, prior to foreign workers coming into Ohio. The outreach staff promote the Agricultural Recruitment System (ARS) to help agricultural employers recruit qualified workers on a temporary or seasonal basis by recruiting MSFWs from the southern supply states. Ohio's outreach staff have been successful in recruiting and filling the ARS job orders, which help agricultural employers fill their labor needs in a timely manner.

Ohio's outreach efforts are also accomplished by partnering with the Farmworker Agencies Liaison Communication and Outreach Network (FALCON), a coalition of about 20 government agencies and advocacy groups that work on behalf of the MSFW population. This conglomerate of MSFW advocates meet either virtually or in-person on a monthly basis throughout the program year to address issues, concerns and best practices.

E. STATE MONITOR ADVOCATE

The State Monitor Advocate provided input into developing this AOP. The plan was reviewed and approved by the State Monitor Advocate prior to its submission. The Advocate will also ensure that all interested agencies and individuals have an opportunity to view this plan and make comments.

WAGNER-PEYSER ASSURANCES

The State Plan must include	Include
1. The Wagner-Peyser Act Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time (sec 121(e)(3));	Yes
2. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing	Yes

The State Plan must include	Include
requirements;	
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	Yes
4. SWA officials: 1) Initiate the discontinuation of services; 2) Make the determination that services need to be discontinued; 3) Make the determination to reinstate services after the services have been discontinued; 4) Approve corrective action plans; 5) Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days; 6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and 7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.	Yes

WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	68.0%		68.0%	
Employment (Fourth Quarter After Exit)	66.0%		66.0%	
Median Earnings (Second Quarter After Exit)	$6700.00		$6700.00	
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

A. ALIGNING OF CONTENT STANDARDS

Aspire, Ohio's Workforce Readiness Education program, has a long history, over 25 years, of standards-based education. In 2014, the Ohio Department of Higher Education's (ODHE's) Aspire program adopted the rigorous College and Career Readiness (CCR) Standards for Adult Education (US Department of Education {USDOE}, 2013) for use in all Adult Basic Education / Adult Secondary Education (ABE/ASE) classes. In 2018, the Aspire program adopted and adapted the English Language Proficiency Standards (ELP) for Adult Education (USDOE, 2016) for use in all English for Speakers of Other Languages (ESOL) classes. The ELP standards have correspondences to the CCR standards for English Language Arts, Mathematics, and Science. By utilizing national standards, Ohio Aspire programs are situated to meet the academic rigor outlined in the Workforce Innovation and Opportunity Act (WIOA). The CCR standards were developed and aligned to the Common Core State Standards, which were adopted by the Ohio Department of Education (ODE). The CCR standards are evidence-based standards intended to provide all adult students with the opportunity to be prepared for postsecondary education/training and the workforce without needing basic skills remediation. All Aspire programs are required to implement these standards as a requirement of their funding.

B. LOCAL ACTIVITIES

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

The ODHE will select and fund eligible providers through a Request for Proposal (RFP) process effective PY 2021. Proposals will be reviewed through an objective process that focuses on the program content, specifically the thirteen considerations in section 231(e) of WIOA, organizational capacity, geographic distribution, and alignment to the core activities of Ohio's Combined State Plan. Once selected, eligible providers will operate programs that provide adult education and literacy activities based on best practices derived from rigorous research, including programs that offer activities concurrently. Grants are awarded on a multi-year basis, typically three years.

Aspire students come with diverse skill levels, ranging from non–literate to secondary levels of education. Many students have disabilities, including a large percentage with learning disabilities and learning difficulties. To ensure that programs are offering the best, research-based practices to serve students, the ODHE Aspire office has established a network of professional development. Through evidence-based professional development, Aspire practitioners are trained to assist students holistically, using instructional practices that include the essential components of reading, and capitalizing on students' strengths while addressing their skill deficits. A myriad of teaching strategies, including individualized, small and large group instruction, and computer-assisted instruction are offered to meet the various needs and skill levels of adult students. Distance education is a learning option available through all Aspire providers; distance learning opens access to instruction for students with barriers to attending and provides increased instructional hours for students wanting to accelerate their learning.

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

Aspire programs are required to provide the following adult education and literacy activities: adult education, literacy, which include English language acquisition, integrated English literacy and civics education, and workforce preparation activities. Details of these activities are provided in each program's proposal.

Integrated education and training (IET) and workplace education activities are encouraged and are expanding across the state, but these activities are not required.

Adult education and literacy activities include instruction and education services below a postsecondary level in reading, writing, and speaking English, and computing and solving problems. These services increase a student's ability to achieve a secondary school diploma or its equivalent, transition to postsecondary education and training, and obtain employment.

English language acquisition includes adult education and literacy activities for English language learners with an additional skill requirement, comprehension of the English language.

Eligible providers with less than 500 adults in their counties that speak English "less than very well," based on the most current American Community Survey data, are not required to offer English language acquisition programs.

Integrated English literacy and civics education will provide immigrants and English language learners access to English language acquisition services and civics education and may include workforce training. English infused with civics education helps immigrants and English learners understand the American system of government and what it means to be a citizen and to be involved in civics activities. To live and work in the United States not only means a command of the language, but equally important, the civics–related skills and knowledge necessary to become involved parents, workers, and community members. Therefore, every Aspire program offering English language acquisition services must also include civics education.

Workforce preparation includes activities, programs, or services designed to help individuals acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self–management skills. These activities include competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for a successful transition into and completion of postsecondary education or training, or employment.

Workforce preparation skills are integrated into the Aspire curriculum, therefore, occurring concurrently with adult basic and literacy skills instruction. Per grant requirements, teachers include technology use in their lesson plans, and students have access to and use computers and technology to enhance their learning and digital literacy skills. Aspire programs require students to register for OhioMeansJobs.com to access resources and investigate workforce opportunities available in the region.

Aspire providers continuously seek collaborative opportunities with WIOA partners, other educational institutions, and businesses, to provide basic skills training as an on-ramp for success in certificate and credential training. Per WIOA, the focus in adult education on career pathways has resulted in innovative practices to help Aspire students at all levels achieve credentials and transition to additional training and employment.

Aspire programs offering workplace adult education and literacy activities work together with an employer or employee organization at a workplace or an off–site location that is designed to improve the productivity of the workforce. Successful workplace activities involve strong partnerships with employers in the design and delivery of the instructional program based on workplace needs. Workplace education is offered, valued, and encouraged throughout the state, but it is not a required activity for Ohio Aspire providers.

Similarly, IET is encouraged and is expanding throughout the state, but is not required of Aspire providers, unless the provider is offering an Integrated English Literacy and Civics Education IELCE/IET class with section 243 funds. IET activities include adult education and literacy

activities offered contextually and concurrently with workforce preparation activities and workforce training for a specific occupation or occupational cluster for educational and career advancement. Education is provided in the context of industry–specific needs that involve employers and is integrated with occupational skills training.

Although IET is not a required activity of Aspire providers, it is a promising practice, along with bridge classes and career-focused contextualized learning that are required of all Aspire programs to build quality career pathways.

Family literacy, with the four required components, is not an allowable activity with Aspire state or federal dollars. With limited workforce dollars, Aspire programs will assist adult learners in their roles as parents and family members by providing foundational skills that enable them to support their children's learning needs and improve economic self–sufficiency for their families.

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

Aspire programs partner with correctional facilities to offer adult education and literacy activities for criminal offenders who are likely to leave the institution within 5 years of participation in the program. Ohio uses the same application, including the 13 considerations being used for 231 funds, to fund corrections education. Corrections education is embedded in the Aspire Instructional competitive application as a service that eligible providers may provide but are not required to provide. Corrections education includes ABE, ASE, including high school equivalency preparation, peer tutoring, career pathways, IET, if applicable, and English as a Second Language (ESL), if applicable.

Workplace preparation activities are required in corrections in order to prepare offenders with the skills necessary for a successful transition to postsecondary education and training and employment, critical elements to reduce recidivism. The corrections education programs focus on measurable skill gains, such as academic level gains and high school equivalency completions. Aspire programs in correctional facilities support offenders with the transition to post-release services by being a conduit for referrals to local educational agencies. With a signed release of information, students' records are submitted to local education institutions for a seamless transition for continued services.

Not more than 20 percent of the state's Aspire Instructional funds will be used for corrections education.

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

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

By utilizing the national ELP standards, Ohio Aspire programs are situated to meet the academic rigor outlined in the WIOA. These competencies allow English language learners to obtain secondary school credentials and succeed in further education and training. Immigrants acquire an understanding of what it means to be a citizen and to participate in civics responsibilities.

Through collaboration with local workforce development partners and alignment with the regional and local workforce plans, Aspire programs using 243 funds will assist English language learners with career goals by offering integrated English literacy and civics education concurrently with IET as part of a career pathway. IET will focus on in-demand occupations that

lead to economic self-sufficiency. English language learners seeking IELCE, but not seeking workforce training, may still participate in IELCE/ IET services.

ODHE requires the same application process for eligible providers for sections 225, 231, and 243 to ensure applications are evaluated and scored consistently and that all eligible providers have direct and equitable access to apply for grants and contracts.

IELCE is not new to Ohio Aspire programs. For many years, all Aspire providers with an ESL component have been required to provide civics education and workforce preparation. In the grant application, eligible providers describe how they will integrate language acquisition and civics education to teach the rights and responsibilities of citizenship, civics participation, and services provided by systems in the US. such as health, government, and education. To live and work in the United States not only requires a command of the language, but equally important are the civics-related skills and knowledge necessary to become involved parents, workers, and community members. IELCE activities will continue as a required local activity under section 231 of WIOA, and may include workforce training. Workforce preparation activities, such as basic skills, digital literacy skills, critical thinking skills, and self-management skills are integrated into the IELCE curriculum. Programs using 243 funds will also provide a minimum of one IET. ODHE requires the same application process for eligible providers for sections 225, 231, and/or 243 to ensure applications are evaluated and scored consistently and that all eligible providers have direct and equitable access to apply for grants and contracts.

Local programs submit an IET checklist to be considered for 243 funding. Programs complete questions on the application that pertain to placing program participants in unsubsidized employment in in-demand occupations, alignment to a career pathway, connection to a local workforce plan, and that there are solid existing employment opportunities for participants.

Ohio adult education continues to ensure that IELCE program activities are integrated with the local workforce development system and its functions through various methods including programs creating and implementing strategies to make sure their services are aligned to advanced job training and employment and the local and regional workforce demands so that students have a smooth transition to life beyond Aspire.

One of the required questions on the IET checklist for Ohio asks how the IET program reflects the criteria of being a part of a career pathway aligned to the local workforce plan and how it supports the requirements that a career pathway helps an individual enter or advance within a specific occupation or occupational cluster. The Integration of the USDOE Office of Career, Technical, and Adult Education (OCTAE) IELCE Self-Assessment Tool helps programs self-evaluate if they are integrating IELCE program activities that meet the needs of the local workforce development system.

E. STATE LEADERSHIP

1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA

State Leadership Funds. In Ohio, these funds are used to facilitate a culture of sustained learning and to provide evidence-based, high-quality professional development to enhance the adult education system as a core partner in Ohio's Combined State Plan. Funds support the Professional Development Network (PDN) which is a collaboration with the ODHE Aspire office and Kent State University (KSU). State leadership funds are used to contract with national, state, and local content experts to provide high-quality professional development (PD) as needed. The

Aspire state director directly supervises all state leadership activities to ensure alignment with activities identified in the Combined State Plan.

Align Adult Education Activities with the Core and One-Stop Partners. All Aspire program directors created and implemented their local Career Pathways Plans two years ago that they update annually, or more frequently, as needed. The Plans detail action steps for how programs will provide that adult education activities that align to postsecondary education, advanced job training, and employment without the need for remediation, as well as action steps to ensure adult education services meet local and regional workforce demands. In order to achieve these goals, a critical component of the Plan was to establish formal agreements with key WIOA partners such as postsecondary institutions, Ohio MeansJobs centers, employers, and community agencies. The partnerships are essential for an effective career pathways system that leverages resources with other local, state, and federal programs.

Many of the local adult education directors participate on their local workforce development board or are contributing members on other workforce committees. The state adult education director participates in the statewide workforce development board of directors' meetings. By staying connected through meetings and committees, we can educate and advocate for adult education's role in the broader workforce delivery system in Ohio.

Co-enrolling participants in multiple WIOA programs provides a plethora of services to help Ohioans obtain education, training, and employment. Co-locating services at the OhioMeansJobs centers provide convenience and integration of local services. In PY 2019, 50% of Ohio Aspire providers had classes at the local OhioMeansJobs center, several serving multiple county one-stops.

PD Activities. The PDN consists of highly qualified trainers and content experts. State leadership funds support a variety of trainings, some required, that focus on improving the instruction of local adult education and literacy activities. Examples of required trainings include: orientation by job role (teacher, support staff, administrator), LINCS Learning to Achieve modules, Distance Education Basics, Assessment Fundamentals, and Understanding and Accessing ABLELink, Ohio's data management system. In the first few years of WIOA implementation, Ohio state leadership funds supported all administrators and a teacher from each program to complete an intensive six-month career pathways training to develop and implement a local Career Pathways Plan. Aspire state leadership funds will be used to assist local programs to build upon the WIOA foundations established in the first few years, including career pathways, and a continued emphasis on improving performance outcomes. Ohio Aspire will continue to offer the national Student Achievement in Reading (STAR) training to improve reading instruction throughout the state. The ODHE will continue to use a data-driven planning and evaluation process to determine the needs of the local providers and to develop trainings and disseminate information and models of promising practices to address these needs.

PD activities emphasize research-based features for effective PD such as longer-term, job-embedded activities with opportunities for participation and application of new skills. Statewide and regional opportunities are provided for adult educators to develop and share their knowledge through discussion lists, statewide conferences, online courses, and webinars.

Technical Assistance Activities. To increase program effectiveness and meet the obligations of being a one-stop partner, technical assistance will be offered in several ways:

- Evidence-based programmatic and instructional practices will be disseminated to the field for implementation;

- There will be support for developing relationships with other core partners to coordinate services resulting in a more streamlined workforce system linking employment and training providers and sharing best practices; and
- The PDN will continue to provide technical assistance to Aspire personnel in the use of technology, as technology use is an integral part of every job role. In addition, new technologies are continually implemented in order to improve system efficiencies. For example, more professional development is offered online in order to accommodate personnel schedules. All Aspire providers are required to offer online distance education to students. And, all instructors now have online access to their classroom data via teacher-view in the statewide data management system.

Monitoring and Evaluation. Monitoring and evaluation of the quality of education in Aspire programs are primarily done by ODHE Aspire program managers with support from the KSU data management team. State staff directly monitor local programs' data and, in collaboration with the PDN, recommend or require technical assistance or professional development via the local Program Improvement Consultation Plan (PICP). The PICP is a prescriptive continuous improvement tool designed to assist local program administrators as they examine program areas for improvement and implement strategies and action steps to address improvement. The PICP keeps the state staff directly connected to the local program with a quarterly data check-in, either in person, via phone, or most often, via web conference. In addition to the PICPs, the PDN staff determine future PD offerings based on data in the statewide database and from Aspire personnel via surveys and a statewide advisory committee.

The state office and PD providers use a variety of methods to ensure information about evidence-based practices and promising models are disseminated to Aspire practitioners. These methods include:

- Offering Best Practices Day and webinars where local Aspire practitioners provide PD to colleagues.
- Focusing on program-specific needs based on the PICP. Trainers come to the program to provide PD which allows for more staff involvement and targeted technical assistance.
- Sending a weekly electronic digest with information about training opportunities and quality resources.
- Utilizing peer trainers, web-chats, and facilitated practitioner discussions via a community of practice platform.

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE

Ohio continues to support one state literacy resource center located KSU that provides permissible state leadership activities including, training, research, technical assistance, maintenance of the Aspire database system, curriculum development, distance education and technology support to the local programs, and customer service for the PDN system.

KSU maintains online and print resources for Aspire providers and students, including a lending library for teachers and statewide licenses for distance education and online assessments for students.

The state will continue to support training that addresses specific subject areas such as mathematics, reading, writing, speaking, and listening. Content for IET models and career pathways continue to be developed as implementation is expanding throughout the state.

When possible, the core programs and the OhioMeansJobs center partners will collaborate to offer professional development activities to avoid duplication of services.

F. ASSESSING QUALITY

The ODHE uses monitoring tools to assess the quality of Ohio's adult education and literacy providers including: program reviews; pre- and post-award risk assessments; technical site visits; desk reviews; and quarterly desk monitoring.

The program review is a comprehensive, on–site review of all components of the local Aspire program including, but not limited to, program administration, student instruction, and fiscal compliance. During the program review, local Aspire providers must demonstrate adherence to all Aspire policies and procedures, the Student Experience Model, Indicators of Program Quality and data entry protocols. The goals of the program review are to

- Ensure that programs meet Adult Education and Family Literacy Act (AEFLA) and state requirements;
- Continuously improve the quality of federally and state funded activities;
- Provide technical assistance in identifying and resolving compliance/accountability issues;
- Ensure the accuracy, validity, and reliability of data collection and reporting as well as currency of policies and procedures;
- Interact with program administration, staff, students and stakeholders to get other perspectives of the program; and
- For local programs, an opportunity for professional growth and continuous improvement.

Local Aspire programs are identified for on-site monitoring based, in part, on identified risk factors, such as low performance data, key personnel changes, newly approved program, change in organization of the program, and time since the last review.

Similar to the program review, the technical site visit is on-site monitoring that is used to assist local Aspire programs with a specific, pre-determined problem area. Both the program review and the technical site visit result in a formal follow-up report addressed to the Aspire administrator and the program chief executive officer, president or superintendent citing any issues of non-compliance (findings) and program improvement recommendations. Local Aspire programs respond in writing to the formal report with action items illustrating how they plan to correct all of the identified findings and implement the program improvement recommendations. The on-site review includes a 90-day follow-up visit, wherein the program will show, in writing and verified by state staff, implementation of the response to the formal report and correction of the issue(s).

The ODHE Aspire office will continue to use a Risk Monitoring Tool to evaluate the local programs' level of risk for managing a federal grant. The risk assessment is one tool used each year to determine the amount and type of intervention needed for the provider. In the competitive application, the ODHE includes a Financial Management Survey to assess, pre-

award, the capacity of the applicant to manage federal grant funds. Information from this risk assessment is used to assess an organization's structure and capacity-building needs and identify appropriate technical assistance and/or resources to strengthen operations if funded.

The ODHE utilizes an annual desk review to assess program success through analysis of data. As the annual report card, the desk review provides a comparison between the local program's final fiscal year actual data to the negotiated targets from the federal government relative to skills gain and performance outcomes. To assist with data validation, the Aspire office conducts quarterly desk monitoring with each of the local programs. Desk monitoring allows the local program to see the 'state' of their data, in both progress toward meeting targets and the condition of the data (error clean-up). Desk monitoring complements the preparation of the annual PICP. The primary objectives of the PICP are for the state staff and local providers to work together to

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

The ODHE uses the monitoring tools mentioned above to assess the quality of local providers of adult education and literacy activities. The PDN provides professional development activities to promote continuous improvement of these activities with a goal of impacting student learning outcomes. Data is used for refining and adjusting PD activities. This is done by:

- Collecting participant evaluations/surveys for all PD activities;
- Gathering evaluations and surveys used to determine quality of training; adjustments are made based on the results;
- Receiving recommendations from the statewide advisory committee; and
- Conducting discussions with local providers regarding PD activities as part of the quarterly PICP check-in.

A combination of methods is used to assess effectiveness of PD and dissemination of promising practices and models including classroom observations, student educational gains by teacher, focus groups, and self-reporting tools. Data from the data management system is used to determine if PD activities impact student learning outcomes including priority areas such as reading instruction and other specific needs of adult learners. PD effectiveness may also be measured by examining student learning gains by teacher.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS

The State Plan must include	Include
1. The plan is submitted by the State agency that is eligible to submit the plan;	Yes
2. The State agency has authority under State law to perform the functions of the State under the program;	Yes
3. The State legally may carry out each provision of the plan;	Yes
4. All provisions of the plan are consistent with State law;	Yes
5. A State officer, specified by title in the certification, has authority under State law to	Yes

The State Plan must include	Include
receive, hold, and disburse Federal funds made available under the plan;	
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;	Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan; and	Yes
8. The plan is the basis for State operation and administration of the program;	Yes

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM ASSURANCES

The State Plan must include	Include
1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not-supplant requirement);	Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;	Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA;	Yes
4. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.	Yes
5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).	Yes

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

ODHE Aspire/WIOA Title II program ensures equal access to and participation for students, teachers, and other program beneficiaries with special needs. Special needs refers to individuals who have significant learning challenges or disabilities who may need modified or varied services in order to achieve educational, personal, or work-related goals. For this reason, several policies and procedures are required of all Aspire programs. All practitioners are required to complete Learning to Achieve training which is designed to build teacher effectiveness in providing instruction for adults with learning difficulties. Aspire providers are required to have a plan in place for ensuring the ten statements in the Learning Disabilities policy are being addressed at the local program. Programs are required to offer a myriad of instructional approaches – large group, small group, individual, and computer-based, to meet the diverse learning styles of Aspire students and teachers. To reach out to English language learners, Aspire programs provide recruitment materials in multiple languages. Aspire providers are required to offer a distance learning option to increase access to participation.

ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	42.0%	46.0%	42.0%	46.1%
Employment (Fourth Quarter After Exit)	42.0%	45.0%	42.0%	45.1%
Median Earnings (Second Quarter After Exit)	$4000	$4400	$4000	$4401
Credential Attainment Rate	21.0%	21.5%	21.0%	21.6%
Measurable Skill Gains	62.0%	60.0%	62.0%	60.1%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION (COMBINED OR GENERAL)

A. INPUT OF STATE REHABILITATION COUNCIL

1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

The Opportunities for Ohioans with Disabilities (OOD) Council devoted time to discuss and offer input to the Vocational Rehabilitation (VR) Services portion of Ohio's Workforce Innovation and Opportunity Act (WIOA) Combined State Plan. As a result, a committee formed to provide a concentrated focus for this effort. Four areas for continued improvement include customer service evaluation, increased information sharing with participants, targeted outreach, and leveraging internships.

First, the OOD Council recommended that OOD create a stronger process to evaluate customer satisfaction. As current survey questions are revised and new ones added, the OOD Council requests to offer feedback. The OOD Council noted that several comments regarding improving services and/or outcomes for the use of assistive technology. It was also noted that there is a need for additional technology for students in Science Technology Engineering and Mathematics (STEM) fields in order to overcome any difficulties in science and mathematics. The OOD Council will continue to examine survey responses, data, and trends to help shape recommendations.

Second, the OOD Council recommended OOD improve the information available to individuals and families to support their informed choice of providers. The OOD Council determined that information available within the *Provider Search* function (online at ood.ohio.gov) could be

improved to be more user-friendly. The OOD Council suggested this function also serve as a tool for people to understand their options and providers that can meet their needs. The OOD Council suggested that posted "scorecard information" regarding providers be reformatted so that individuals can make educated and informed decisions about selecting a provider. Further, the OOD Council suggested that OOD make clear how it evaluates the services of providers and determine scores.

Third, the OOD Council suggested improved targeted outreach efforts. While the OOD Council is pleased that local field offices conduct outreach efforts in their local communities, noting that OOD's number served has increased, the importance of continued efforts was emphasized.

Finally, with the agency's new Ohio College2Careers initiative in mind, the OOD Council considered how OOD is encouraging internship opportunities. OOD hired two new career development specialists to work with students who are served through higher education caseloads to connect them to internship and permanent placement opportunities with OOD's employer partners. The OOD Council encouraged the agency to continue efforts to increase the utilization of internships to help individuals with disabilities obtain higher wage positions.

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

OOD appreciates and agrees with the input from the OOD Council (State Rehabilitation Council) regarding this Combined State Plan.

OOD will continue to conduct Participant Focus Groups on a quarterly basis and will continue to share and discuss these findings, along with the nature and outcome of appeals, with the OOD Council. OOD Council members are also invited to attend the focus groups at the local level so that they can hear the feedback firsthand. OOD has also recently enhanced the customer satisfaction surveys utilized for the VR program, which has increased the volume of feedback received. OOD will continue to obtain feedback from the OOD Council to enhance this process to maximize the quality and quantity of feedback received. The OOD Council also has the opportunity to provide input into vocational rehabilitation policies in accordance with the agency process.

OOD is currently exploring enhancements to the Provider Search function on the OOD website, including the current Provider Scorecards. OOD agrees that these products could be improved so that they are more user friendly and provide additional information to support the informed choice of individuals in selecting a service provider.

Outreach, in general, is an important focus for the VR program and OOD concurs with the recommendation to continue these efforts. As the OOD Council pointed out, OOD is in the process of implementing the Ohio College2Careers program at 15 Ohio colleges and universities around the state. This will involve outreach to an increased number of individuals with disabilities not currently receiving services from OOD. OOD concurs with the OOD Council that internships and other work experiences are an important strategy to ensure that students obtain employment at higher wages in their chosen field.

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

OOD is not rejecting any of the Council's input or recommendations.

B. REQUEST FOR WAIVER OF STATEWIDENESS

1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

OOD is not requesting a waiver of statewideness. All VR services offered by OOD are available in all areas of the state.

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

OOD is not requesting a waiver of statewideness. All VR services offered by OOD are available in all areas of the state.

3. REQUIREMENTS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN WILL APPLY TO THE SERVICES APPROVED UNDER THE WAIVER.

OOD is not requesting a waiver of statewideness. All VR services offered by OOD are available in all areas of the state.

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM

1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

OOD has a long history of interagency cooperation with agencies and programs not carrying out activities through the statewide workforce development system. These cooperative partnerships contribute towards available services and promote the achievement of competitive integrated employment for individuals with disabilities served by the VR program.

OOD has established Interagency Agreements with several state agencies that serve individuals with disabilities in Ohio. This includes the Ohio Department of Developmental Disabilities (DODD), the Ohio Department of Medicaid (ODM), the Ohio Department of Education (ODE), and the Ohio Department of Mental Health and Addiction Services (Ohio MHAS). These Interagency Agreements describe how the agencies coordinate services in a manner that will maximize resources and promote the achievement of competitive integrated employment for mutually eligible individuals with disabilities.

More specifically, these Interagency Agreements describe how the agencies will:

- Partner to identify and refer individuals with disabilities who may be interested in VR services,
- Share diagnostic and other collateral information needed to determine eligibility for VR services and/or to assist the eligible individual in career planning,
- Coordinate services such as employment readiness services, treatment services, transportation or long term supports needed to achieve competitive integrated employment,
- Provide technical assistance and consultation to field staff, and
- Share data to jointly evaluate and improve services to mutually eligible individuals.

Additional details about these Interagency Agreements are provided in subsequent sections of this response.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

AT Ohio is the agency that oversees Ohio's Assistive Technology program carried out under Section 4 of the Assistive Technology Act of 1998. AT Ohio periodically provides training regarding assistive technology to OOD staff. In addition, OOD recently partnered with AT Ohio to obtain assistive technology from their lending library for demonstration at training events for employer partners. This training was a part of OOD's five regional DisAbility Job Fairs held in celebration of National Disability Awareness Month in October 2019. An OOD representative was recently added to AT Ohio's Board, which will support the agencies in identifying additional opportunities for future partnership.

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

OOD works in partnership with the Ohio AgrAbility program, which is administered by The Ohio State University (OSU) in partnership with Easter Seals. AgrAbility is part of a national program from the US Department of Agriculture that promotes independence for people in agriculture who want to continue to farm after experiencing the onset of a disability. OOD works with individuals served by the AgrAbility program to support access to the assistive technology and other VR services needed to continue farming. OOD recently worked with the Ohio Department of Agriculture to bring awareness to Ohio's AgrAbility program and share the impact the program has on the lives of Ohio farmers with disabilities.

4. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

OOD staff work with a variety of agencies that serve out-of-school youth at the local level. OOD collaborates locally with county boards of developmental disabilities in addition to other community partners such as local mental health agencies and OhioMeansJobs Centers. In addition, OOD is a member of Ohio's Employment First Taskforce that is developing a transition vision plan as a result of Ohio being one of 16 states selected to participate in the Employment First State Leadership Mentor Program (EFSLMP) coordinated by the Office of Disability Employment Policy (ODEP). The vision plan is centered on serving transition age youth and increasing community employment outcomes for youth with disabilities. Members of the taskforce include OOD; DODD; ODE; Ohio MHAS; Medicaid; ODJFS; and DD Council. Those same partners, also, collaborated to develop the employment first transition framework that is intended to address barriers to transition planning and services in order to achieve meaningful adult outcomes. OOD is, also, a representative on the Ohio Inter-agency Council for Youth focusing on serving youth in different systems. In addition, OOD is a statutory member of the re-entry coalition where the Ohio Department of Youth Services is also a member. An example of this collaboration is increased outreach and link of youth with OOD services prior to release.

5. STATE USE CONTRACTING PROGRAMS.

The Ohio Department of Administrative Services (DAS) operates the Office of Procurement from Community Rehabilitation Programs (OPCRP), which is supported by an executive order directing all state agencies to purchase goods and services from Community Rehabilitation Programs (CRPs) whenever possible. OOD collaborates with DAS by participating on the OPCRP steering committee, which has developed a strategic plan for the program. This committee is comprised of representatives from DAS; multiple CRPs across the state; the Ohio Department of Transportation; the DODD; and OOD.

Key initiatives of the strategic plan include:

- Business Development (expanded customer base, standardized system, updated OPCRP policies/procedures to reflect best practice, and develop an understanding of the capabilities within all CRPSs);
- CRP Development (best practices for general management, marketing/sales, quality service/product, contract management, including pricing methodologies and customer service); and
- Marketing Development (innovative marketing campaign that informs and promotes expansion of the CRPs).

OOD has also partnered with DAS to add language to lease agreements that require the payment of at least minimum wage for janitorial contracts at leased state office space.

D. COORDINATION WITH EDUCATION OFFICIALS

1. THE DESIGNATED STATE UNIT'S PLANS, POLICIES, AND PROCEDURES FOR COORDINATION WITH EDUCATION OFFICIALS TO FACILITATE THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO THE RECEIPT OF VR SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, AS WELL AS PROCEDURES FOR THE TIMELY DEVELOPMENT AND APPROVAL OF INDIVIDUALIZED PLANS FOR EMPLOYMENT FOR THE STUDENTS

OOD implemented its current VR Transition Services procedure (Procedure 80-VR-11-12) in August 2019 which includes updated language to better align with concurrent OOD policies and procedures (i.e., VR Eligibility and Order of Selection, Transportation Services, Comprehensive Assessment, etc.) and to further clarify the provision of transition services to students with disabilities. In Ohio, students with disabilities served by the vocational rehabilitation program are defined as individuals with disabilities beginning at age 14 up to age 22 who are enrolled in either secondary or post-secondary education. This is consistent with the age range established by the Ohio Department of Education. The procedure complies with 34 CFR 361.45, ensuring that the Individualized Plan for Employment (IPE) for students with disabilities is developed as early as is reasonably possible, but no later than the time at which the student leaves the school setting. Specifically, the transition procedure states that the IPE must be completed and a specific employment outcome identified as soon as they are able but at minimum prior to the eligible student exiting school.

The current transition procedure outlines a practice to foster partnership and collaboration, in which a liaison VR staff person is assigned to each local school district and/or high school. The procedure directs these liaisons to hold initial meetings with school staff members to discuss transition and pre-employment transition services at the beginning of each school year. These discussions are intended to facilitate the coordination of transition and pre-employment transition services including projections for new referrals; timelines; planning activities; providing updates and reviewing student progress; meeting space at the school; and education and outreach activities for students and families.

The current transition procedure outlines a service delivery model with increased focus on the skill development needs of each eligible individual student with a disability, as young as age 14, in order to meet them where they are on their path to employment. It is designed to be person-centered with flexibility in service provision based on each individual student's unique strengths, resources, priorities, concerns, abilities, capacities, interests, circumstances, and experiences. Students with disabilities, regardless of age, who need to gain a general understanding about employment and/or help identifying their career interests may participate

in developmental activities and/or pre-employment transition services while others may already have basic work skills and a fundamental understanding about employment and may benefit from paid work experiences such as a summer youth work experience or assistance obtaining and maintaining a seasonal or after school job. The flexibility of this service delivery model allows VR program staff to provide more highly individual services and to become involved with the student at an earlier age, as young as 14, thus becoming a more active participant in the transition planning process overall.

In accordance with 34 CFR 361.65 OOD reserves 15 percent of the state's allotment for the provision of pre-employment transition services, as described in 34 CFR 361.48(a) and described below. OOD, also, approved its most current VR Pre-Employment Transition Services Subcategories procedure (Procedure 80-VR-11-18) in November 2019. The procedure addresses both students with disabilities who are Potentially Eligible (PE) and students who have open VR cases. The procedure outlines the process for connecting PE students with disabilities with services. It details how the seven designated PE staff process requests, enter student information into a PE case type, and authorize services for PE students. The procedure, also, outlines the process for students with disabilities who have open VR cases and complies with 34 CFR 361.46 ensuring Pre-ETS is added to the IPE when a student has an IPE.

In 2017, OOD began implementing Pre-Employment Transition Services for students with disabilities who are either PE or have open VR cases throughout the state. The five Pre-Employment Transition Services include Job Exploration Counseling; Work-based Learning; Counseling on Opportunities for Postsecondary Education; Workplace Readiness Training; and Instruction in Self-Advocacy. Services were originally contracted with Ohio's Centers for Independent Living (CILs), Community Centers for the Deaf (CCDs), and Sight Centers, as well as several county boards of developmental disabilities.

In November 2018, OOD began awarding contracts to multiple VR CRPs in order to expand capacity. OOD updated its VR Fee Schedule in October 2019 to add the five pre-employment transition services to its transition service options for transition youth (including Summer Youth-Career Exploration, Summer Youth-Work Experience, Non-Permanent Job Development, and School-Based Job Readiness Training), in order to further increase capacity and availability of pre-employment transition services. Effective October 1, 2019, providers with one-year experience working with students with disabilities can be approved to provide pre-employment transition services after attending a mandatory in-person training and obtaining approval for the curriculum(s) submitted for each service they choose to provide. Curriculums must be focused on vocational rehabilitation activities and outcomes outlined in OOD's Pre-Employment Transition Services Matrix document.

OOD has worked with the ODE Office for Exceptional Children (ODE/OEC) to promote collaboration between local education authorities and OOD field staff to coordinate Transition and Pre-Employment Transition Services. Both agencies now have public facing documents on their websites to highlight the availability of services. In 2018, OOD created a "Students 14+" tab to our website where students with disabilities, families, schools, county boards of developmental disabilities, and other interested parties can easily obtain information about services and learn how to be connected with OOD.

In addition, OOD currently hosts a statewide Youth Leadership Forum (YLF) for 11th and 12th grade high school students with disabilities. The program has a focus on one of the five pre-employment transition services, instruction in self-advocacy, and is designed to bring students with disabilities together to learn and improve leadership, citizenship, independence, self-advocacy, and social skills. Moving forward, OOD plans to expand the current model to five (5)

regionalized YLF programs throughout the state increasing access to services for additional students.

2. INFORMATION ON THE FORMAL INTERAGENCY AGREEMENT WITH THE STATE EDUCATIONAL AGENCY WITH RESPECT TO:

A. CONSULTATION AND TECHNICAL ASSISTANCE TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING VR SERVICES;

OOD maintains two interagency agreements with ODE/OEC. The first is an overarching agreement that outlines how the agencies will work together to support effective service and improved outcomes for students with disabilities in Ohio. The second is a data sharing agreement for mutually served students with disabilities.

The first interagency agreement between OOD and ODE/OEC was recently updated and will remain in effect until June 30, 2021. The purpose of this agreement is to share efforts to prepare students with disabilities for successful careers, community jobs and independent living; outline a collaborative framework for coordinating state and local resources; and provide basic guidance for coordinating plans, policies and procedures, to facilitate the transition of students with disabilities from school to post-school activities - including receipt of VR services. It also addresses the following:

- roles and responsibilities;
- outreach to and identification of students with disabilities;
- consultation and technical assistance to assist VR and educational personnel in planning for the transition of students including the development and implementation of a student's individualized education program IEP) and IPE;
- documentation requirements set forth in section 511 of the Rehabilitation Act with regard to youth with disabilities who are seeking subminimum wage employment; and
- deliverables for the Ohio Transition Support Partnership (OTSP) which through a recent expansion dedicates 58 VR Counselors to serve approximately 5,000 students with disabilities annually through OTSP alone.

In addition to language in the IAA between OOD and ODE/OEC, there is also an Employment First Taskforce Joint Guidance document "Limitations on Use of Subminimum Wage: Section 511 of the Workforce Innovation and Opportunity Act (WIOA). This joint guidance document outlines the coordination necessary to satisfy documentation requirements prior to payment of subminimum wage to youth with disabilities. Included in this document is specific language regarding the prohibition of schools from contracting with entities for the purpose of paying subminimum wage to students with disabilities.

OTSP began in October 2016. This statewide collaboration between OOD and ODE expands transition services for students with disabilities, ages 14 to 21, who are receiving services under an Individualized Education Program and meet OOD eligibility criteria. Through the OTSP model, VR staff have an increased presence in each of the 91 Career Technical Planning Districts (CTPDs) and other local education agencies statewide.

OTSP:

- Expands access for students with disabilities to engage in career exploration and skill development at a younger age, launching them on a path to career success and independence;
- Increases participation of VR Counselors in IEP team meetings ensuring cross-agency planning and earlier career preparation; strengthens the partnership between OOD staff and ODE's regional state support teams; and
- Improves strategies to ensure that students with disabilities secure employment prior to graduation and connect with long-term supports services when needed and available to ensure long term success.

According to ODE, there are more than 90,000 students with disabilities ages 14 and over with an IEP, many of which may be potentially eligible for OOD VR services. In 2014, OOD served nearly 12,000 youth between the ages of 14 and 24, indicating a significant need to expand services to youth and students with disabilities throughout Ohio.

The OTSP model utilizes a person-centered, agency-neutral and outcome-focused approach to comprehensive career planning that is based on established evidence-based predictors of success. The model is designed to increase independence and career readiness. While a full range of VR services are available, service provision is based on individual specific data driven decisions and is designed to meet people where they are on their unique path to employment.

Counselors assigned to OTSP receive training in transition-specific items, including coordinated multi-agency planning, approach to service delivery for student with disabilities, the roles and functions of VR and education in serving students with disabilities; and strategies for communication and outreach. To develop and strengthen relationships between counselors and educators at the local level, ODE's Regional Support Teams and OOD staff coordinate meetings with local education agencies and CTPDs. These meetings provided an opportunity for local partners to learn about the program model and discuss potential referrals at the local level. Partners work together to plan for upcoming outreach events with students and their families.

OOD and ODE's second agreement, The Interagency Data Sharing Agreement, allows for the exchange of student/participant data through utilization of an intermediary contractor. This agreement calls for a cross-agency data governance group. The two agencies share data collected related to students with disabilities who are receiving special education services and those receiving VR services, including pre-employment transition services in order to facilitate statewide coordination of OTSP; VR, transition, and pre-employment transition services; referral development; and technical assistance to better support students with disabilities in meeting their competitive integrated employment goals.

The data will be utilized for the purposes of identifying and determining outreach efforts; anticipating demographic need for staff and caseload distribution for both VR and PE case types; evaluating OTSP effectiveness; determining where service delivery gaps have closed; and providing technical assistance where gaps continue to exist. Recently the data share was utilized to compare the number of students on an IEP in each school with the number of open VR cases in those same schools. The information is being utilized to determine staffing and outreach needs.

Consultation and Technical Assistance under the Interagency Agreement. ODE/OEC, through its network of 16 State Support Team transition contacts and four CTPD consultants, and OOD central office staff provide statewide oversight and leadership for the development of policies, procedures, interagency training and other partnership activities for transition

services. As mentioned previously, OOD's transition procedure outlines a practice to assign liaisons to each school district or high school to serve students with disabilities on targeted and/or general caseloads. These liaison counselors also participate on interagency transition teams in both special education and career-technical education programs.

ODE maintains Operating Standards for the Education of Children with Disabilities to guide the provision of special education and related services for students with disabilities, including transition services. The document defines "transition services" to include the development of competitive integrated employment goals. It also requires that staff coordinating transition shall either obtain the Transition to Work endorsement or possess the skills and knowledge necessary to facilitate a planning process with multiple agencies, communicate with other agencies, assist in referring students to adult services systems, and create strategies that support the career development pathways of students with disabilities leading to career and college readiness.

OOD staff at the state and local level provide consultation and technical assistance to school personnel, students, families and other agency partners through formal and informal trainings, joint problem solving and the exchange of information on policies and procedures. VR Counselors serve as liaisons to local schools, attend IEP meetings regularly for potential referrals and serve on state and local interagency groups. They also present at state and local conferences and training seminars and participate in local district career fairs and other interagency forums on VR eligibility and services.

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

The Interagency Agreement outlines how transition planning is to occur at the local level for individual students with disabilities. Specifically, the agreement provides for consultation and technical assistance to educational agencies and VR personnel in planning for the transition of students with disabilities that facilitates the development and completion of individualized plans prior to the student exiting school. This includes the IPE, the 504 Plan, the Individualized Education Program, and any other plans that lead to postsecondary vocational outcomes. The agreement encourages educational agencies to develop linkages with VR offices as early as possible in the transition process. The agreement also specifies training efforts to promote the use of evidence-based practices and predictors to improve youth skills for competitive, integrated employment and community participation, driven by principles of informed choice, community-based services and measurable results. Additionally, Ohio Administrative Code now requires transition planning and services under an IEP to begin no later than age 14 and include a statement describing appropriate measurable postsecondary goals based on age-appropriate transition assessments related to employment in a competitive environment in which workers are integrated regardless of disability.

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

The Interagency Agreement between ODE and OOD outlines roles and responsibilities for education and VR staff, including assurances that local education agencies are implementing Ohio's Operating Standards for the Education of Children with Disabilities. This means that transition services are based on the individual child's needs, taking into account the child's strengths, preferences, and interests, and includes: instruction, related services, community

experiences, the development of employment in an integrated competitive environment and other post-school adult living objectives, and when assessment data supports, a need for acquisition of daily living skills and provision of a functional vocational evaluation. Additionally, as previously mentioned, transition services must be provided by staff who have obtained the Transition to Work Endorsement or who possess equivalent skills and knowledge.

Roles and responsibilities for VR staff under the Interagency Agreement between ODE and OOD include providing a liaison counselor for each local school district and/or high school to formalize collaboration in planning and referral development and facilitating identification of students with disabilities who may benefit from VR services as early as possible during the transition planning process. This ensures that transition services and goals on a student's IPE are aligned with the IEP, utilizing ready and existing documentation of the student's disability as well as information needed to determine appropriate services whenever possible. Staff also finalizes the IPE prior to a student exiting school. VR services should complement services funded by schools, but not replace those services. This means that neither the local education agency nor OOD may shift the financial burden for providing a service for which it would be responsible to the other entity.

OOD and ODE work in collaboration to educate VR staff, Local Education Agencies (LEAs), students, families, and other community partners about the availability of Pre-Employment Transition Services (Pre-ETS). Representatives from OOD and ODE present on Pre-ETS and attend multi-agency meetings together to provide technical assistance on VR services and Pre-ETS. In addition, Pre-ETS information is housed on both websites, and both agencies utilize and distribute a Pre-ETS fact sheet and flyer to interested parties. The fact sheet outlines the process for connecting both students who are potentially eligible (PE) and students with an open VR case with Pre-ETS. The fact sheet, also, outlines the school's responsibility in signing, completing, and submitting a "Request for Pre-Employment Transition Services" for any potentially eligible student interested in participating.

Transition services are funded by the various state agencies that serve the individual youth in accordance with requirements under WIOA, IDEA and other pertinent laws. In addition to the Interagency Agreement between ODE and Opportunities for OOD, Ohio's Employment First Task Force works across multiple systems to align policies and practices and issues guidance to the field as needed to ensure that students receive the services needed to ensure achievement of employment and other postsecondary outcomes. While OOD and ODE are the two lead agencies with regard to facilitating transition services for students with disabilities, the Ohio Department of Job and Family Services (ODJFS), the DODD, Ohio MHAS, and ODM, as Employment First Task Force agencies also support this work, including funding services for mutually served students and youth with disabilities.

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

As noted above, OOD's transition procedure outlines a practice to foster outreach and partnership collaboration, in which a liaison VR staff person is assigned to each local school district and/or high school to formalize collaborative approaches to student planning, referral development, tracking, as well as coordination and provision of pre-employment transition services, transition services, and other VR services. The procedure directs these liaisons to hold initial meetings with school staff members to discuss transition services at the beginning of each school year. These discussions are intended to facilitate the coordination of transition services, including projections for new referrals, timelines, planning activities and meeting space at the school, as well as education and outreach activities for students and families.

VR staff are also directed to conduct outreach activities including proactive introductions and education with multiple partners, attending transition fairs, conducting presentations, and attending school-based meetings in order to: promote early engagement, as early as age fourteen; describe the purpose of the VR program; discuss the application process; review the process for linking potentially eligible students with pre-employment transition services; and to distribute transition specific publications for future reference. One recent user-friendly publication, "Connecting Students with Work", is a flyer resulting from a lean process improvement workgroup addressing the transition referral process. OOD gathered a team of professionals representing various positions and areas within OOD and incorporated feedback from ODE and the State Support Teams to develop a streamlined, standardized referral development process later captured in the new flyer widely distributed to partners and located on OOD's website. A postcard with a QR code was also created to market to students directly. It poses questions such as, "Are you in High School? What Is Next? Want to earn your own money?" in order to help recruit students with disabilities. In addition, OOD created a statewide school liaison list housed and updated on the intranet for all staff to quickly and more efficiently link potential applicants with staff assigned to their school.

To further assist with outreach to students with disabilities, OOD has recently created a Pre-Employment Transition Services fact sheet and flyer distributed through OOD and ODE to help students, families, school staff and other interested parties gain understanding about each of the five (5) services, how to access services, and that services are made available to both potentially eligible students with disabilities and students with open VR cases.

In addition, as previously mentioned, OOD has dedicated funds for 58 VR Counselors to provide services to approximately 5,000 students with disabilities annually under the OTSP program alone. Aggressive outreach efforts with CTPD and local education agencies are employed to actively engage students with disabilities in VR services. State Support Team staff from the education system is assisting OOD in these efforts.

E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

OOD has approximately 368 providers that provide at least one of the 29 VR services included on the VR Fee Schedule. Prior to providing any of these VR services, providers must go through a process to become an approved VR service provider. This process includes meeting certain accreditation or certification requirements and completing a VR Provider Agreement. By signing the VR Provider Agreement, the provider agrees to abide by the requirements for service delivery as outlined in the VR Fee Schedule and the VR Provider Manual, including accepting the established rates for services, utilizing standardized service reports and submitting invoices in a timely fashion. For other programs and services the provider offers that are not subject to the VR Fee Schedule, the provider completes a Fee Schedule Addendum. Examples of services that commonly fall under this addendum include transportation or skills training programs.

Since FFY 2013, OOD has used a standardized VR Fee Schedule that is designed to ensure a consistent pattern and quality of services purchased statewide. The VR Fee Schedule provides standard service definitions and outlines standard rates for services. In FFY 2017, the VR Fee Schedule was updated to move rates from market based rates to cost informed rates.

OOD implemented the FFY 2020 VR Fee Schedule with an effective date of October 1, 2019. In developing the update, OOD solicited feedback from stakeholders and providers throughout the state. This update increased rates in order to promote consistent, quality services for individuals with disabilities. The base increase for core services was based on the Employment Cost Index, based on provider feedback that this tool, produced by the Bureau of Labor

Statistics, best captures not only inflation, but also the growth of total employee compensation, including employee wages and benefits. The update also includes added incentives for timely work assessments and facilitating job placement. Additionally, services previously contracted were added to the fee schedule. These include pre-employment transition services (Pre-ETS), Rehabilitation Technology, Activities of Daily Living, and Orientation and Mobility.

OOD also follows fee schedules to authorize Medical, Psychological and Dental services such as exams and assessments, restoration and treatment and durable medical equipment such as such as hearing aids or eyeglasses. Effective October 1, 2017, OOD aligned with fee schedules established by ODM. Use of maximum Medicaid rates aligns the VR program with purchasing practices of other state and local partner agencies, increases consistency across the agency in purchasing, expands the number of VR purchased services that have established standards and rates, makes available a pool of potential providers that meet requirements established by ODM; and simplifies the approach to purchasing many of these services.

Since 2015, OOD has collaborated with the DODD to adapt an online tool known as the Provider Management Program (PMP) for use by VR service providers. This self-service tool has provided an interface for OOD to work with the provider community, as well as an interface for individuals with disabilities to identify available providers and make more informed decisions about provider selection. The system allows the provider to designate which of the services, subject to the fee schedule, it will provide and which counties it will serve. Once agreements and addendums are approved, the provider is notified. The PMP system allows providers to make changes to their services and delivery area at any time. This allows for expansion of services if a need arises during the fiscal year. This tool also includes functionality to allow individuals served by the program, their families and VR counseling staff to research provider information to facilitate informed choice when selecting a provider. This tool houses a provider scorecard that includes demographic information about individuals historically served by the program as well as performance data related to outcomes achieved by the program. OOD is currently exploring updates to the Provider Management Portal and to provider scorecards and is targeting FFY 2020 as a planning year for these items. These updates will be designed to enhance the interface for providers and individuals with disabilities when using these tools. Additionally, during FFY 2020, OOD will begin developing a VR Vendor Portal that will allow VR service providers to electronically receive authorizations for services, upload invoices and reports, and track billing and payment status. This portal will provide the foundation for greater standardization of the reporting and billing process and will offer significant increases in the efficiency of these processes for both providers and OOD staff.

In FFY 2013, OOD in partnership with the DODD established a dual certification program as part of the Employment First Partnership Agreement. This dual certification program is designed to ensure continuity of services and allow for more successful transition from time-limited to long-term supports. In addition, it is designed to better respond to the needs of individuals served by the program as well as our business partners. Through this program, OOD provided a waiver of accreditation requirements to approved DD supported employment providers, allowing them to provide VR services to individuals being served by OOD in the Employment First Partnership. Performance-based job development is utilized to ensure a more outcome-focused method of service provision. Staff providing services under this waiver must pass an online course and attend mandatory trainings on VR services, fee schedules, billing, and reporting expectations before they can begin providing services. They must also attend in-person trainings on employer engagement and on-the-job supports within one year of passing the online supported employment web course to continue providing services. OOD is currently in the process of incorporating this dual certification program into the Ohio Administrative Code.

F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

OOD maintains policy guiding the provision of supported employment services and this supported employment policy and procedure is in accordance with requirements under WIOA. The policy and procedure provide a strong foundation for improving supported employment service delivery and relative employment outcomes for individuals with the most significant disabilities. Upon the publishing of the final regulations, OOD finalized the draft policy and procedure, and provided statewide training OOD staff. Needs assessment data will serve as an ongoing tool to assist OOD with identifying areas in the state where there is limited capacity for supported employment and long-term supports.

OOD, the DODD, and Ohio MHAS have consistently worked together to serve mutually eligible individuals with disabilities. As OOD provides services to an increased number of individuals with the most significant disabilities, the development of long-term supports and services is essential to the maintenance of the employment outcomes achieved.

Ohio is an Employment First state with an active taskforce of state agency representatives, including OOD. The taskforce meets regularly to align policies, funding and planning for services and supports that prioritize competitive integrated employment for Ohioans with developmental (and other) disabilities. As part of the Employment First Initiative, OOD and DODD have established an Interagency Agreement to expand supported employment services for working-age adults with developmental disabilities. According to DODD data, there are more than 35,000 working-age adults who receive adult services, the vast majority of which are in facility-based settings. This statewide initiative supports jobseekers to transition from non-integrated settings into competitive integrated employment. Thirty OOD VR Counselors provide VR services to eligible individuals served by the partnership. Counselors work with local county boards of developmental disabilities to identify candidates for the program. They deliver individualized, person-centered career planning services to assist in the development of the IPE. They purchase supported employment services, including supported employment - job development (SE-JD), from approved providers who have passed the Certified Employment Support Professionals (CESP) exam. Beginning January 2019, individual Job Developers who deliver supported employment- job development services are required to be CESP. We believe that Ohio is the first state VR program to require this credential for service providers. In addition, OOD has five in house Work Incentive Consultants on staff specifically for the partnership. The staff hold either a Community Partner Work Incentives Counselor (CPWIC) certification or a Work Incentive Practitioner (WIP) certification, and are tasked with expanding the availability of work incentives counseling for individuals with developmental disabilities who are served as part of the partnership. OOD also has a Work Incentives Program Administrator to oversee the agency's delivery of work incentives consultation services.

An important component of the EF partnership includes professional development activities for both internal OOD and DODD staff and providers. In-person and web-based trainings are provided across the state. The dual-certification process allows DODD-certified Medicaid Home and Community Based Services (HCBS) waiver providers to deliver both VR services and long-term follow-along supports to ensure continuity of services. Training for all other service providers includes web-based competency-based supported employment training and requires a passing score prior to serving individuals within the program.

For individuals with developmental disabilities who are eligible for Medicaid HCBS waivers, OOD works with local county boards of developmental disabilities and providers to transition individuals with developmental disabilities into long-term supports needed to maintain

competitive employment once the individual's case has been successfully closed. For those individuals with developmental disabilities who are not eligible for an HCBS waiver, OOD will coordinate with the county board to establish alternative funding for long-term supports.

Supported employment performance-based job development (SE-JD) was added to OOD's VR Fee Schedule in 2017 and the service rate was updated in October 2019. Qualified providers of this service are dually certified by the DODD in employment services or meet Ohio Mental Health and Addiction Service's fidelity requirements for Individual Placement and Support – Supported Employment (called IPS-SE or IPS).

OOD and Ohio MHAS also continue several important projects to promote supported employment services for individuals with severe and persistent mental illness (SPMI). The agencies are working together to increase the utilization of an evidenced-based supported employment model, also known as IPS or IPS-SE. OOD is committed to improving employment outcomes for individuals with SPMI and considers IPS to be an important component to achieving this commitment.

Ohio MHAS hired four internal staff as IPS Trainers to conduct fidelity reviews with providers throughout the state and to provide technical assistance as needed. OOD and Ohio MHAS also continue as active participants of the IPS Learning Community, which is connected to the IPS Employment Center at the Rockville Institute. This program works with states and a variety of different countries to implement IPS for individuals with SPMI who are interested in gaining employment. OOD and Ohio MHAS are often called upon by members of the community to help their states with the implementation of IPS and other supported employment models. OOD and Ohio MHAS staff also worked together to develop training for all OOD field staff on Substance Use Disorders that was delivered in the spring of 2019.

Starting in FFY2020, OOD Jobs for Recovery will replicate a successful model of partnership, established with the Butler County Mental Health and Addiction Recovery Services Board and the Butler County Court of Common Pleas. This unique approach embeds a VR Counselor as an active member of the drug court team to help individuals with employment. The program model will support the recovery of individuals served by providing rapid engagement in OOD services, timely access to job placement services, on-the-job supports and retention services, and case service funding to meet additional needs. This team will consist of one VR Counselor to serve a caseload that is dedicated to eligible individuals involved with the certified specialized dockets, one Caseload Assistant to facilitate rapid engagement, and one Job Developer to provide immediate access to job placement assistance when the individual is ready for employment. OOD will continue with Butler County and have six new counties in FFY 2020 and seven more counties added in FFY 2021.

G. COORDINATION WITH EMPLOYERS

1. VR SERVICES; AND

OOD's Division of Employer and Innovation Services works with more than 500 Employer Partners to promote a talent pool of job-ready candidates, and to support businesses in the hiring and retention of individuals with disabilities. OOD's five regional Business Relations Specialists assist businesses with recruitment of new employees and provide access to supports for existing staff who need services to keep their jobs. Business Relations staff also provide no-cost disability etiquette and awareness training, share information about employer tax credits, and coordinate local job fairs and hiring events to connect employers with job-ready candidates with disabilities.

OOD employs a full-time Worksite Accessibility Specialist, who is a registered and licensed occupational therapist, to provide personalized consultations on worksite accessibility and job accommodations. Employers who benefit from this no-cost service receive practical recommendations that they can implement to boost employee productivity and keep employees with disabilities on the job.

Business Relations Specialists utilize current labor market information tools and industry growth projections to identify those employers that have in-demand jobs and/or are experiencing job growth, and approach them about partnership opportunities. They share this information with VR counselors to assist them in counseling job seekers and students with disabilities about the occupations with the greatest potential for opportunity. Business Relations Specialists are also connected with business and professional networks to identify and prioritize Employer Partners. They regularly network with businesses in their local communities through chambers of commerce, rotary clubs, and other professional organizations.

OOD's Business Relations Unit streamlines access to employment opportunities for in-demand jobs for both the Employer Partner and the jobseeker with a disability. By directly supporting business as a customer, OOD positions itself as a comprehensive resource for disability inclusion. From recruitment, to training and technical assistance, to retention supports, and worksite accessibility services, employers turn to OOD for their disability hiring needs.

In addition to the five Business Relations Specialists, through a partnership with the Poses Family Foundation, OOD employs 12 Talent Sourcing Coordinators throughout the state. These staff meet with VR Counselors at least monthly to discuss Employer Partner job openings that align with the goals of job-ready participants. Through the "Job Now" process, Employer Partners' current job postings are shared with counselors, jobseekers with disabilities, and Job Developers. OOD's Talent Sourcing Coordinators are part of the job development team and are notified by the Job Developer each time they assist a jobseeker in applying for a job opening with an Employer Partner. The Business Relations Specialists, in turn, advocate to the Employer Partner on the candidate's behalf.

Now in its third year, OOD and OSU partner to embed an OOD Talent Sourcing Coordinator within the university's human resources office to identify available openings, and source candidates for jobs. As the state's fourth largest employer with more than 33,000 employees, its main campus and OSU Wexner Medical Center have more than 1,000 active, diverse job openings at any time. This staff person has access to OSU's applicant portal and assists candidates through the application and interview process. OOD and Giant Eagle, Inc. recently replicated this model to increase hiring at their supermarkets in Northeast Ohio. An OOD Talent Sourcing Coordinator is embedded at the company's human resources department to assist in sourcing qualified OOD candidates for employment in Giant Eagle retail locations. This partnership also provides supports to current team members with disabilities to keep their jobs by rapidly engaging them with VR services.

OOD contracts with Disability: IN Ohio, which is the state affiliate of the Disability: IN national network and is incorporated as a nonprofit 501(c)(3) organization with an executive board of directors. Its mission is to provide employers with valuable information and resources to support their disability inclusion initiatives through a robust peer network of business practitioners. OOD supports the organization to promote disability inclusion in the workplace, and assist in navigating employers to OOD services to support recruitment, hiring, and retention of individuals with disabilities. Disability: IN Ohio actively participates in OOD's job fairs and

other hiring events, and partners with OOD to host regional employer networking events throughout the state.

In January 2019, just moments after taking the oath of office, Governor DeWine signed Executive Order 2019-03D, which established Ohio as a Disability Inclusion State and Model Employer of Individuals with Disabilities. To support this effort, OOD launched its Vocational Apprentice Program, which provides opportunities for students and adults with disabilities to gain work experience, exposure, and access to state government employment through paid apprenticeships with state agencies. The goal of the program is for apprentices to secure permanent employment in state government upon completion of the apprenticeship. A dedicated Business Relations Specialist collaborates with state agencies to identify occupations in high demand, and then works with VR Counselors to identify candidates who meet qualifications and have an aligned job goal. OOD supports the application and onboarding process at the state agency and funds the apprentice's wages for up to 1,000 hours.

To support the Ohio College2Careers initiative, which immerses VR Counselors in the disability services offices at 15 public colleges and universities, OOD expanded its Business Relations team by two Career Development Specialists. These staff work directly with the disability and career services staff at partnering colleges to assist students with disabilities served by OOD in obtaining internship and job placement opportunities in their career field. These staff collaborate with the five regional Business Relations Specialists to target leads for potential employer partnerships and to facilitate placements with existing employer partners.

Every October, in recognition of National Disability Employment Awareness Month, OOD hosts five regional job fairs in Cincinnati, Columbus, Toledo, Canton, and Cleveland. These hiring events provide individuals with disabilities a unique opportunity to connect one-on-one with employers. Each year, approximately 700-800 jobseekers and 170 employers participate. A vast array of industries are represented at the job fairs, including health care, financial institutions, manufacturing, telecommunications, food service, retail, higher education, staffing agencies, and state/municipal government. OOD staff provide an employer education session immediately prior to the start of the job fair, covering topics such as assistive technology in the workplace and disability etiquette.

In addition to the five job fairs held each October, OOD also hosts hiring events in smaller markets (Lima, Mansfield, Youngstown, Zanesville, etc.) to ensure jobseekers in less densely populated areas have access to job opportunities with Employer Partners. These events typically include less than 10 employers and are sometimes targeted to a specific industry. Jobseekers who participate often receive job offers at the event or an invitation to a second interview. OOD also partners with ODE's State Support Team Region 14 Transition Council to host a transition expo for students with disabilities in five rural counties in Southwest Ohio (Adams, Brown, Clinton, Fayette and Highland). OOD's Business Relations Specialist for Southwest Ohio recruits employers to participate in the event to meet students looking for jobs or preparing for employment through pre-employment transition services.

OOD's Employer Partners of Inclusion Awards, which take place in October, recognize and honor businesses that hire individuals with disabilities. To be considered for an Employer Partners of Inclusion Award, businesses must be an Employer Partner with OOD, have hired at least five OOD jobseekers during the one-year evaluation period, and must meet specific criteria that demonstrates their level of diversity and inclusion practices for individuals with disabilities in the workplace. Criteria include efforts to recruit and retain Ohioans with disabilities, hosting disability etiquette and awareness training for employees, and other best practices to foster an

inclusive work environment. Awards are presented for Champion of Inclusion, Platinum Level, Gold Level, and Silver Level.

In accordance with Ohio Senate Bill 3, which designates the first full week of May as In-Demand Jobs Week, OOD partners with employers across the state to hold multiple events designed to connect OOD jobseekers and students and youth with disabilities with high demand occupations. Past events have included employer panels, business tours, networking events and a job fair held in Dayton, Ohio at the Wright State University.

Further reinforcing OOD's role as a core workforce agency in Ohio, OOD's Director is appointed by the Ohio Governor to serve on the Governor's Executive Workforce Board (GEWB), a statewide panel that advises the Governor, and the Governor's Office of Workforce Transformation (OWT) on the development, implementation and continuous improvement of Ohio's workforce system.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

OOD has established relationships with more than 500 Employer Partners throughout the state. Many of these businesses have entry-level employment opportunities that may be appropriate for students and youth with disabilities, including retail, food service, customer service and other sectors. Because many of these opportunities are also part-time with flexible schedules, students with disabilities may work at after-school or summer jobs while also attending school. The "Job Now" process previously described is applicable to students and youth with disabilities, not just adult job seekers with disabilities. When a student or youth applies for a job opportunity with an Employer Partner, the Business Relations Specialist will advocate on their behalf.

OOD recruits Employer Partners to participate in Youth Leadership Forum events for high school juniors and seniors. These business representatives share information with the youth participants about employment opportunities at their companies and the skills and characteristics they look for when hiring candidates.

As mentioned in the response above, OOD's Business Relations Specialists share information with VR counselors about current labor market information and industry growth projections. Counselors use this information to counsel students with disabilities about the occupations with the greatest potential for employment opportunities and the skills needed to compete for those jobs.

BRSs also collaborate with Ohio's public school districts to engage Employer Partners to establish work-based learning and job exploration counseling services for students with disabilities.

Many of OOD's Employer Partners have internship and permanent placement opportunities for students with disabilities who are participating in post-secondary education. OOD employs two Career Development Specialists who maintain an Internship Dashboard for counselors to identify potential internship opportunities for the students on their caseloads. When students apply for these internship opportunities, the Business Relations Specialist advocates on their behalf. Career Development Specialists also forge relationships with the career services offices at 15 public colleges and universities across the state to promote recruitment of college students with disabilities for internship and permanent placement opportunities with their employer partners.

H. INTERAGENCY COOPERATION

1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;

As mentioned previously, OOD partners with the DODD to expand VR services to individuals with developmental disabilities as part of the state's overall Employment First Initiative. It also should be noted that DODD is the lead agency for Ohio's Employment First initiative, which was implemented in March 2012. OOD is an active member of the Employment First Task Force, which is examining existing practices in the state system to identify and address barriers to employment for people with developmental and other disabilities.

The state agencies participating in the Employment First Taskforce agencies have jointly agreed to Common Principles, which have been memorialized in a written agreement. This includes the DODD, ODE, ODJFS, Ohio MHAS, ODM, the Ohio Developmental Disabilities Council, and OOD. The member agencies agree that community employment should be the first and preferred option for all working age adults and transition-age youth with developmental disabilities. The member agencies have agreed to develop or review state-level interagency agreements to ensure coordination of services and enable data sharing. The agencies have developed cross agency tools and processes to reduce duplication of services such as enrollment, eligibility, assessment and planning.

Ohio is a core state in the State Employment Leadership Network. Through this grant, which is funded through the US Department of Labor's Office of Disability Employment Policy (ODEP), the Employment First Taskforce has identified action steps that each agency will complete to promote the core principles for transition in Ohio:

• Competitive, integrated employment is expectation for all youth with disabilities;

• Transition planning for youth requires multi-agency collaboration;

• Early dialogue with individuals and families is critical to ensuring employment outcomes;

• There are multiple pathways to employment; and

• Person-centered planning is key to the development of effective services and supports for transition-age youth.

OOD has a joint interagency agreement with DODD and ODM in accordance with requirements of WIOA. DODD and ODM maintain a separate interagency agreement that outlines programmatic and fiscal responsibilities between the two agencies, in which ODM delegates the day-to-day operations of the DODD HCBS waiver programs to DODD. The purpose of OOD's interagency agreement with DODD and ODM is to improve opportunities for individuals with developmental disabilities, including individuals with developmental disabilities enrolled in a HCBS waiver administered by DODD, in accordance with its interagency agreement with ODM to achieve employment and independence. The agreement outlines a collaborative framework for coordinating services that prioritizes competitive integrated employment and assists individuals with developmental disabilities to move from non-integrated settings to competitive integrated employment. The agreement identifies methods to improve outreach to individuals with developmental disabilities and their families regarding VR programming and services. It also improves information and data sharing between the agencies and provides technical assistance and training to DODD and local county boards to increase employment opportunities for people with developmental disabilities.

OOD and with Ohio MHAS maintain an Interagency Agreement to assist in promoting positive employment outcomes for individuals with SPMI and/or co-occurring substance use disorders.

OOD also partners Ohio MHAS to conduct joint trainings on the IPS-SE model for VR staff and IPS qualified providers.

The purpose of the Interagency Agreement between OOD and Ohio MHAS is to outline a collaborative framework for coordinating services to improve engagement and facilitate outreach to individuals, as well as facilitate eligibility and improved utilization of state VR services. The agreement identifies the roles and responsibilities of each agency, methods for providing technical assistance to the field including information and consultation on each agency's programs and procedures for outreach, and data sharing. This will ensure consistent information and guidance about VR programming and availability of services is provided for individuals served through the two programs.

OOD Jobs for Recovery is a partnership with the Supreme Court of Ohio, RecoveryOhio, Ohio MHAS, and OOD to embed a VR Counselor, a Job Developer and a Caseload Assistant as an active member of the drug court team in 14 counties over FFY 2020 and FY 2021, to help eligible individuals with employment. The program model will support the recovery of individuals served by providing rapid engagement in OOD services, timely access to job placement services, on-the-job supports and retention services, and case service funding to meet additional needs.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

See Section (h)(1) above.

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

See Section (h)(1) above.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

1. SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

A. QUALIFIED PERSONNEL NEEDS

I. THE NUMBER OF PERSONNEL WHO ARE EMPLOYED BY THE STATE AGENCY IN THE PROVISION OF VR SERVICES IN RELATION TO THE NUMBER OF INDIVIDUALS SERVED, BROKEN DOWN BY PERSONNEL CATEGORY;

OOD has developed and maintained a system of utilizing and analyzing available data regarding qualified personnel needs with respect to hiring staff, distribution of the workload and the efficient utilization of staff resources. Each year when planning for staffing needs, OOD evaluates a variety of data elements to determine the VR service needs and resources in the state. This includes analysis of counties or areas of the state that have the highest numbers of individuals with disabilities applying for services, review of counties that are covered by case management contracts including contracted capacity for the upcoming year, referral numbers, and data contained in the Comprehensive Statewide Needs Assessment (CSNA). This analysis provides the foundation for OOD to establish where staff will be needed in the upcoming year. The area managers use this information to continuously reevaluate staffing needs with each counselor vacancy to ensure that positions are filled in accordance with service demand and planned outreach initiatives.

The VR program has developed a staffing structure that is comprised of teams that on average includes one VR Supervisor, eight VR Counselors, one Caseload Assistant, and two support staff (e.g., Administrative Professionals and/or Accountant Examiners). Caseload Assistants

primarily focus on facilitating applications and intakes for VR services and gathering information needed for eligibility determination or serve as Job Developers or talent sourcing coordinators. Administrative professionals primarily focus on answering phones, processing mail and other general clerical duties. Accountant Examiners primarily focus on creating authorizations and processing bills for purchased VR services. At the end of FFY 2019, OOD employed 322 VR Counselors. Altogether 31,212 people were served through the VR program in FFY 2019. Served in this context means the total number of individuals served under an IPE during the FFY.

OOD projects a continued need to hire VR staff in the above referenced classifications over the course of this Combined State Plan. OOD prioritizes the use of available resources to hire direct service personnel and therefore, the greatest area of need will likely continue to be VR Counselors and Caseload Assistants as well as supervisory staff. Identified cost savings are reinvested strategically to further improve performance for the VR program. A projected area of increased need over the course of this Combined State Plan will likely be for staff hired to provide counseling services to support our expanded initiatives (e.g., Ohio College2Careers and Jobs for Recovery). **Figure 27. Personnel Projections by Position** provides an overview of current vacancies as well as projected vacancies over the next five years.

Figure 27. Personnel Projections by Position

Job Title	Total	Current vacancies	Projected vacancies over the next five years
Acct. Exam 2, Admin Professional 1	69	1	31
Admin Professional 2 & 4	8	1	2
BE Specialist	10	0	3
Deputy Director 4, 5, & 6 & Human Services Program Admin 3&4	12	0	2
Program Admin 2, 3, HCM Sr. Analyst & Info Tech 3	19	2	4
Rehab Program Specialists	12	1	5
VR Caseload Assistants	74	12	22
Work Incentives Consultant	5	0	0
VR Counselors & Sr. VR Counselors	328	16	72
VR Supervisors, Managers	60	1	12

II. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

See Section (1)(A) i above.

III. PROJECTIONS OF THE NUMBER OF PERSONNEL, BROKEN DOWN BY PERSONNEL CATEGORY, WHO WILL BE NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES IN 5 YEARS BASED ON PROJECTIONS OF THE NUMBER OF INDIVIDUALS TO BE SERVED,

INCLUDING INDIVIDUALS WITH SIGNIFICANT DISABILITIES, THE NUMBER OF PERSONNEL EXPECTED TO RETIRE OR LEAVE THE FIELD, AND OTHER RELEVANT FACTORS.

See Section (1)(A) i above.

B. PERSONNEL DEVELOPMENT

I. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM;

Kent State University, Ohio University, Wilberforce University, and Wright State University are the four CORE-accredited (Council on Rehabilitation Education) Master of Science in Rehabilitation Counseling (MRC) programs in Ohio.

OOD contacted each CORE-accredited MRC program in Ohio for its enrollment, graduation and credentialing information. **Figure 28. Institution Graduation Rates** shows the number of students enrolled and the number of graduates for each program. All graduates from each of these programs are qualified to sit for the Certified Rehabilitation Counselor examination administered by the Commission on Rehabilitation Counselor Certification (CRCC).

Figure 28. Institution Graduation Rates

Institutions	Students Enrolled 2019	Employees sponsored by agency and/or RSA	Graduates sponsored by agency and/or RSA	Graduates from the previous year (2018)
Kent State University	18	0	0	10
Ohio University-Clinical Rehabilitation Counseling	16	0	0	8
Ohio University-Clinical Mental Health Counseling	31	0	0	14
Wilberforce University	10	0	0	7
Wright State- Clinical Rehabilitation Counseling	22	0	0	8
Wright State- Chemical Dependency	10	0	0	3

II. THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND

See Section (B) i. above.

III. THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FOR WHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

See Section (B) i. above.

2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

A Human Capital Management (HCM) Analyst in OOD's Human Resources (HR) selections unit is responsible for recruitment efforts for the agency. The HCM Analyst continues to maintain relationships with CORE-accredited programs in Ohio and contiguous states. These networking relationships have proven invaluable when sourcing, recruiting, and hiring qualified graduates as VR Counselors. OOD has conducted outreach for unpaid internships for students in CORE-accredited programs. OOD's HR selection unit in collaboration with VR administration have re-established a paid college internship program to actively post for paid internships to help expand opportunities for internships.

The key to an effective recruitment strategy is recognizing that recruitment efforts must target both active and passive jobseekers. Using this as a starting point, a multi-dimensional recruitment strategy is developed for the positions to be filled. Each vacancy is evaluated and depending upon various factors (e.g., rural areas, small towns) a specialized plan may be developed.

The recruitment plan is devised prior to an announcement. Announcements are posted for a minimum of a two-week period and the recruitment plan is launched simultaneously. All recruitment plans are multi-faceted and include social networking (e.g., LinkedIn), job fairs, web-based advertising, partnering with CORE-accredited universities in Ohio and contiguous states and outreach to the disability community. In selected situations, print advertising is used to reach applicants in areas that may not be technically connected. In all cases, print advertising is connected to web-based advertising such as OhioMeansJobs.com and Indeed.com, so the announcement is still reaching a broad base of applicants. OOD makes extensive use of cost-effective recruitment resources to include maintaining an extensive list of contacts to reach out to when a vacancy become available. Announcements for vacancies are posted on university alumni electronic bulletin boards (e.g., Handshake,), university career & disability services websites, and websites that target veterans (e.g., veteranjoblistings.com).

In surveying applicants, OOD HR has found most applicants identified careers.ohio.gov as the primary recruitment source. We worked with the DAS to customize the recruitment report and better identify our recruitment efforts. Applicants have begun to identify specific recruitment sources including job fairs, Indeed.com, OhioMeansJobs, Internal email, handshake, college/university job board, LinkedIn, Twitter, Ohio Latino Affairs Commission, Urban league, Latino Business league, Asian American Professionals, Veteran job listing, etc. We will direct future recruitment efforts toward the most frequented sources.

OOD is committed to recruiting and hiring diverse and qualified staff who embrace OOD's mission and vision and reflect Ohio's population. Announcements are shared with Historically Black Colleges and Universities (HBCUs) with CORE-accredited rehabilitation counseling programs such as Wilberforce University and we are actively working on a request for proposal that will identify a vendor to assist with targeted diversity recruitment online & social media.

We are exploring ways to utilize a pipeline requisition in our applicant tracking system for the positions we most frequently hire for and for hard to fill positions. This will allow us to build a continuous list of candidates and streamline our recruitment efforts.

OOD has continued to hire VR Counselors and as recruitment trends and technology evolve, so does the recruitment plan. Addressing current and projected needs for personnel who are

qualified in accordance with paragraph (c) of this section is critical to successfully fulfilling OOD's mission to empower Ohioans with disabilities though employment.

Each year, OOD's HR training department creates a comprehensive plan to prepare and retain qualified individuals for service. The development of the plan begins with a review of training requests throughout the past year and a discussion of training needs with various staff members. The goal of each training is to ensure that staff has the skills and information necessary to successfully assist individuals with disabilities to achieve a successful employment outcome. Through a collaborative effort, training topics that would benefit the entire agency are identified and discussed with HR. Topics range from customer service to Excel training. Since these items are included in the training plans across multiple divisions, HR works with other departments to ensure duplication of training does not occur. Training plans are utilized to develop a training catalog and agency-wide training calendar so staff are aware of training opportunities. The catalog includes a listing of all planned trainings throughout the year. Each training identifies the performance competencies that are addressed. Supervisors and staff use this information to enhance staff development and target performance improvements. In an effort to maximize the value of training provided to staff and to ensure deliberate planning from the ground up, HR has expanded the way the needs assessment was conducted. Based on this information, OOD is able to provide just in time training to address specific staff identified needs.

While agency-wide trainings are developed within HR, training that is designed to meet specific requirements of VR staff is developed and implemented within the VR division. This allows OOD to effectively provide VR relevant, targeted training to all VR designated staff. Creating targeted training assists OOD in retaining and maintaining qualified staff. OOD's collaborative environment allows all training staff to work together creating a diverse and comprehensive training agenda that meets the targeted general and professional development needs for all VR staff. Basic core training provided throughout the year includes monthly VR Essentials training for new VR Caseload Assistants and VR Counselors. This comprehensive training is a mix of on-line and classroom style modules over a multi-day period that provides staff with the VR fundamentals needed to prepare for the provision of services in the field. The training combines instructor-led learning with e-learning modules on topics such as "Application and Intake" and "Eligibility and Order of Selection" to provide in-depth review and analysis of topics. In addition, as part of OOD's core training, each region comes together for quarterly training and staff also participate in monthly webinars that can be accessed from their desktop. Monthly topics have included ethics, updated policies and procedures, confidentiality, appeals process, other agency resources, and labor market information.

The structured training program implemented for onboarding new VR Counselors includes five dedicated VR Supervisors. These Supervisors are responsible for the supervision of all probationary VR Counselors during at least the first six months of a yearlong probationary period. This model allows for consistent training and development of new VR Counselors statewide and ensures they are properly supported while learning the core functions and responsibilities of the counselor role.

3. PERSONNEL STANDARDS

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

The State of Ohio neither certifies nor licenses VR Counselors; therefore, data is not available in those areas. All graduates from Ohio's CORE-accredited programs are eligible to sit for the nationally recognized Certified Rehabilitation Counselor (CRC) examination administered by the Commission on Rehabilitation Counselor Certification (CRCC). All of these graduates would meet the minimum qualifications to be VR Counselors at OOD.

OOD has updated the qualifications and educational standards for VR Counselors by modeling the Code of Federal Regulations, Title 34-Subtitle B-Chapter III-Part 361, as the state of Ohio does not define a standard for VR professionals. OOD's qualifications for Counselors are Master's degree in VR counseling, counseling, social work, psychology, disability studies, special education, or related rehabilitation or human services area;

Or, Master's degree in business administration, human resources, law, management, public administration or related field which provides competence in the employment sector &/or the field of disability; 12 months direct work experience with individuals with disabilities (e.g., Independent Living Center) or 12 months experience providing direct service or advocacy activities with individuals with disabilities.

Or, Bachelor's degree in VR counseling, counseling, social work, psychology, disability studies, special education, business administration, human resources, economics or related rehabilitation or human services area; 24 months experience direct work with individuals with disabilities (e.g., Independent Living Center or 24 months providing direct service or advocacy activities with individuals with disabilities. In addition, students who are currently enrolled in qualifying degree programs with a graduation date prior to the hire date are encouraged to apply.

OOD works with organizations both in Ohio and throughout the country to identify qualified individuals with disabilities for employment with OOD. For example, HR notifies all OOD staff, including all VR Counselors, each time a vacancy occurs at OOD. VR Counselors notify job ready candidates about opportunities for external applicants. In addition, all announcements are posted through the state of Ohio's website at http://careers.ohio.gov. In turn, these announcements are picked up by a job posting consolidating site such as http://Indeed.com, expanding the audience to whom vacancies are publicized.

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

See Section (3)(A) above.

4. STAFF DEVELOPMENT

A. A SYSTEM OF STAFF DEVELOPMENT FOR PROFESSIONALS AND PARAPROFESSIONALS WITHIN THE DESIGNATED STATE UNIT, PARTICULARLY WITH RESPECT TO ASSESSMENT, VOCATIONAL COUNSELING, JOB PLACEMENT, AND REHABILITATION TECHNOLOGY, INCLUDING TRAINING IMPLEMENTED IN COORDINATION WITH ENTITIES CARRYING OUT STATE PROGRAMS UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998; AND

Like all state of Ohio agencies, OOD has integrated to an Enterprise Resource Planning (ERP) system to improve the efficiency and effectiveness of the administrative processes across all state government agencies. This ERP system, called OAKS (Ohio Administrative Knowledge System), integrates the functions of capital improvements, financials, fixed assets, human resources and procurement. OAKS reports allow OOD to track current staffing levels, historical

staffing patterns, staff ratios and other pertinent information. OOD is exploring the Kronos system to allow for greater mobility for our staff.

OOD is a learning organization with ongoing commitment to fostering the skill development of staff at all levels. Specifically, VR staff is offered both internal and external educational opportunities for position-specific skill gain. OOD encourages staff to pursue knowledge related to the changing needs of the agency, the individuals with disabilities that are served and the evolution of the roles within the VR role. OOD also works to ensure staff is informed of critical information at all levels of the organization. Information is shared at quarterly area meetings with all staff as well as at monthly leadership meetings. OOD seeks to provide various avenues to share critical information so that all staff are informed and trained.

OOD seeks to provide meaningful training for all personnel. Staff development begins on day one of employment at OOD. Every new staff member is required to attend a two-day new employee orientation (NEO). Following NEO, OOD has designed position job specific training that aids in the development of skills that are needed for a designated position. For example, new counselor training provides job specific information including topics such as conducting a thorough intake, determining eligibility, assessments, IPE development, and case closure. New Counselors report directly to Training Supervisors for their first six months on the job. This allows each VR Counselor to have hands-on, individualized, training in the field that builds upon to what is learned in the classroom. This on-boarding training model incorporates various training techniques such as observation, on-the-job training, in depth case analysis and caseload specific topics. VR also provides continuous training opportunities for specialized caseloads such as Employment First. VR Supervisors, Accountant Examiners and Job Developers also receive training specific to their support roles to VR counseling staff.

OOD has a designated VR Policy and Training team that facilitates a monthly web-based training series as well as in-person regional training that offers a platform for up-to-date case management updates (e.g., policy/procedures, new programs, AWARE case management system updates), disability related topics and other topics such as confidentiality and ethics. Offering these regularly scheduled training sessions also supports VR counseling staff by providing continuing educational credits to support relevant licensures and/or certifications (i.e., Licensed Social Worker, Commission on Rehabilitation Counselor, and Licensed Professional Counselor). The web-based monthly training series allows staff to receive the information they need without leaving their desks. This format allows interaction via polling staff and chat sessions and for those who cannot attend training or need a refresher, each session is accessible via recording. Various additional training topics are offered within field offices, agency administrative offices, regional locations and area meetings. Staff have been trained on rehabilitation technology, substance use disorders and the VR process, case documentation/management, work incentives, community resources, medical and psychological aspects of disabilities, pre-employment transition services, resume writing, person-centered planning, comparable benefits, The Career Index Plus, Jobs Now, writing effective case notes, disability coding and service categories, hearing aid purchasing and more. OOD brings in topic experts and partners with other state and/or county agencies, which allows staff to remain up-to-date on the latest research and techniques.

OOD has developed three of a planned six e-modules that have proven extremely helpful to new VR counseling staff. The modules include “Use of the AWARE Manual” which offers new staff the fundamentals navigating the manual which is the desk reference for use of the AWARE case management system; VR Eligibility and Order of Selection which teaches the requirements for eligibility determination and identifying the functional limitations imposed by disabilities; and

finally VR Application and Intake which teaches staff how to handle a referral and application for services. Most of the e-modules have a "choose your adventure" element that helps staff with decision-making and offers outcomes based upon the options that they choose. All e-modules have an assessment as well. Staff complete each e-module, take a pre-test, then sit through the topic in classroom and finally take a final assessment to ensure they have grasped accomplished the learning objectives.

Identifying training topics is a combination of what is needed for staff roles as well as staff requests for what they believe are topics that they need to know more about. Topics requested range from technical writing to working with an aging population.

OOD values its employees and strives to create a work environment that supports the retention of qualified staff. The availability of training as described above serves to keep staff feeling challenged and interested in future opportunities for growth, whether in a current position or in seeking a promotion. OOD supports the ability of staff to pursue on-going training by allowing each staff person up to 40 hours of release time for training initiatives each FFY. This release time may include, but is not limited to seminars, conferences and workshops geared toward the professional development of staff. All staff also have access to voluntary training funding, either through their union or, for exempt and 1,199 staff, through Employee Development Funds (EDF). Annual funding amounts can be up to $3,000 per year.

B. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO DESIGNATED STATE UNIT PROFESSIONALS AND PARAPROFESSIONALS.

See Section (4)(A) above.

5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

OOD continues to experience challenges when recruiting rehabilitation counselors for the deaf or Spanish-speaking counselors. In 2019**,** OOD had ten rehabilitation counselors for the deaf and one VR program specialist with proficient American Sign Language (ASL) skills, and one counselor who is fluent in Spanish. OOD continues to market opportunities to diverse populations, including students at Gallaudet University, whose student population includes a substantial number of deaf and hard-of-hearing students, ASL clubs and organizations including Registry for Interpreters of the Deaf, National Association of the Deaf, Ohio Association of the Deaf & deafjobwizard.com. OOD markets all of its counselor opportunities to VR counseling staff so they may share these announcements with their qualified jobseekers with disabilities.

In 2018, OOD was able to hire two Rehabilitation Counselors for the Deaf - Caseload Assistants (RCD-CA) and they were both reassigned to VR Counselor due to our qualifications being updated to model the Code of Federal Regulations, Title 34-Subtitle B-Chapter III-Part 361. The applicants learned of the opportunity from a web posting demonstrating technology plays a key role in communicating OOD's opportunities to a broader audience. OOD has had several vacancies for RCDs and continues to employ a creative strategy to attract qualified applicants. OOD has posted these positions as continuous postings, unlike postings for regular counselors that are posted for a specific time. OOD has been able to fill some of the RCD positions as regular counselors, but as vacancies still exist.

Once hired, Caseload Assistants who wish to obtain a qualifying master's degree have access to tuition benefits through their union to pay for the degree. The VR Counselor classification qualifications have been updated and now include a bachelor's degree in related fields with relevant experience. Once they obtain their degree/experience, Caseload Assistants may bid on

counselor vacancies as an internal applicant, giving them an advantage over external applicants. OOD has one part time Interpreter who assists with intakes, meetings and trainings and we are looking to expand staff in the future.

6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

OOD and ODE collaborate on a regular basis to provide guidance to educational agencies and VR personnel responsible for facilitating transition services. These staff also offer consultation and technical assistance resources to assist schools and related community support entities in planning for transition of students with disabilities.

At the state level, both agencies have designated personnel to provide oversight and leadership for the development of policies, procedures, interagency training and other state-level partnership activities for transition services. On the local level, VR Counselors are assigned as liaisons to schools and work with local school districts' transition specialists.

OOD will provide targeted training to enhance personnel development. This will include targeted training on Employment First, supported employment, eligibility, transition procedures and clarification of roles and responsibilities of OOD and school personnel.

J. STATEWIDE ASSESSMENT

1. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE:

A. WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT SERVICES;

OOD's 2018 CSNA was published and concurrently submitted to the Rehabilitation Services Administration (RSA) in October 2018. This CSNA was produced by OOD's Division of Employer and Innovation Services, with supplemental analysis, regarding factors that correlate with positive employment outcomes for VR participants, conducted by Mathematica Policy Research.

This CSNA was focused on addressing the following questions:

- What is the projected number of individuals that will experience each category of disability in Ohio?
- How many individuals with disabilities are projected to be seeking employment, who currently are not working?
- How do prevalence estimates differ for individuals by race/ethnicity and age groups? How many individuals with disabilities received services from OOD?
- How have the Employment First Partnership and the OTSP impacted service delivery to those target populations?
- What are the gaps in serving disability populations and how should gaps be prioritized?

Questions specific to youth with disabilities included:

- What are the job goals for Summer Youth Work Experience (SYWE) participants and what kinds of work experiences have been provided?

- How are SYWE programs distributed geographically and how does that compare with the location of students with SYWE or Summer Youth Career Exploration on their VR plan?
- What services for students with disabilities are most likely to lead to improved employment outcomes? Is the number of students served by OOD proportionate to the number of students with IEPs in Ohio based on ODE data?
- What percentage of students with disabilities in Ohio are enrolled in the Social Security Administration's Supplemental Security Income (SSI) program and how many are removed each year due to age-18 redetermination?
- How can OOD ensure that students with disabilities are aware of SSI redetermination information and how can we engage them in VR services to better prepare them for employment and independence?

Questions specific to employer engagement activities included:

- What industry sectors exhibit the most growth potential in Ohio?
- What are the gaps in alignment of VR participant job goals with growth industries?
- What services are most needed by businesses in relation to staff education and awareness of disability issues, and to support retention of employees with disabilities?

Building upon the foundation set from the 2015 CSNA methodology, OOD developed 2018 projections of the number of individuals with disabilities by impairment category, age group, race, and county of residence in Ohio. Similarly, service data from OOD's case management system and employment statistics were utilized to develop estimates of the number of individuals likely to need VR services by disability impairment category, age group, race, and by county. This provided a basis for developing estimates of the number of individuals actively participating in the labor force that need services to assist them in finding a job and that could benefit from OOD VR services.

The establishment of the OTSP with ODE increased OOD's level of engagement with students with disabilities. Additionally, OOD continued to support the Summer Youth Work Experience program as a means of teaching students with disabilities vocational skills and appropriate work behaviors. The 2018 CSNA included an analysis of the degree to which the experiences of students who participated in that program aligned with their employment outcome goals, and whether those experiences are distributed appropriately across the state according to the needs of the participants.

As a follow-up to the Survey of Disability and Employment (SDE) conducted in 2014, OOD asked Mathematica Policy Research to link survey data with state earnings data to identify factors correlated with positive employment outcomes for VR participants.

Another key component of the CSNA involved an analysis of projected industry growth across Ohio to determine which industries have the potential to provide the most job opportunities for VR participants. The purpose of this analysis was to provide tools and resources that can assist VR Counselors and participants in selecting employment goals that have the greatest likelihood of success. Additionally, this information would help inform decisions regarding business partnership development by OOD's Business Relations Specialists. The CSNA also included survey data related to the needs of employers in relation to services designed to promote staff education and awareness of disability issues and the retention of employees with disabilities.

Although the 2018 CSNA data indicate that OOD serves African Americans and individuals ages 18 to 34 at a higher rate than the demographic makeup of the state, there remains significant need for VR services among African Americans and individuals of Hispanic/Latino origin with disabilities, and among adults with disabilities ages 35 to 64.

When considering the estimated number of working-age African Americans with disabilities in Ohio who are actively looking for work and could benefit from VR services, OOD's service ratio for this population is approximately 63 percent. It should be noted that more than eight out of 10 African Americans (80.3 percent) reside in the following Ohio counties: Cuyahoga, Franklin, Hamilton, Lucas, Mahoning, Montgomery, and Summit.

Of the estimated population of Hispanic/Latinos with disabilities in Ohio who are actively looking forward and could benefit from VR series, OOD's service ratio for this population is approximately 47.3 percent.

A significant portion of OOD's annual caseload is devoted to serving youth and students with disabilities to prepare them for employment, many of whom would be included in the 18-34 age group. Conversely, within the Ohio population of individuals with disabilities, a relatively small proportion of this age group is actively looking for work. As a result, there is a large numerator of individuals served by OOD compared to a small denominator of individuals in the defined population, producing a service ratio of approximately 138.5 percent.

Of the estimated population of Ohioans with disabilities ages 35-64 who are actively looking for work and could benefit from VR services, OOD's service ratio for this age group is approximately 24.7 percent.

When considering Ohioans with disabilities age 65 and over who are actively looking for work and could benefit from VR services, OOD's service ratio for this age group is approximately 7.3 percent. Although the VR outcomes tied to competitive employment may not be a focus of older Ohioans with disabilities, OOD's Independent Living and Older Blind program continues to deliver services designed to support the pursuit of independence among individuals in this population.

The CSNA estimated the African American population in Ohio on a county-by-county basis and included analysis of OOD services to African Americans by county. Ohioans of Hispanic/Latino ethnicity were evaluated in a similar fashion to identify any unmet needs. For the year ending September 30, 2019, OOD's Ratio of Minority Service Rate to non-Minority Service Rate was 0.920. This is a continuation of the results OOD has achieved over the past four years, with a minority service ratio of 0.873 in FFY 2016, 0.890 in FFY 2017, and 0.920 in FFY 2018.

The discrepancy between the employment rate for individuals with and without disabilities in the US is mirrored at the state level in Ohio. According to the American Community Survey (ACS), in 2017 in Ohio, 36.8 percent of individuals with disabilities ages 18 to 64 were employed compared to 78.9 percent of individuals without disabilities. These data reveal an employment gap of 42.1 percent between the two groups. Furthermore, only 22.4 percent of the total population of individuals with disabilities ages 21 to 64 were employed full time and year round, whereas 61.5 percent of the population ages 21 to 64 without disabilities were employed full time and year round in Ohio. This represents a gap of 39.1 percent.

Since 2016, OOD has continued to expand services to youth and students with disabilities. In addition to assigning VR Counselors specifically to serve this population, OOD has a formal agreement with ODE through the OTSP. These efforts have allowed OOD to increase the

number of individuals served between the ages of 14 and 25 by nearly 20 percent from 13,903 in FFY 2016 to 16,605 in FFY 2019.

In serving students with disabilities, OOD seeks to allocate resources in a manner that reflects the distribution of individuals in need of services throughout the state. For the 2015 – 2016 school year, ODE data indicate that the statewide number of students with disabilities was 52,695. In that same timeframe, OOD delivered services to 7,609 students with disabilities. To measure the relative proportionality of services delivered by OOD, the number of students is compared on a county-by-county basis to the volume of students served through the VR program. OOD's data indicate that the proportionality of service in 87 of 88 Ohio counties fell within two percentage points of the distribution of students as reported by ODE. This ratio was 2.5 percentage points in the remaining county. Though there is an ongoing need to increase the total volume of students served statewide, the distribution of services is well balanced to the Ohio student population.

The 2018 CSNA included an analysis of the impact of progressive career development services provided to students with disabilities on continued engagement with the VR program or attainment of a successful employment outcome. A comparison of case status suggested that students who received at least one progressive career development service were more likely to continue engagement with VR over time and achieve a successful outcome. The data also show that, among the progressive career development service options, School-based Job Readiness Training and Non-permanent Job Development have the highest probability of positively impacting the achievement of a successful employment outcome.

The 2018 CSNA also included an assessment of service provision to individuals according to the type of impairment reported. OOD's service provision is higher for individuals with psychosocial and cognitive impairments. This is most likely explained by the fact that OOD has concentrated efforts through focused contracts with local mental health and recovery boards, local developmental disabilities boards, and most recently through the DODD funding for Employment First. Each of these populations also has an organized representative presence through established county public agencies across the state.

From FFY 2015 to FFY 2018, OOD data indicate a 5.6 percent increase in successful employment outcomes for individuals with cognitive or psychosocial impairments. OOD also monitors services delivered for all primary disability categories by evaluating the "balance" of investment of resources methodology, referred to as "relative proportionality". This approach is a means to assess the discrepancy between needs for services and the number of individuals served. As a result, OOD is working to address outreach and services for individuals with visual, hearing, and communicative impairments. From 2014 to 2017, OOD increased the number served with cognitive and psychosocial impairments by more than 9 percent (from 18,551 to 20,246) while the number served with visual impairments decreased by 30.4 percent (from 1,999 to 1,392). Services to individuals with hearing impairments increased by nearly 36 percent (from 1,084 to 1,473), and those served with communicative impairments increased from 294 to 430. **Figure 29. Relative Proportionality for Ohio – Working Age Population** shows the relative proportionality for Ohio by impairment category.

Figure 29. Relative Proportionality for Ohio – Working Age Population

Impairment Category	Est. Seeking Employment 2017	Proportion of Total Est. Seeking Employment 2017	OOD VR Served 2017	Proportion of OOD VR Served 2017	Percentage Point Difference

Impairment Category	Est. Seeking Employment 2017	Proportion of Total Est. Seeking Employment 2017	OOD VR Served 2017	Proportion of OOD VR Served 2017	Percentage Point Difference
Cognitive	26,784	23.8%	10,982	39.2%	15.3
Communicative	9,873	8.8%	430	1.5%	-7.2
Hearing	10,865	9.7%	1,473	5.3%	-4.4
Physical	29,266	26.0%	4,509	16.1%	-10.0
Psychosocial	25,295	22.5%	9,264	33.0%	10.5
Visual	10,365	9.2%	1,392	5.0%	-4.3
Total	**112,488**	**100%**	**28,050**	**100%**	**N/A**

OOD has emphasized employers as a dual customer and a critical component for the success of individuals with disabilities that are seeking employment. OOD has developed targeted employer relationships, specifically: Expanding the Disability: IN Ohio (formerly known as the Ohio Business Leadership Network) membership from 70 members in 2017 to 191 members in 2019. Increasing the number of employer partners from 224 in FFY 2017 to more than 500 in FFY 2019, expanding the employment opportunities for individuals served by OOD. Embedding VR staff within two prominent employers to facilitate placement of VR participants. Providing services to employers designed to increase awareness of disability issues, develop or enhance a culture of inclusion among their existing workforce, assist with the retention of employees with disabilities, and ensure awareness of and compliance with worksite accessibility requirements.

The final report from the CSNA can be found at https://ood.ohio.gov/wps/portal/gov/ood/about-us/resources/2018-comprehensive-statewide-needs-assessment. OOD has incorporated findings from the CSNA as a part of the strategic focus and has been using the data and analysis for informed decision-making. A wealth of additional knowledge can be obtained by referencing the CSNA report for more specific findings. Based on the recommendations made in the CSNA, OOD has developed program objectives outlined in the agency strategic plan to meet the needs of Ohioans with disabilities.

OOD has continued to utilize the CSNA for informing VR management; for guiding outreach efforts; the establishment of CRP fee structures; developing and scoring Requests for Proposals (RFPs) by program specialists; Disability: IN Ohio planning purposes; establishing the size and market power of the population of individuals with disabilities in Ohio by legislative and fiscal staff; and for Executive Team review and prioritization of VR program needs.

B. WHO ARE MINORITIES;

See Section (j)(1)(A) above.

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

See Section (j)(1)(A) above.

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

See Section (j)(1)(A) above.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

See Section (j)(1)(A) above.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

See Section (j)(1)(A) above.

3. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

See Section (j)(1)(A) above.

K. ANNUAL ESTIMATES

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES

According to OOD's 2018 Comprehensive Statewide Needs Assessment, Ohio estimates that there are 112,448 individuals with disabilities seeking employment who could benefit from VR services.

As shown in **Figure 30. Eligibility Determination by FFY**, over the last five FFYs, OOD has experienced an upward trend in the number of Ohioans with disabilities who have been determined eligible for VR services. It is anticipated that this upward trend will continue given OOD's new budget initiatives planned in FFY 2020 and 2021, described elsewhere in this section.

Figure 30. Eligibility Determination by FFYY

FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
17,887	19,443	18,542	17,870	18,395

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

Figure 31. Individualized Plans for Employment by FFY shows that over the last five FFYs, Ohio's VR program has experienced an upward trend in the total number of new IPEs developed. It is anticipated that this upward trend will continue given OOD's new budget initiatives planned in FFY 2020 and 2021, described elsewhere in this section.

Figure 31. Individualized Plans for Employment by FFY

FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
12,875	14,090	13,480	13,188	13,947

As shown in **Figure 32. Individuals Served Under an Individualized Plan for Employment by FFY**, over the last five FFYs, Ohio's VR program has similarly experienced an upward trend in the total number of individuals served under an IPE. It is anticipated that this upward trend in the number served will continue given OOD's new budget initiatives planned in FFY 2020 and 2021, described elsewhere in this section.

Figure 32. Individuals Served Under an Individualized Plan for Employment by FFY

FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
28,705	29,800	29,142	29,171	29,600

Figure 33. Projected Number of Individuals Served by FFY shows the number of individuals with disabilities projected to receive services under an Individualized Plan for Employment for FFY2020-FFY2023. Please note that this table includes combined numbers served under both the Vocational Rehabilitation and the Supported Employment grants.

Figure 33. Projected Number of Individuals Served Under an IPE by FFY

Description	FFY 2020	FFY 2021	FFY 2022	FFY 2023
Estimated Served after IPE	29,833	30,324	31,694	32,057

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

Figure 34. Supported Employment Services After Employment Starts indicates that over the past several FFYs, OOD has experienced an upward trend of individuals receiving supported employment services. It is anticipated that this upward trend will continue given OOD's continued partnerships with OOD and Ohio MHAS.

Figure 34. Supported Employment Services After Employment Starts

Description	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Receiving Supported Employment after Employment Start	1,453	1,604	1,595	1,617

Figure 35. Projected Number of Individuals Served by FFY shows the number of individuals with disabilities projected to receive supported employment services after start of employment for FFY 2020-FFY 2023.

Figure 35. Projected Number of Individuals Served Under an IPE by FFY

Description	FFY 2020	FFY 2021	FFY 2022	FFY 2023
Projected to receive Supported Employment after Employment Start	1599	1618	1633	1651

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION.

OOD does not expect to operate under an Order of Selection for the duration of this Combined State Plan.

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

OOD does not expect to operate under an Order of Selection for the duration of this Combined State Plan.

4. THE COST OF SERVICES FOR THE NUMBER OF INDIVIDUALS ESTIMATED TO BE ELIGIBLE FOR SERVICES. IF UNDER AN ORDER OF SELECTION, IDENTIFY THE COST OF SERVICES FOR EACH PRIORITY CATEGORY.

As a result of new OOD's new budget initiatives, Ohio's VR program is projecting to serve more individuals with disabilities in FFY 2020 and 2021. These increases in the number served will be continued through FFY 2022 and 2023.

OOD received increased General Revenue Funds to support case service spending for these initiatives in SFY 2020 and 2021. In addition, changes to OOD's VR Fee Schedule that was implemented as of October 1, 2019 is projected to increase case service spending by $7M in each year. This has been factored into OOD's case service spending projections, below.

Figure 36. Projected Number of Individuals Served and Case Service Expenditures by FFY shows the number of individuals with disabilities projected to receive services under an IPE and the case service expenditures related to those services in FFY2020-FFY2023. Please note that this table includes numbers served and case service expenditures for both the Vocational Rehabilitation and the Supported Employment grants.

Figure 36. Projected Number of Individuals Served and Case Service Expenditures by FFY

Description	FFY2020	FFY2021	FFY2022	FFY2023
Estimated Served after IPE	29,833	30,324	31,694	32,057
Estimated Cost of Service	$91,000,000	$96,000,000	$96,000,000	$96,000,000
Estimated Cost Per Served	$2,716.90	$2,743.33	$2,743.33	$2,743.33

Based upon these projections, OOD does not expect to operate under an Order of Selection for the duration of this Combined State Plan.

L. STATE GOALS AND PRIORITIES

1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED AND AGREED TO BY THE STATE VR AGENCY AND THE STATE REHABILITATION COUNCIL, IF THE STATE HAS A COUNCIL, AND JOINTLY AGREED TO ANY REVISIONS

Legislation was passed (Senate Bill 144) that established the OOD Council in Ohio. This legislation took effect on May 29, 2018 and the OOD Council held its first meeting in August 2018. Over the course of their first year of meetings, OOD has presented information to the OOD Council in regards to the results of the 2018 CSNA, the results of local Participant Focus Groups (held quarterly in each region of the state), the results of customer satisfaction surveys as well as regular program updates.

The OOD Council formed a committee to assist in the development of input into this VR Services Portion of Ohio's Combined State Plan. OOD provided additional information to this committee to aid them in making recommendations to the full OOD Council regarding the content of their input into this Plan. The input of the full OOD Council is contained in section (a).

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS

In January 2019, just moments after taking the oath of office, Governor DeWine signed Executive Order 2019-03D, which established Ohio as a Disability Inclusion State and Model Employer of Individuals with Disabilities. His executive budget, which has been approved by the general assembly, made a strong commitment of investing in Ohioans with disabilities, to ensure that they are not left behind.

In June of 2019, OOD established an updated mission statement and developed guiding principles for the agency.

OOD's updated mission is empowering Ohioans with disabilities opportunities through employment, disability determinations and independence.

OOD's guiding principles are as follows: In striving for excellence in service, we will:

- Listen first
- Act with a sense of urgency
- Honor diversity
- Foster inclusiveness
- Value collaboration
- Inspire innovation
- Be transparent
- Be accountable
- Celebrate success

OOD develops its Strategic Plan on a biannual basis. As of the writing of this State Plan, OOD's Strategic Plan for 2020 and 2021 includes the following goals and objectives:

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

- Objective 1a: Increase the number and percentage of individuals with competitive integrated employment outcomes.
- Objective 1b: Remove barriers so individuals may obtain and maintain quality employment.
- Objective 1c: Increase the number of youth and students who receive transition services.

Goal 2. To expand OOD's statewide network of businesses, providers and partnerships to effectively deliver services.

- Objective 2a: Increase service delivery capacity through statewide partnerships and provider networks.
- Objective 2b: Increase the number of employers that hire individuals with disabilities.

- Objective 2c: Improve awareness of OOD services through coordinated outreach and marketing efforts.

Goal 3.: To ensure excellence and accountability of OOD's programs, services and partnerships.

- Objective 3a: Maximize the use and accountability of available funds.
- Objective 3b: Increase the knowledge and productivity of staff through training and lean processes.
- Objective 3c: Improve service delivery quality through technological enhancements.

Strategic initiatives designed to achieve these goals and objectives that are specific to the VR program are outlined throughout this Combined State Plan.

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

OOD updated its CSNA in FFY 2018 and this assessment has informed the development of OOD's Strategic Plan as well as this Combined State Plan. Details regarding the results of the 2018 CSNA are outlined in section (j).

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

Initiatives prioritized for inclusion on OOD's Strategic Plan are those that will assist in enhancing program performance on the Performance Accountability Measures outlined in WIOA.

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDINGS AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

OOD conducts quarterly Participant Focus Groups in each of OOD's five regions of the State. The purpose of these Participant Focus Groups is to gather feedback about services from individuals with disabilities as well as family members and other partners. The results of these Participant Focus Groups are shared with leadership for the VR program and with the OOD Council. This feedback has informed the contents of this Combined State Plan.

In addition, OOD conducts customer satisfaction surveys to gather feedback from individuals who have participated in services through the VR program and whose case has been closed, both with and without employment. In FFY 2019, OOD has made several enhancements to the process that have increased the number of individuals who have responded to the survey and the quality of feedback received. OOD plans to continue to enhance this process, in collaboration with the OOD Council.

The Rehabilitation Services Administration conducted a monitoring visit of Ohio's VR Program in FFY 2017 and published their report on June 25, 2018. OOD has successfully resolved all findings from this monitoring visit and the associated Corrective Action Plan has since been successfully completed. OOD's continuous improvement efforts in the areas of focus from RSA's

monitoring visit (i.e., Pre-Employment Transition Services, Supported Employment Services, etc.) are reflected throughout the contents of this Combined State Plan.

M. ORDER OF SELECTION

1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:

A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES

OOD does not expect to operate under an order of selection during the course of this Combined State Plan.

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

- Individual with Most Significant Disability (MSD): an individual who meets the definition of significant disability but whose disability seriously limits three or more functional capacities in terms of an employment outcome; and
- Individual with Significant Disability (SD): an individual who has a disability that seriously limits one or two functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, and work skills), in terms of an employment outcome, and who is expected to need multiple VR services over an extended period of time; and
- Individual with Disability (D): an individual who meets the definition of eligible per rule 3304-2-54 of the Ohio Administrative Code (consistent with 34 CFR 361.42(a,)) but whose impairment does not rise to the level of a significant disability.

OOD has established policies and procedures for administering an order of selection, should the need arise. Accordingly, at any given time while OOD is operating under an order of selection, one of the following scenarios will be in effect. Regardless of scenario in effect, eligible individuals are released from the waiting list first by priority category, then by order of application date, then alphabetically by last name.

1. Eligible individuals in all priority categories wait on the statewide waiting list.

1. Eligible individuals determined to have a Most Significant Disability are served immediately, and eligible individuals determined to have a Significant Disability or a Disability will wait on the statewide waiting list. When the capacity exists, a predetermined number of eligible individuals with Significant Disabilities will be released from the waiting list in order of application date. All eligible individuals with Significant Disabilities must be served before any individuals with Disabilities are released from the waiting list.

1. Eligible individuals determined to have a Most Significant Disability and those determined to have a Significant Disability are served immediately, and all individuals with Disabilities wait. When the capacity exists, a predetermined number of eligible individuals with Disabilities will be released from the waiting list in order of application date.

1. No eligible individuals wait and all are served immediately.

OOD is currently operating under scenario 4, as outlined above, as OOD eliminated all waiting lists for VR services in February 2015. This includes the waiting list for individuals with Disabilities, a priority category that had not been provided service in Ohio since 1991.

As noted above, and as described in the annual estimates in section (k), OOD projects that there are sufficient resources to meet the demand for VR services in Ohio. Ohio has served all eligible individuals without a wait since February 2015. OOD is continuing to aggressively pursue efficiency and effectiveness measures that will allow Ohio's VR program to continue to serve more eligible individuals with available resources. OOD is closely monitoring the demand for VR services as well as the utilization of available resources to ensure that all eligible individuals can continue to receive VR services without a wait.

OOD is not projecting to operate under an order of selection over the course of this Combined State Plan; therefore, Ohio is not projecting service and outcome goals for an order of selection.

B. THE JUSTIFICATION FOR THE ORDER

OOD will not operate under and Order of Selection. See Section (m)(1)(A) above.

C. THE SERVICE AND OUTCOME GOALS

See Section (m)(1)(A) above.

D. TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER; AND

See Section (m)(1)(A) above.

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES

See Section (m)(1)(A) above.

2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT

WIOA has implemented changes in the Rehabilitation Act that give states the flexibility to serve individuals who are in need of specific services or equipment for the purpose of maintaining employment regardless of an order of selection. OOD intends to make changes to Ohio Administrative Code and subsequently to OOD VR policies and procedures, to allow for this prioritization of eligible individuals. While OOD is projecting that there will not be a need for Ohio to operate under an order of selection during the course of this Combined State Plan, OOD intends to ensure that this flexibility is available should there be a need in the future to resume an order of selection.

N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS

1. SPECIFY THE STATE'S GOALS AND PRIORITIES FOR FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

OOD continues to expend all Title VI, Part B funds on direct supported employment case services. Individuals with an IPE that includes an employment outcome of supported employment are targeted for the use of these funds. OOD utilizes an auto-budget feature in its case management system to ensure the proper expenditure of supported employment grant funds.

OOD delivers supported employment services and expends supported employment grant funding in accordance with a supported employment policy. An updated supported employment policy and procedure was implemented in November 2017, including the provision of extended services specifically stating they are only for youth and for a period not to exceed four years up until the time the youth reaches the age of 25. OOD provided supported employment training for all VR field staff upon implementation of the revised policy and procedure, and continues to provide additional technical assistance to VR Field staff.

The policy and procedure aligns with changes implemented by WIOA related to the supported employment grant and supported employment services in general, including specific requirements related to the provision of supported employment services for youth with disabilities. Content includes:

- Definition of supported employment services;
- Eligibility for supported employment services;
- Assessment process for identifying a supported employment outcome;
- Documentation of supported employment services on an Individual Plan of Employment;
- Required documentation and proper coding for a supported employment case;
- Process for transitioning to extended services;
- Case closure for a supported employment case; and
- Accessing any needed post-employment services.

WIOA implemented changes related to the supported employment grant, including a requirement to expend 50 percent of the grant on services to youth with disabilities. Since FFY 2015 the supported employment grant, as directed by the Rehabilitation Services Administration, has been expended and OOD has ensured compliance with this requirement.

OOD partners with a variety of local agencies related to the provision of extended services needed for individuals pursuing an employment outcome of supported employment. In particular, this includes partnership with local county boards of developmental disabilities as well as local behavioral health authorities. OOD works at the state level with the DODD and Ohio MHAS in this regard as well.

2. DESCRIBE THE ACTIVITIES TO BE CONDUCTED, WITH FUNDS RESERVED PURSUANT TO SECTION 603(D), FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING:

A. THE PROVISION OF EXTENDED SERVICES FOR A PERIOD NOT TO EXCEED 4 YEARS; AND

See Section (n)(1) above.

B. HOW THE STATE WILL LEVERAGE OTHER PUBLIC AND PRIVATE FUNDS TO INCREASE RESOURCES FOR EXTENDED SERVICES AND EXPANDED SUPPORTED EMPLOYMENT OPPORTUNITIES FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

See Section (n)(1) above.

O. STATE'S STRATEGIES

1. THE METHODS TO BE USED TO EXPAND AND IMPROVE SERVICES TO INDIVIDUALS WITH DISABILITIES

Governor DeWine's proposed budget for state fiscal years (SFY) 2020-2021 which is consistent with WIOA program years (PY) 2019 and 2020 supports OOD's mission to provide individuals with disabilities opportunities to achieve quality employment, independence and disability determination outcomes. With a strong commitment of investing in Ohioans with disabilities, to ensure they are not left behind, the proposed budget represents a state investment of $17.4 million in General Revenue Funds in the first year and $18.9 million in the second (an 8 percent increase each year). This budget will strengthen our current programs by developing new patterns of service to ensure we are meeting the employment needs of all Ohioans with disabilities.

Ohio College2Careers Program: Governor DeWine's Executive Budget for SFY 2020-21 (PY 2019-2020) established the Ohio College2Careers program. This program immerses an OOD VR Counselor in the disability services offices at 15 Ohio Colleges and Universities to ensure that students have the support they need to complete their degree and/or credential, earn higher wages and meet the demands of tomorrow's labor market. This counselor provides career counseling and purchases additional services and supports to ensure the success of students served. Services may include career exploration, assistive technology, placement services for internships and other work experiences and placement and on the job supports for permanent employment upon graduation to ensure the success of students served. OOD is also enhancing its business relations efforts for this initiative by hiring two Career Development Specialists who will work directly with the disability and career offices at these partnering colleges to promote the hiring of students with disabilities for internships and permanent placement opportunities. In addition to this initiative, OOD has established liaison counselors for many of the other colleges and universities across Ohio to ensure access to VR services for all students with disabilities.

OOD Jobs for Recovery Program: Governor DeWine's Executive Budget for SFY 2020-21 (PY 2019 - 2020) established the OOD Jobs for Recovery program. This program will replicate a successful model established in partnership with the Butler County Mental Health and Addiction Recovery Services Board and Butler County Court of Common Pleas drug court. In this model, OOD embeds a VR Counselor, a Caseload Assistant and a Job Developer as active members of the drug court team. This service delivery model ensures rapid engagement in services that are needed for the individual to get a job, such as career counseling, job placement and retention services. In addition to this new initiative, OOD has established liaison counselors to drug court programs in several additional counties. It is expected that liaison counselors will be established to serve individuals with disabilities participating in additional specialty docket programs as OOD continues our general outreach to this population.

OOD has several Interagency Agreements that are designed to implement service delivery models that will increase outcomes for specific populations served by the VR program. The Employment First Partnership Agreement with the DODD and the Ohio Transition Support Program (OTSP) with the ODE are both examples of this. Details about these strategic initiatives are located in (d) and (f). Governor DeWine's Executive Budget for SFY 2020-21 (PY 2019 - 2020) expands OTSP to serve additional students with disabilities throughout Ohio.

Ohio State School for the Blind and Ohio School for the Deaf: Governor DeWine's Executive Budget for SFY 2020-21 (PY 2019 - 2020) provides funding for two additional VR Counselors to provide services to students attending the Ohio State School for the Blind (OSSB) and the Ohio School for the Deaf (OSD). Previously, OOD has served a limited number of students attending

these schools due to barriers in accessing services from OOD staff throughout all 88 counties of the state. This new model will immerse a Bureau of Services for the Visually Impaired (BSVI) counselor at OSSB and a Rehabilitation Counselor for the Deaf (RCD) who is proficient in ASL at OSD so that students have ready access to their VR Counselor at school.

Social Security Demonstration Project: OOD is in the final stages of negotiating a demonstration project with the Social Security Administration (SSA) called the Ohio Director Referral Demonstration (ODRD). This demonstration project will be a joint effort by SSA, and OOD's Division of Disability Determination (DDD) and Ohio's Bureau of Vocational Rehabilitation (BVR). This project will test the effectiveness of providing direct referrals to VR services for 18 and 19 year-olds who are, or may become, SSI or Social Security Disability Insurance (SSDI) beneficiaries. The participants in the demonstration will be individuals ages 18 and 19 at the time of enrollment, who are either (1) applying for SSDI or SSI or (2) undergoing an age-18 redetermination of SSI eligibility.

Transition Transformation: As noted previously, OOD plans to update our transition strategy to increase the flexibility of services provided to better meet the needs of students with disabilities throughout the state. OOD will be gathering feedback from students, families, providers, partners and field staff to inform this updated strategy.

Alternate Dispute Resolution: OOD is exploring opportunities to establish an alternate dispute resolution process that would assist individuals with disabilities to identify available options for resolving concerns about their services. This process would also identify perceived patterns and trends and make recommendations for agency improvements.

2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE REHABILITATION PROCESS AND ON A STATEWIDE BASIS

OOD recognizes the importance of the full utilization of assistive technology (AT) services and devices to assist eligible individuals with disabilities to achieve their full potential.

In April 2019, OOD issued a Request for Proposals (RFP) for Innovative Technology projects. OOD has awarded two contracts as a result of this RFP. One will pilot the use of technology for career exploration and job training, specifically for individuals with hearing impairments. The second will pilot the use of technology to provide remote on-the-job supports. These pilots began on October 1, 2019 and will conclude on September 30, 2020.

OOD has been exploring simplified and modernized methods for providing vehicle modification services to individuals served by the VR program. OOD will be initiating the administrative rule making process in the spring of 2020 and anticipates full implementation in the spring.

OOD anticipates that assistive technology will be a particularly important service for students with disabilities served through the above referenced Ohio College2Careers program. As this program is implemented, it is anticipated that there will be additional training and provider capacity building activities to ensure access to assistive technology for students served.

OOD will continue its partnership with AT Ohio to deliver training for staff regarding AT products and services.

OOD has also updated its fee schedule that went into effect October 1, 2019. In this latest update, providers of Rehabilitation Technology services who maintain specific accreditations or certifications as outlined in the fee schedule will be compensated at a higher rate for services. OOD acknowledges that providers with these certifications or credentials demonstrate a higher

competence in analyzing the needs of individuals with disabilities and providing services effectively. OOD will now be focusing on recruitment of more providers of AT services that will increase choices and quicker availability of services for the individuals served by the program.

3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM

The results of the CSNA are used to target outreach efforts for the VR program, including outreach efforts to individuals from minority backgrounds and individuals with the most significant disabilities. This outreach is accomplished in a variety of ways. The CSNA data is broken down to the county level. This allows local staff to review the data for the communities that they serve and tailor outreach strategies to promote equity in access to VR services. Local Supervisors, Counselors and Caseload Assistants all assist in conducting community education and outreach activities. The 2018 CSNA suggests that outreach efforts should prioritize outreach to individuals who are blind or visually impaired and who are deaf or hard of hearing. Specific outreach plans have been established related to both of these disability populations.

OOD will have dedicated counselors embedded at the Ohio State School for the Blind and Ohio School for the Deaf whose caseloads will be students from the respective schools.

OOD has been and will continue working on strengthening its relationships with advocacy groups such National Federation of the Blind and the American Council of the Blind to increase referrals and educate the community about OOD and the services that can be provided. OOD will be focusing on the local chapters of the advocacy groups and will be requesting time on their meeting agendas and will be available to present at their conferences. OOD will also be developing a Work Incentives Training for staff and community partners that is specific to individuals with blindness or low vision. OOD will also be developing a fact sheet specific to these incentives and an outreach effort targeted especially to parents regarding benefits and working.

All of these outreach efforts include a focus on individuals from a minority background.

4. THE METHODS TO BE USED TO IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POSTSECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES)

OOD has implemented an updated Transition Services Procedure that has incorporated the new requirements for the VR program under the WIOA. This procedure outlines a progressive model of service delivery for students with disabilities, with services that are defined in OOD's VR Fee Schedule.

OOD, in partnership with ODE, launched the OTSP in September 2015. This successful partnership has substantially improved the capacity of the VR program to serve students with disabilities and improve the outcomes achieved by these students. Additional details about this program can be found in section (d).

OOD has added Pre-Employment Transition Services (Pre-ETS) to the VR Fee Schedule as of October 1, 2019. This will substantially increase the number of service providers available to deliver Pre-ETS to students with disabilities statewide.

In PY 2019 and 2020, OOD will be re-evaluating its current progressive model of service delivery based upon feedback to be obtained from students with disabilities, their families, provides and field staff. The intent of this transition transformation will be to allow for more flexibility in services delivered to better meet the needs of students with disabilities.

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE

OOD, in partnership with the DODD, has engaged in capacity building activities to increase the number of providers delivering employment services in both the VR and the developmental disabilities system. This allows individuals to maintain a continuity of service provider as they transition from time-limited VR services to extended services provided by the developmental disabilities system. This provides the foundation for improved quality and efficiency of services for both individuals served by the programs as well as for business partners.

Similarly, OOD has been working with Ohio MHAS to improve access to an IPS model of supported employment for individuals with mental illness.

As noted above, OOD has added Pre-Employment Transition Services (Pre-ETS) to the VR Fee Schedule in order to increase the capacity for these services for students with disabilities across the State.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA

OOD is currently in the process of establishing baseline performance for new performance accountability indicators under WIOA. OOD has implemented several updates to the AWARE case management system over the past several years that have been necessary to allow OOD to report on these new performance accountability indicators. OOD has been able to submit the new quarterly RSA 911 report for both open and closed cases by the deadlines established by RSA, including the addition of wage record information. OOD continues to work with state level partners to implement data sharing agreements that will facilitate the most efficient and accurate data reporting possible, in particular related to the credential and skill gain measures. OOD has enhanced Ohio's business relations strategies and implemented several new strategic initiatives that will promote improved performance on WIOA performance accountability measures. These initiatives are outlined throughout this section of the Combined State Plan.

7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES

OOD works closely at the state level with OWT, ODJFS, and the Ohio Department of Higher Education (ODHE), and other entities, to align programs and services and to improve outcomes for individuals with disabilities served in the workforce development system. At the local level, area Managers and Supervisors serve on local workforce boards and OOD counselors have a presence at local OhioMeansJobs Centers. OOD partners specifically with local OhioMeansJobs Centers in a variety of ways. This includes the utilization of available job seeking skills training and other career resources, participation in OOD DisAbility Job Fairs and hiring events and partnering related to other workforce initiatives throughout the state.

8. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

Several initiatives are specifically designed to address findings of the CSNA. This includes specific plans for outreach to the blind and visually impaired and the deaf and hard of hearing; redesigning OOD's service delivery model for students with disabilities; establishment of a demonstration project with the SSA; and implementation of the Ohio College2Careers program.

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

OOD will continue to utilize a portion of available General Revenue Funds awarded to support the Independent Living Program as match for Innovation and Expansion activities under the VR program. This funding was utilized to support the operation of Ohio Statewide Independent Living Council (OSILC), consistent with federal regulations. By using Innovation and Expansion funding to support OSILC, Ohio was able to award all Part B, Title VII funds to CILs for the provision of direct independent living services.

C. OVERCOME IDENTIFIED BARRIERS RELATING TO EQUITABLE ACCESS TO AND PARTICIPATION OF INDIVIDUALS WITH DISABILITIES IN THE STATE VR SERVICES PROGRAM AND THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM.

See Section (8)(A) above.

P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

OOD outlined several program goals for Program Year (PY) 2018 in the previous Combined State Plan. A summary of these goals and related progress are as follows:

VR Fee Schedule. OOD worked with the provider community during PY 2018 to identify several enhancements to the VR Fee Schedule, which were implemented as of October 1, 2019. These enhancements are designed to improve the quality of VR services delivered to individuals with disabilities and to support OOD's achievement of Performance Accountability Measures under WIOA. In addition, OOD added Pre-Employment Transition Services (Pre-ETS) to the VR Fee Schedule. This will significantly increase the number of service providers throughout the state and increase access to services to students with disabilities.

Medical, Psychological and Dental Fee Schedules. During PY 2018, OOD updated the VR Medical, Psychological and Dental Services Procedure, which continues to align rates for Medical, Psychological and Dental services with Ohio Medicaid rates. This updated procedure refined the guidance to field staff based upon questions raised since original implementation. OOD conducted additional training for staff in this area and plans to conduct more in the future. OOD is also in the process of identifying more streamlined processes for the procurement of services under these fee schedules, based upon feedback from field staff.

In-house Service Delivery. During PY 2018, OOD developed plans to increase the number of in house job developers related to OOD Jobs for Recovery program outlined in section (o), which includes in-house job development services as part of the program model. OOD updated its onboarding training for new Job Developers in preparation for these new hires in order to ensure the consistency of training statewide.

During PY18, OOD continued to employ five in-house work incentive consultants who provide services under OOD's Employment First Partnership Agreement with the DODD. These staff are

now supervised by OOD's Work Incentives Program Administrator. During PY 18, these staff piloted remote service delivery for work incentives services. This pilot was very successful and has been replicated statewide.

Employment First Partnership Agreement with DODD. OOD has continued this successful partnership with DODD in PY 2018. Additional information about the progress of this initiative can be found in sections (f) and (p).

The Ohio Transition Support Program (OTSP) with ODE. OOD expanded the OTSP in PY 2017. Additionally, in PY 2018, OOD restructured the personnel providing services under this program to a more efficient model. Together these changes increased OOD's capacity to serve additional students with disabilities. Additional information about the progress of this successful partnership can be found in section (d).

Partnership with Ohio MHAS. During PY 2018, OOD has continued its partnership with Ohio MHAS to increase access to the IPS-SE model. OOD has conducted joint training and technical assistance for OOD Liaisons and Supervisors along with staff of the partnering IPS provider. Additional information about the progress of this successful partnership can be found in sections (f) and (p).

Rehabilitation Technology. During PY 2018, OOD worked with the provider community to include Rehabilitation Technology services in the VR Fee Schedule. This fee schedule was implemented on October 1, 2019. OOD now requires rehabilitation technology providers to complete provider agreements that require the provision of services consistent with standardized service definitions, and requirements for the provision of services, rates of services, and report formats.

Business Relations. OOD has further elevated its business relations strategy by establishing a Division of Employer and Innovation Services. During PY 2018, OOD has made additional investments in personnel by adding a fifth Business Relations Specialist and a Worksite Accessibility Specialist. Additional information about OOD's progress in this area can be found in section (g).

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

OOD has been aggressively implementing various WIOA alignment activities during PY 2018. This involved significant investment of staff time participating in training related to new policies, procedures, federal reporting requirements and case management upgrades. This has been a challenging time for staff as this has detracted from the time that they have to spend directly providing services to individuals with disabilities. Staff have done an excellent job of meeting the needs of individuals served by the VR program during this challenging time period.

2. AN EVALUATION OF THE EXTENT TO WHICH THE SUPPORTED EMPLOYMENT PROGRAM GOALS DESCRIBED IN THE SUPPORTED EMPLOYMENT SUPPLEMENT FOR THE MOST RECENT PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

Please see updates above in 1. A. regarding OOD's Employment First Partnership Agreement with the DODD and OOD's work with Ohio MHAS to implement IPS in Ohio.

Policy and Procedure: OOD added a service definition and rates for Supported Employment-Job Development in the VR Fee Schedule that was effective October 1, 2017. In PY 2018 (effective January 1, 2019), providers delivering Supported Employment-Job Development services under the VR Fee Schedule must be CESP certified. Because of the fidelity standards established by the IPS model, IPS providers are exempt from this requirement.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

OOD has been aggressively implementing various WIOA alignment activities during PY 2018. This has involved significant investment of staff time participating in training related to new policies, procedures, federal reporting requirements and case management upgrades. This has been a challenging time for staff as this has detracted from the time that they have to spend directly providing services to individuals with disabilities. Staff have done an excellent job of meeting the needs of individuals served by the VR program during this challenging time.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA

OOD is currently in the process of establishing baseline performance for new performance accountability indicators under WIOA. OOD has implemented several updates to the AWARE case management system over the past several years that have been necessary to allow OOD to report on these new performance accountability indicators. OOD has been able to submit the new quarterly RSA 911 report for both open and closed cases by the deadlines established by RSA, including the addition of wage record information. OOD continues to work with state level partners to implement data sharing agreements that will facilitate the most efficient and accurate data reporting possible, in particular related to the credential and skill gain measures.

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED

During PY 2018, OOD continued to utilize a portion of available General Revenue Funds awarded to support the Independent Living Program as match for Innovation and Expansion activities under the VR program. This funding was utilized to support the operation of OSILC, consistent with federal regulations. By using Innovation and Expansion funding to support OSILC, Ohio was able to award all Part B, Title VII funds to CILs for the provision of direct independent living services.

Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES

1. THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES

The purpose of OOD's Supported Employment Program is to assist individuals with the most significant disabilities, including youth with the most significant disabilities, to achieve supported employment outcomes in competitive integrated employment by developing and implementing collaborative programs with entities that provide extended supports.

The following individuals are targeted for supported employment services:

- Individuals participating in day programs, employed in sheltered workshops and other facility-based settings;

- Students in special education programs transitioning to community employment;
- Individuals moving from institutional care into the community;
- Individuals with SPMI, who have traditionally been unsuccessful in obtaining and maintaining competitive, integrated employment;
- Individuals with multiple disabilities who require coordinated services from diverse agencies; and
- Individuals who have been traditionally underserved in supported employment by virtue of ethnic origin, geographical considerations or an inability to access extended supports, and who require the development of natural supports for employment retention.

Eligibility for supported employment services is established in OOD's supported employment policy and procedure. OOD's VR Counselors evaluate individuals during the comprehensive assessment process to determine if individuals require supported employment services to achieve or maintain their employment outcome. Individuals who are eligible for supported employment services include individuals with a most significant disability, including students and youth with a most significant disability, who require ongoing support services provided by a partnering entity (generally a county board of developmental disabilities or local behavioral health authority) to maintain employment.

Ohioans with disabilities who are determined eligible for SSI or SSDI, designated as eligible for services from county boards of DD, and those designated as having a SPMI and eligible for services from a community mental health board, are targeted populations for supported employment. OOD has developed Interagency Agreements with the DODD, ODM, and Ohio MHAS, to develop and implement improved coordination of supported employment services. The Interagency Agreements include training opportunities and technical assistance for staff across all involved agencies. For all supported employment cases, OOD ensures the coordination and facilitation of extended services for individuals, which can be funded through HCBS waivers, local county board of DD or county behavioral health authorities, including natural supports. Such services provide the supports individuals with the most significant disabilities need to sustain long-term employment. Within the Interagency Agreements, there is also a focus on data collection between agencies.

CRPs typically provide services purchased by OOD for Ohioans served in Supported Employment. Currently these services are purchased on a fee-for-service basis, according to OOD's VR Fee Schedule. The 2017 VR Fee Schedule update included new specific rates for Supported Employment Job Development services. The service definition for this service specifies that these are intensive, ongoing support services that are needed to assist an individual with the most significant disabilities to work in an integrated employment setting. There are requirements for more frequent contacts, as well as higher rates compared to the standard Performance Based Job Development services.

Qualified Supported Employment Job Development providers are dually certified by the DODD in career planning or individual employment supports, or meet Ohio MHAS fidelity requirements for the IPS-SE. Providers offering this service must be certified in IPS model for individuals with SPMI, or the supported employment training that has been established for providers serving individuals with developmental disabilities under the EF Partnership Agreement. Individual provider staff offering Supported Employment Job Development outside of the IPS model are required to hold the CESP credential through the Association of People

Supporting Employment First (APSE) effective January 2019. The 2020 VR Fee Schedule removed the CESP requirement for Tier III (retention) portion of Supported Employment Job Development, and allowed staff who are Certified Rehabilitation Counselors (CRC) to provide this service without CESP certification. In accordance with federal requirements, VR services are provided for individuals with a goal of supported employment up to the time of job placement, and are followed by supported employment services, including extended services for youth, which begin at the time of job placement and include the following:

- Assessment services supplementary to the comprehensive assessment needed to ensure appropriate job match and supports;
- Job development and training;
- Social skills training;
- Intensive on-the-job training or coaching of individuals with the disability, their employer, supervisor, and/or coworkers by skilled employment consultants;
- Other VR or support services needed to ensure success in community employment;
- Follow-up and monitoring of job performance during the stabilization process;
- Discrete post-employment services not commonly available from those who provide extended services;
- Identification and development/facilitation of natural supports; and
- Customized employment.

In accordance with federal requirements of section 511 of WIOA, OOD has been meeting the requirements by providing services and supports, including career counseling, to individuals, including youth with disabilities, who are receiving sub-minimum wage. OOD has dedicated staff to meet this requirement and ensure individuals with disabilities who are paid sub-minimum wage have access to career counseling, designed to promote opportunities for competitive integrated employment. Topics covered includes information on Employment First; places on the path to community employment; competitive integrated employment; supported employment services; work incentives and benefits; overview of OOD services, including application process; and explanation of individuals' rights and informed choice.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES

At present, the transition to extended supports begins at the point of job stabilization and at least 90 days prior to successful case closure, but for a period not to exceed four years for a youth until they reach the age of 25. Extended services provided by VR agencies may only be provided to youth. This ensures a smooth transition VR funded supports to ongoing and/or natural supports as outlined in the IPE.

VOCATIONAL REHABILITATION (COMBINED OR GENERAL) CERTIFICATIONS

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973 (REHABILITATION ACT), AS AMENDED BY WIOA[14], AND ITS SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT[15];

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

Opportunities for Ohioans with Disabilities (OOD)

2. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (ENTER THE NAME OF DESIGNATED STATE AGENCY)[16] AGREES TO OPERATE AND ADMINISTER THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[17] , THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[18] , POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER SECTION 111 OF THE REHABILITATION ACT ARE USED SOLELY FOR THE PROVISION OF VR SERVICES AND THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

ENTER THE NAME OF DESIGNATED STATE AGENCY

OOD

3. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE VI OF THE REHABILITATION ACT FOR SUPPORTED EMPLOYMENT SERVICES, THE DESIGNATED STATE AGENCY AGREES TO OPERATE AND ADMINISTER THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[19] , THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[20] , POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER TITLE VI ARE USED SOLELY FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES AND THE ADMINISTRATION OF THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

4. THE DESIGNATED STATE AGENCY AND/OR THE DESIGNATED STATE UNIT HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY UNDER STATE LAW TO RECEIVE, HOLD, AND DISBURSE FEDERAL FUNDS MADE AVAILABLE UNDER THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Kevin L. Miller

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Director of Opportunities for Ohioans with Disabilities

9. THE AGENCY THAT SUBMITS THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT HAS ADOPTED OR OTHERWISE FORMALLY APPROVED THE PLAN AND ITS SUPPLEMENT.

FOOTNOTES

CERTIFICATION SIGNATURE

Signatory information	Enter Signatory information in this column
Name of Signatory	Kevin L. Miller
Title of Signatory	**Director of Opportunities for Ohioans with Disabilities**
Date Signed	March 16, 2020

ASSURANCES

The State Plan must include	Include
1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.	
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.	
3. The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:Administration of the VR services portion of the Unified or Combined State Plan:	

The State Plan must include	Include
3.a. The establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act	
3.b. The establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (A or B must be selected):	
3.b.(A) "is an independent State commission" (Yes/No)	No
3.b.(B) "has established a State Rehabilitation Council" (Yes/No)	Yes
3.c. Consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act	
3.d. The financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3)	
3.e. The local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds (Yes/No)	No
3.f. The shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs (Yes/No)	No
3.g. Statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan	No
3.h. The descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act	
3.i. All required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act	
3.j. The requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act	
3.k. The compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act	
3.l. The reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities	

The State Plan must include	Include
3.m. The submission of reports as required by section 101(a)(10) of the Rehabilitation Act	
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:	
4.a. Comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act	
4.b. Impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act	
4.c. Provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No)	Yes
4.d. Determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act	
4.e. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.f. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.g. Provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act	
4.h. Comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14)of the Rehabilitation Act	
4.i. Meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs	
4.j. With respect to students with disabilities, the State,	
4.j.i. Has developed and will implement,	
4.j.i.I. Strategies to address the needs identified in the assessments; and	
4.j.i.II. Strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and	

The State Plan must include	Include
4.j.ii. Has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25))	
5. Program Administration for the Supported Employment Title VI Supplement:	
5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act	
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act	
5.c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act	
6. Financial Administration of the Supported Employment Program:	
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act	
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act	
7. Provision of Supported Employment Services:	Yes
7.a. The Designated State Agency Assures That it Will Provide Supported Employment Services as Defined in Section 7(39) of the Rehabilitation Act	
7.b. The designated State agency assures that:	
7.b.i. The comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act	
7.b.ii. An individualized plan for employment that meets the requirements of section	

The State Plan must include	Include
102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act	

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Employment (Fourth Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Median Earnings (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Credential Attainment Rate	Baseline	Baseline	Baseline	Baseline
Measurable Skill Gains	26.4%	27.4%	28.4%	29.4%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

CAREER AND TECHNICAL EDUCATION PROGRAMS AUTHORIZED UNDER THE THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006, AS AMENDED BY THE STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT (PERKINS V) (TITLE 20, UNITED STATES CODE (20 U.S.C. 2301 ET SEQ.))

A. PLAN DEVELOPMENT AND CONSULTATION

Introduction

The need to prepare all students for the economy of tomorrow is greater than ever. Jobs are rapidly changing and require different education, credentials and skill sets than man workers currently possess. According to the Georgetown University Center on Education and the Workforce, by 2020, 64 percent of Ohio jobs will require postsecondary education[1]. A Lumina Foundation analysis shows that just 44.6 percent of working-age adults in Ohio have postsecondary certificates or degrees, slightly below the nation's rate of 46.9 percent.[2] To close this gap and ensure the talent needs of Ohio's businesses are met, roughly *one million more Ohioans must earn college degrees, industry-recognized certificates or some other postsecondary credentials of value in the marketplace.* Ohio's strategy for building a skilled and educated

workforce must include strategies to infuse career readiness earlier in the K-12 continuum while simultaneously focusing on adult student success in career-technical education programs.

To ensure Ohioans are ready to succeed in this rapidly changing economy, our state is engaged in a fundamental and bold shift, infusing its education system with a career focus designed to achieve **two game-changing goals:**

1. **Ensure that, each year, the state increases the percentage of graduates who are enrolled and succeeding in post-high school learning experiences, including adult career-technical education programs, apprenticeships and/or two-year or four-year college programs; serving in the military; earning living wages; or engaged in meaningful, self-sustaining vocations; and**
2. **Ensure 65 percent of Ohioans ages 25-64 have postsecondary credentials.**

Ohio's bold vision for change starts with building greater awareness among students that careers are a big part of what life is all about and, consequently, a key goal of education. In February 2014, Ohio launched **Career Connections**, an initiative to more deeply expose students to varied and numerous career opportunities. In addition to Career Connections, the state is making significant progress in driving what will be a transformative change in the culture of its education systems, as well as the way in which business and industry interface with those systems. Data is being collected and analyzed. Career pathways are being defined, mapped and promoted. Career-technical education options are being expanded. Some policy levers, such as funding formulas, accountability systems and graduation requirements, are being aligned to support this work. Ohio's businesses, large and small, share a seat at the table for these conversations. Ohio's students today, more than ever before, are ready to reap the benefits from being better prepared for college and careers.

Ohio's work is far from done. The state's data collection and analysis must be deeper and more precise. Analysis is needed to ensure the state is using funding and accountability as levers to drive positive outcomes for students. Conversations between education and business must become more widespread and focused. Most significantly, more work is needed to achieve greater acceptance and adoption of the change that is envisioned. The state must build on its accomplishments and further expand its efforts so each student will know more about career possibilities, imagine his or her future, and be excited and engaged in learning in the context of his or her aspirations. In this future, each student masters greater academic and career knowledge and skills and emerges more prepared for success than ever before.

Ohio is proud of its focus on providing students high-quality career-technical educational experiences to prepare them for the jobs of the future. Career and college readiness enjoy equal standing in the state.

Building on a track record of career-focused education supports, including Ohio's Career Connections resources, dozens of identified career pathways, the SuccessBound initiative, a nationally recognized credit transfer system between secondary and postsecondary education, a dedicated accountability system for secondary career-technical education, a credential-based diploma pathway, guidance for granting high school credit for workplace learning and much more, Ohio is pleased to submit this four-year Perkins V Plan.

[1] https://cew.georgetown.edu/cew-reports/recovery-job-growth-and-education-requirements-through-2020/

[2] http://strongernation.luminafoundation.org/report/2018/#state/OH

NARRATIVE DESCRIPTIONS

Plan Development and Consultation

A.1. Describe how the State plan wasdeveloped in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.

The Ohio departments of Education and Higher Education developed the Perkins State Plan collaboratively with feedback from a variety of stakeholders across the state. Stakeholders were selected through collaborative efforts with professional organizations representing business, industry and the education community. This work was completed in three phases.

1. Beginning in April and May of 2019, four topically focused workgroups began meeting approximately one time per month, with more meetings scheduled as needed. The topical workgroups collaborated on details of the state plan, including policy development and implementation timelines. The workgroups deeply studied the contents of the Perkins V legislation, reviewed current Ohio policies and made recommendations for how Ohio will address these requirements in the Perkins V State Plan.

2. Recommendations from the topically focused workgroups were used by an internal working group to draft the contents of the state plan. In addition to drafting sections of the state plan, the internal workgroup, comprised of staff from across the Ohio departments of Education and Higher Education, created and updated relevant guidance, ensuring the appropriate changes were made to data and reporting and information technology systems. The group then communicated the work to relevant internal stakeholders.

3. The stakeholder committee then reviewed the content of the plan and provided feedback to the internal working group and topical work groups. Topics reviewed included accountability; local needs assessments and applications; programs of study to be developed and/or supported by the state; and implementation timelines, ensuring all Ohioans have access to the programs supported through Perkins and connections to other programs across the state. Members of the stakeholder group represented all stakeholder requirements outlined in the Perkins V legislation. Feedback from the stakeholder committee was summarized and provided to the internal working group and topical workgroups for consideration of relevant edits and updates.

Topical Working Groups

The agencies organized and facilitated workgroups on specific topics required in the law. These groups met monthly, with additional meetings scheduled as needed. Topics include:

Equity (workgroup ongoing)

- **Facilitator:** Ben Williams, National Alliance for Partnerships in Equity
- **Key Department of Education staff:** Leah Amstutz, Brenna Bartlett, Crystal Dortch, Cheryl Krohn, Amy Szymanski and Becky Crance

    - **Purpose:** Provide input on equity labs, data and supports needed at the local level to enact the equity provisions in the law.
    - Representatives collaborate with other workgroups to ensure equity provisions are being carried throughout the plan.
- ***External members:***
    - Joyce Malainy, Career-Technical Education Center of Licking County
    - Ben Carter, Canton City Schools
    - Amy Schakat, Southwestern City Schools
    - Laura Gale, Great Oaks Career Campus
    - Joel King, Warren County Career Center
    - Dan Murphy, RG Drage Career Center
    - Sharon Mastroianni, EHOVE Career Center
    - Dennis Blatt, Washington County Career Center
    - Jesse Maxfield, Mad River Local Schools
    - Keith Horner, Apollo Career Center

Local NeedsAssessment and Application

- **Facilitator**: Tawanna Fields-Mphande, Education Program Specialist, Office of Career-Technical Education
- **Key Department of Education staff:** Leah Amstutz
- **Key Department of Higher Education staff:** Brett Visger, Anthony Landis
- **Purpose**: The state is required to develop templates for the needs assessment and application. This group will:
    - Provide input and feedback on templates for the needs assessment and application;
    - Provide input and recommendations on the supports local Perkins recipients need to successfully complete the needs assessment and use the results to make any changes indicated by the needs assessment.
- ***External members:***
    - Cory Stein, Terra State Community College
    - Marisa Rohn, Stark State Community College
    - Katie Good, Washington State Community College
    - Frank Polen, Buckeye Career Center
    - Ken Porter, Ashtabula County Technical and Career Campus
    - Kip Crain, Wayne County Career Center

- Bob Timmons, Polaris Career Center
- Nancy Luce, Upper Valley Career Center
- Glenn Faircloth, Lorain County Joint Vocational School
- Krista Gearhart, Canton South High School
- Liz Jenson, Kettering City Schools
- Nathan Runyan, Akron City Schools
- Peggy Reeves, Medina County Career Center
- Terri Sandu, Lorain Community College

Data and Accountability

- **Facilitators:** Chris Woolard, Senior Executive Director for Performance and Impact and Shelby Robertson, Accountability and School Performance Administrator
-
    - **Key Department of Education staff**: Kelsey Stephens, David Ehle, Leah Amstutz
    - **Key Department of Higher Education staff:** Brett Visger, Anthony Landis
    - **Purpose**: Provide input on accountability measures, data collection supports, and reports needed to implement the data and accountability provisions of Perkins V.
    - ***External members:***
        - Brian Bachtel, Six District Compact
        - Ron Matter, Penta Career Center
        - Brook Click, Penta Career Center
        - Matt Meyer, Upper Valley Career Center
        - Marcy Roll, Upper Valley Career Center
        - Mary Beth Freeman, Delaware Area Career Center
        - Cheryl Mellen, Delaware Area Career Center
        - Krista Gearhart, Canton Local
        - Joshua Jennings, Global Impact STEM Academy
        - Kyle Newton, Warren Local
        - William Nye, Grand Valley School District
        - Amy Pogacsnik, Medina County Career Center

High-Quality Programs of Study

- **Facilitator:** Graham Wood, Program Administrator, Office of Career-Technical Education

- **Key Department of Education staff:** Graham Wood
- **Key Department of Higher Education staff:** Brett Visger, Anthony Landis, Paula Compton
- **Purpose:** Review and provide feedback on existing programs of study, with the intent of:
    - Ensuring existing programs of study meet the requirements of law;
    - Reviewing labor market data, including futuring data, to suggest areas where the state may need to add additional programs of study;
    - Reviewing labor market data to suggest areas where programs may need to be phased out;
    - Reviewing and providing feedback on Quality Program Standards; and
    - Reviewing and providing input on Annual Program Review processes for ensuring programs are of high quality.
- ***External members:***
    - Roger Wright, Four Cities Compact
    - Julie Sanford, Sylvania City Schools
    - Michelle Patrick, Springfield Clark Career Technology Center
    - Jerome Brockway, Ashtabula County Technical and Career Campus
    - Kyle Copley, Scioto County Career-Technical Center
    - Kevin Kratzer, Southern Hills Career-Technical Center
    - Carrie Fife, Pickaway-Ross Career Center
    - Tracy Green, Lorain County Community College
    - Lada Gibson-Shreve, Stark State Community College
    - Loleta Collins, Edison State Community College
    - Marcy Green, Cuyahoga County Career Center
    - Sonja Pluck, Madison Local Schools

Internal Working Group

The internal working group was charged with drafting sections of the state plan and considering recommendations from the topical workgroups and feedback from the stakeholder committee. This committee coordinated with working group facilitators and stakeholder committee facilitators to consider feedback.

- **Facilitator:** Leah Amstutz, Director, Office of Career-Technical Education

- **Purpose:** To share and discuss outcomes from topical and stakeholder engagement meetings, assist with drafting and reviewing plan sections and coordinate with the Ohio Department of Higher Education.
- **Internal Members:**
    -
        -
            - Steven Tate (Office of Learning and Instructional Strategies)
            - Neeta Agrawal (Office of Learning and Instructional Strategies)
            - Shelby Robertson (Office of Accountability)
            - Kelsey Stephens (Office of Data Quality and Governance)
            - Anthony Landis (Ohio Department of Higher Education)
            - Paula Compton (Ohio Department of Higher Education)
            - Brett Visger (Ohio Department of Higher Education)
            - Shannon Teague (Office for Improvement and Innovation)
            - Cheryl Krohn (Center for Teaching, Leading and Learning)
            - Amy Szymanski (Office for Exceptional Children)
            - Susannah Wayland (Office of Integrated Student Supports)
            - Matthew Imperato (Office of Integrated Student Supports)
            - Becky Crance (Office of Career-Technical Education)
            - Diane Neal (Office of Federal Programs)
            - Scott May (Office of Federal Programs)
            - Jason Wagner (Office of Chief Legal Counsel)
            - Toby Lichtle (Office of Communication and Outreach)

Note: This group sought expertise from other staff from the departments of Education and Higher Education as needed throughout the plan development process

Stakeholder Engagement Committee

The committee reviewed and provided feedback on key topics in the Perkins Four-Year State Plan, including accountability, local needs assessments and applications, programs of study to be developed and/or supported by the state, implementation timelines, ensuring all Ohioans have access to the programs supported through Perkins, and connections to other programs across the state.
Facilitators: Kate Kreamer, AdvancedCTE and Alisha Hyslop, Association for Career-Technical Education

Purpose: To review all materials in advance and share relevant information with their constituents to garner feedback to share at meetings. Additionally, share relevant opportunities for engagement (such as meetings and public comment periods) with the groups they represent.

External Members:

Secondary Educators

- Rich Baird, North Union Local Schools
- Greg Edinger, Vanguard-Sentinel
- Josh Gallagan, Delaware Area Career Center
- Krista Gearhart, Canton Local Schools
- Alicia Henry, Flex High School of Ohio
- Heather Powell, Williamsburg High School
- Sarah Taylor, Great Oaks Career Center
- Suzanne Wittmer, Mad River Local Schools
- Diane Zimmer, Firelands Local Schools

Postsecondary Educators

- Michael Evans, Ohio Association of Community Colleges
- Cassie Rickenberg, Northwest State Community College
- Lauren Massie, Career-Technical Education Center of Licking County
- Crystal Jones, Clark State Community College

Parents, Students and Community Representatives

- Rev. Landon Adams, Alpha Rho Lambda Education Foundation
- Jackie Arendt, Ohio Parent Teacher Association
- Lisa Newman, Mt. Healthy Preparatory and Fitness Academy
- Reese White, Delaware Area Career Center

- Eric Burkland, Ohio Manufacturer's Association
- Roger Geiger, National Federation of Independent Business – Ohio
- Gordon Gough, Ohio Council of Retail Merchants
- Lisa Gray, Ohio Excels
- Claudia Kovach, City Machine Technologies, Inc.
- Craig Sernik, Northeast Ohio Consortium Council of Governments
- John Sherwood, Governor's Office of Workforce Transformation

State Staff

- Leah Amstutz, Ohio Department of Education
- Devin Babcock, Office of Governor Mike DeWine
- Amy Dumbaugh, Ohio Department of Job and Family Services
- Senator Theresa Gavarone, Ohio Senate
- Julie Hance, Opportunities for Ohioans with Disabilities
- Christine Kohler, Ohio Department of Youth Services
- Representative Susan Manchester, Ohio House of Representatives
- Susannah Wayland, Ohio Department of Education

This committee met to provide input on the state plan according to the schedule below.

June 2019: Overview of the law and requirements, current career-technical education system across the state and the transition plan.August 2019: Local needs assessment and application discussion. September 2019: Equity discussion.November 2019: Data, accountability and program quality discussion. February 2020: Review final draft of the state plan, discuss public comment, finalize draft submission to governor's office.

Ohio Stakeholder Engagement Summary

Plan Development with Stakeholder Consultation			
Meeting Date	**Location**	**Meeting Name**	**Attendees/Registrants**
July 23-25, 2018	Ohio ACTE, Hilton Easton	2018 Connections to Education	200
September 18, 2018	Ohio University/Dublin Campus	Lead *for* Equity in Perkins V	38
September 18,2019	Webinar	Perkins V Webinar	18
September 19, 2019	Webinar	Perkins V Webinar	10
September 27, 2018	The Lodge at Hocking College	Regional Meetings	21
October 5, 2018	Columbus CC-Delaware	Regional Meetings	71
October 19, 2018	Great Oaks	Regional Meetings	43
Nobember 1, 2018	Mahoning County CTC	Regional Meetings	41
November 5, 2018	Penta Career Center	Regional Meetings	46
March 3, 2019	(RG Drage Auditorium)	Perkins V Regional Meetings	39
March 11, 2019	Sinclair Community College	Perkins V Regional Meetings	62
February 7, 2019	Owens Community College	Perkins V Regional Meetings	64
February 11, 2019	Columbus City Southland Facility	Perkins V Regional Meetings	71
February 14, 2019	Washington County Career Center	Perkins V Regional Meetings	25
November 19, 2018	Conference Call	Perkins V Conference Calls	14
December 4, 2018	Conference Call	Perkins V Conference Calls	24
December 18, 2018	Conference Call	Perkins V Conference Calls	26
January 15, 2019	Conference Call	Perkins V Conference Calls	14
January 29, 2019	Conference Call	Perkins V Conference Calls	19
February 12, 2019	Conference Call	Perkins V Conference Calls	No record
February 26, 2019	Conference Call	Perkins V Conference Calls	39
March 12, 2019	Conference Call	Perkins V Conference Calls	No record
March 28, 2019	Conference Call	Perkins V Conference Calls	10
April 17, 2019	Conference Call	Perkins V Conference Calls	6
April 29, 2019	Conference Call	Perkins V Conference Calls	14
May 14, 2019	Conference Call	Perkins V Conference Calls	No record
May 29, 2019	Conference Call	Perkins V Conference Calls	6
June 13, 2019	Conference Call	Perkins V Conference Calls	8
June 27, 2019	Conference Call	Perkins V Conference Calls	4
July 11, 2019	Conference Call	Perkins V Conference Calls	5
July 25, 2019	Conference Call	Perkins V Conference Calls	7
August 8, 2019	Conference Call	Perkins V Conference Calls	9
August 22, 2019	Conference Call	Perkins V Conference Calls	10
September 5, 2019	Conference Call	Perkins V Conference Calls	6
September 19, 2019	Conference Call	Perkins V Conference Calls	9
October 3, 2019	Conference Call	Perkins V Conference Calls	14
October 31, 2019	Conference Call	Perkins V Conference Calls	17
November 14, 2019	Conference Call	Perkins V Conference Calls	23
July 31, 2019	Ohio ACTE, Hilton Easton	Equity Workgroup	26
September 9, 2019	Ohio Department of Education	Equity Workgroup	19
June 27, 2019	Ohio Department of Education	High Quality Programs of Study Workgroup	13
July 31, 2019	Ohio ACTE, Hilton Easton	High Quality Programs of Study Workgroup	17
August 29, 2019	Ohio Department of Education	High Quality Programs of Study Workgroup	19
October 30, 2019	Conference Call	High Quality Programs of Study Workgroup	11
June 27, 2019	Ohio Department of Education	Comprehensive Local Needs Assessment Workgroup	11
July 31, 2019	Ohio ACTE, Hilton Easton	Comprehensive Local Needs Assessment Workgroup	20
August 20, 2019	Ohio Department of Education	Comprehensive Local Needs Assessment Workgroup	20
September 23, 2019	Skype Session	Comprehensive Local Needs Assessment Workgroup	14
September 27, 2019	Ohio Department of Education	Comprehensive Local Needs Assessment Workgroup	19
July 31, 2019	Ohio ACTE, Hilton Easton	Data & Accountability Workgroup	27
September 5, 2019	Delaware Career Center	Data & Accountability Workgroup	18
September 25, 2019	Conference Call	Data & Accountability Workgroup	17
January 15, 2019	Ohio Department of Education	Data & Accountability Workgroup	13
October 8, 2019	Skype Session	Perkins V Kick-Off Secondary /Postsecondary	215
Novmber 11, 2018	Skype Session	Perkins Re-authorization and FCS Post-secondary	7
Ocotober 17, 2018	Ohio State University	Ohio Ag Ed Community Meeting	18
July 29, 2019	Ohio ACTE, Hilton Easton	2019 Connections to Education / CTE Updates	125
July 30, 2019	Ohio ACTE, Hilton Easton	2019 Connections to Education / Perkins Roundtable	40
September 12, 2019	Penta Career Center	Mock Equity Lab	15
June 28, 2019	Ohio Department of Natural Resources	Perkins V Comprehensive Stakeholder Engagement	36
August 27, 2019	Ohio Department of Natural Resources	Perkins V Comprehensive Stakeholder Engagement	24
November 22, 2019	Ohio Department of Natural Resources	Perkins V Comprehensive Stakeholder Engagement	19
February 3, 2020	Ohio Department of Natural Resources	Perkins V Comprehensive Stakeholder Engagement	17

A.2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career-technical education, postsecondary career-technical education, and secondary career-technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V).

The state plan was developed in collaboration between the Department of Education and Department of Higher Education. The Department of Education is responsible for secondary education in Ohio, while the Department of Higher Education coordinates postsecondary education, which includes universities, colleges and adult career centers. No objections were made in the development of the state plan.

A.3. Describe opportunities for the public to comment in person and in writing on the State plan (Section 122(d)(14) of Perkins V).

To disseminate the plan and provide opportunities for public comment, the Department of Education, in collaboration with the Department of Higher Education, conducted two public hearings on the State Perkins V plan.

The following groups were informed about the hearings through various channels, including social media advertising that was published 30 days prior to the first hearing: teachers, faculty, specialized instructional support personnel, paraprofessionals, school leaders, college and career center administrators, authorized public chartering agencies and charter school leaders employers, labor organizations, parents, students, and community organizations.

The following text was provided:

The Ohio Department of Education is holding public hearings on Ohio's four-year (FY2020-2023) career-technical education plan, *Strengthening Career-technical education for the 21st Century Act (Perkins V)*. This law reauthorizes the Carl D. Perkins Career-technical education Act of 2006, known as Perkins IV. Perkins V makes key changes to implementing career-technical education programs and administrative processes.

A draft of Ohio's plan will be available on the Ohio Department of Education's website; and the department will present and take comments during the two public-comment hearings:

- Wednesday, December 4, 10 a.m., Pike County Career Tech Center, 175 Beaver Creek Rd. Piketon; and
- Wednesday, January 8, 10 a.m., Sandusky High School/Career Center, 2130 Hayes Ave., Sandusky.

For answers to general questions about the public hearings, contact Rhedeshia Young-Willingham or call (614) 387-6001.

Perkins V requires each eligible agency desiring assistance for any fiscal year under the Act to prepare and submit a State plan to the Secretary. Each eligible agency must develop its State plan in consultation with key stakeholders, the Governor, and other State agencies with authority for career-technical education, consistent with section 122(c) of the Act.

Each eligible agency shall make the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval under this subsection. In the plan the eligible agency files under this subsection, the eligible agency shall provide an assurance that public comments were taken into account in the development of the State plan. Section 122(a)(3)(4).

A draft of Ohio's plan will be shared and public comment taken during the hearings. For more information go to Perkins V webpage*. Further information can be obtained* Rhedeshia Young-Willingham or call (614) 387-6001.

The following audiences were notified prior to the hearings:

- K-12 principals;
- Community school principals;
- Community school superintendents;
- Public school superintendents;
- Education associations;
- Ohio public libraries;
- Perkins V Stakeholder Committee (September 2019);
- Ohio technical Center directors;
- Community college stakeholders.

The following means of communication were used:

- EdConnection (53,719);
- Social Media – Twitter;
- Facebook advertisement;
- GovDelivery (171,965);
- Postsecondary email List Serves.

In addition to public hearings, the state plan was posted on the Perkins V page of the Ohio Department of Education website, with a survey link clearly identified and available for public comment.

Public Hearing Process

The two hearing locations were selected to geographically represent the north and south regions of the state. The director of the Office of Career-Technical Education at the Department of Education and the senior director who oversees postsecondary career-technical education presented formal information and monitored the discussion and questions at each of the three-hour hearings. The draft plan was posted on the Department of Education and Department of Higher Education websites seven days prior to the hearing. Additionally, paper copies were available at each hearing site.

Names of those attending were documented via a sign-in sheet. Those giving formal, oral testimony (limited to five minutes per person, per site) also signed a separate sheet. Spoken testimony was audio taped. An option of written (regular mail, submission at the site or email) also was communicated. Any written comment received by 5 p.m. on Jan. 10, 2020, 40 days from the plan posting date, was accepted into record.

Spoken testimony was transcribed by a court reporter and combined with written testimony that is provided verbatim in Appendix A.6 of this plan with a synthesis of the formal testimony topics and respective responses from the state. The appendix also includes data with specific numbers of attendees at each hearing.

Additionally, the Office of Career-Technical Education provided two staff members to take handwritten notes of public hearing informal comments and questions. This informal discussion, along with formal testimony, was studied and used to form the final Perkins V plan.

Likewise, both before and after public hearings, input was solicited and received from various constituent professional associations, such as the Ohio Association of Career-Technical Superintendents, Ohio Association of City Career-Technical Schools, Ohio Council of Chief Academic Officers of Two-Year Colleges and Ohio Association for Career-Technical Education. Input from these groups was considered by those drafting the plan and their views were communicated to the state leadership who finalized the plan.

B. PROGRAM ADMINISTRATION AND IMPLEMENTATION

Program Administration and Implementation

B.1.a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career-technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V).

Ohio is engaged in a wide variety of workforce development activities aligned to the education and skill needs of Ohio employers, as identified by the state workforce development board. In many respects, these activities are changing the culture of the education system and the way business and industry interface with that system. The Governor's Office of Workforce Transformation, whose mission is to connect Ohio's business, training and education communities to build a dynamically skilled, productive and purposeful workforce, is a driving force for this change. The Office of Workforce Transformation coordinates the activities of the state's workforce development board. Collaboration between business, government and education is happening more than ever before in the context of the following education and workforce development activities.

State-Supported Workforce Development Activities

- **Career Connections**

  Career Connections is a joint initiative between the Department of Education, Governor's Office of Workforce Transformation, Department of Higher Education and OhioMeansJobs. Career Connections began in 2012 by providing a framework for students to develop a vision and realistic plan for their futures – from kindergarten through grade 12 and beyond. Career-focused learning strategies are embedded into Ohio's Learning Standards for English language arts, mathematics, science and social studies, allowing teachers to easily integrate career-related information into their daily classroom instruction. Career Connections aligns the many efforts around college and career readiness to support students to be challenged, prepared and empowered.

- **OhioMeansJobs-Readiness Seal**

  The OhioMeansJobs-Readiness Seal is a formal designation students can earn on their high school diplomas and transcripts indicating they have the personal strengths, strong work ethic and professional experiences businesses have identified as important employability skills. The Readiness Seal includes 14 competencies a student can demonstrate across at least three work- or community-based learning experiences, as certified by adult mentors.

- **Work-Based Learning**

  Work-based learning is a coordinated sequence of experiences designed to

provide students with real-world learning through partnerships with local business and industry. These learning activities help a young person explore careers and choose an appropriate career path.

The Department of Education maintains and shares tools to aid businesses and schools in creating and managing work-based learning opportunities for students.

- **ApprenticeOhio**

  Apprenticeships are an integral part of Ohio's career-technical education work-based learning framework. ApprenticeOhio is a one-stop resource for apprenticeship information. Current and prospective apprentices and employers can use this tool to learn more about becoming an apprentice or sponsoring a registered apprenticeship program.

Registered apprenticeship programs teach high-level skills for today's workplace. Ohio has more than 600 registered apprenticeship programs in diverse fields such as construction, energy, healthcare, manufacturing and utilities. Ohio is committed to facilitating student access to the proven advantages of registered apprenticeship training. The Ohio State Apprenticeship Council registers and monitors apprenticeship programs to ensure quality and safety.

Quality pre-apprenticeship programs provide an important bridge to apprenticeships for Ohioans who may lack the skills or experience to take that step on their career paths. The pre-apprenticeship program teaches basic technical and job-readiness skills for a designated apprentice occupation or sector to prepare students for a formal registered apprenticeship training program.

Though pre-apprenticeship training is not subject to laws governing the registered apprenticeship system, it has a direct effect on stakeholders in that system. For the benefit of its stakeholders – the workers, employers and apprenticeship sponsors of Ohio – the Ohio State Apprenticeship Council has established a means to identify and publicly recognize quality pre-apprenticeship training.

- **Ohio's In-Demand Jobs List**

  Ohio's In-Demand Jobs List is comprised of the jobs for which there is the greatest need and that pay a living wage. The list allows the state to align resources and policies to address the critical workforce needs of employers. Educators and trainers can use this information to tailor workforce training programs to meet the future hiring needs of employers and allow businesses to grow.

- **Business Advisory Councils and Career-Technical Advisory Committees**

  To help build relationships between businesses and schools, Ohio law (Revised Code section 3313.82) requires every school district and educational service center to have a business advisory council. Recently, the Ohio General Assembly enacted Ohio Revised Code section 3313.821, which directs the superintendent of public instruction, in consultation with the Governor's Executive Workforce Board, to develop standards for the operation of business advisory councils established by the boards of education of school districts or the governing boards of educational service centers throughout the state.

Business advisory councils foster cooperation among schools, businesses and the communities they serve, ensuring the work of educators aligns with the needs of businesses. This cooperation can make a local education system more aware of the local labor market, promote work-based experiences within businesses, increase the awareness among students of career opportunities,

and help students prepare for successful learning and employment. Business advisory councils include local and regional business leaders who are familiar with business and industry needs and partner with district leaders to plan and carry out the council's work.

Ohio law (Ohio Administrative Code section 3301.61) directs career-technical education programs to develop and maintain career-technical advisory committees reflecting career fields and authorized by local boards of education. Committees engage business and industry and postsecondary representatives and use input from professional associations, labor, government and the community. Advisory committees identify new and emerging careers; advise current programs on curriculum, assessment, work-based learning, facilities and equipment; engage educators to improve and expand programs; and ensure the quality of the program using the Department of Education's Quality Program Standards.

- **Industry Credential Initiatives**

To support career-focused learning, the state's most recent biennial budget included a series of initiatives and requirements designed to incentivize the earning of industry-recognized credentials. The following are explanations of these new initiatives.

1. ***Notifying Students of Industry Credential Opportunities:*** Ohio now requires each school district to notify students who are enrolled in relevant, career-technical education courses about industry-recognized credential opportunities.

1. ***Industry Credential Payment and Reimbursement ($8 million):*** Each school district now must pay for the cost of any student's industry-recognized credential. The district can then seek reimbursement from the Department of Education for the costs when the student earns the credential. The biennial budget appropriated $8 million in each fiscal year for this purpose.

1. ***Innovative Workforce Incentive Program ($12.5 million):*** The budget legislation created the Innovative Workforce Incentive Program to promote high school students earning industry-recognized credentials in priority industry sectors. The program will identify credentials eligible for an additional $1,250 to be paid to the educating entities. These incentive dollars will be paid to a school district that reports a student as earning a credential from the Innovative Workforce Incentive Program list.

1. ***Innovative Workforce Incentive Program Implementation Grants($4.5 million):*** The biennial budget allocated $4.5 million each fiscal year to support implementation of the Innovative Workforce Incentive Program to help districts, community schools, and science, technology, engineering and mathematics schools establish qualifying credentialing programs. This grant opportunity prioritizes credential programs that can be completed in the senior year of high school. It also prioritizes the establishing of these programs in schools that do not currently have them.

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2. ***TechCred ($30 million)*****:** This program provides resources for postsecondary incumbent worker training that leads to a technology-focused career-technical credential. It is administered through the Development Services Agency, and the chancellor of the Department of Higher Education is responsible for developing the list of eligible credentials.

- **Comprehensive Local Needs Assessment**

Ohio will use the comprehensive local needs assessment (Appendix A.3) to ensure programs of study align to, and are validated by, local, regional and statewide workforce needs and economic priorities. The comprehensive local needs assessment will be completed by each local recipient every two years and will be a required element to start a new program or to renew existing programs. The comprehensive local needs assessment will ensure labor market alignment, high-quality programs, and equity and access for all populations. In addition, the program application and renewal process will require alignment with Ohio's In-Demand Jobs List. If a pathway program does not align to the list, a narrative with supporting evidence showing local or regional demand will be required.

The listed activities highlight some of the formal ways business and industry are involved in the career preparation of students in Ohio. Throughout the design and maintenance of Career-Technical Programs of Study, as provided by the Departments of Education and Higher Education, business and industry partners are invited and encouraged to share their needs. These processes are discussed in detail in the response to question B.2.a, including the involvement of futuring and advisory panels.

B.1.b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career-technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

The Governor's Office of Workforce Transformation, Department of Education, Department of Higher Education, Opportunities for Ohioans with Disabilities, Department of Aging, and Department of Job and Family Services have developed a shared vision and goals that support the creation and execution of the Workforce Innovation and Opportunity Act combined plan.

Vision:
An Ohio where business, training and education are aligned to meet the needs of employers, individuals and their communities.

Goals:

- Coordinate efforts across entities (public, private, local and state) to reduce unnecessary duplication and maximize resources.
- Leverage technology and data to create efficiencies and improve services and outcomes.
- Deploy locally driven programs that produce results.
- Invest in and promote education and training for jobs that:
    - Empower people with 21st century skills and strengthen Ohio's strategic economic advantage;
- Ensure our state has a workforce to support the health and well-being of Ohioans, their families and communities.

Ohio's career-technical education programs are positioned to assist the state in meeting these goals by infusing the following guiding principles set by the Governor's Office of Workforce Transformation into the delivery of programs through its secondary and postsecondary workforce development programs.

- **Guiding Principle 1:** Connect business and education to make significant progress toward the vision. Agencies must work to connect business and education efforts throughout the state to build a dynamically skilled, productive and purposeful workforce.
- **Guiding Principle 2:** Create a culture of continuous learning to empower Ohioans to succeed in the 21st century workplace and meet business needs. Agencies must provide opportunities for individuals to continuously learn, upskill and reskill, and create a culture that encourages continuous learning.
- **Guiding Principle 3:** Build career pathways to prepare Ohioans for future jobs. Agencies must build career pathways that offer on ramps and off ramps for educational attainment to suit the individual needs and aptitudes of Ohio's students and job seekers while preparing them for successful and purposeful careers.
- **Guiding Principle 4:** Leverage data for accountability to pursue continuous innovation and improvement of workforce initiatives while remaining accountable to the taxpayer. Agencies must consistently collect data and measure the results.
- **Guiding Principle 5:** Coordinate workforce efforts to prevent duplication and increase efficiency and effectiveness. Agencies must collaborate with partners and governments to coordinate workforce efforts for the benefit of Ohio's job seekers and businesses.

Moreover, this work is guided by Each Child, Our Future, Ohio's shared plan for its preK-12 education system, which envisions that each Ohio student is *challenged*, *prepared* and *empowered* for his or her future success. Ohio's career-technical education programs assist in supporting meeting the needs of the whole child through integrating the plan's three core principles in the secondary and postsecondary career-technical education system, as follows:

1. **Equity:** Each child has access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family background and/or income.
2. **Partnerships:** Everyone, not just those in schools, shares the responsibility of preparing children for successful future.
3. **Quality Schools:** Schools are an important destination where many individuals and factors come together to serve the student, including school leaders, teachers, curriculum, instruction, student supports, data analysis and more.

B.1.c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

Ohio is submitting its plan for career-technical education as part of a Workforce Innovation and Opportunity Act Combined State Plan. The decision to collaboratively develop and submit this combined plan is a direct result of the two supporting goals for the state's strategic vision:

- Coordinate efforts across entities (public, private, local and state) to reduce unnecessary duplication and maximize resources;
- Leverage technology and data to create efficiencies and improve services and outcomes.

The following state agencies participated in three, combined state plan strategy and writing sessions to ensure alignment of plan elements and utilization of collaborative resources:

- Department of Education
- Department of Higher Education;
- Governor's Office of Workforce Transformation;
- Department of Job and Family Services;
- Opportunities for Ohioans with Disabilities;
- Department of Aging.

The sessions resulted in the identification of strategies to align programming and initiatives across agencies to the state's strategic vision. The immediate goal was to produce a comprehensive plan for Ohio's future workforce with aligned supporting strategies. The sustainable result will be a common vision, language and system of supports for future collaboration.

To support its strategic workforce vision and four goals, Ohio has developed the following strategies and action items for implementation or expansion. As shown, Goal 1 relates directly to the alignment of core program resources while Goals 2, 3, and 4 primarily relate to promoting in-demand occupations and career pathways.

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

Strategy: Promote consistency across core programs

Action Items:

- **Combined State Plan.** Ohio's Combined State Plan includes the core programs of WIOA, W-P, JVSG, Aspire Adult Education and Literacy, Carl D. Perkins Act, VR programs, and SCSEP. This united approach will further support the State's efforts to promote consistency, reduce unnecessary duplication, and maximize resources.
- **In-Demand Jobs List.** As discussed in the **response to Section II Strategic Elements (a) Economic, Workforce, and Workforce Development Activities Analysis, (1) Economic and Workforce Analysis, (A) *Economic Analysis*, (i) Existing Demand Industry Sectors and Occupations**, the State has created an In-Demand Jobs List that includes sectors and occupations with greater than average projected job openings or growth, along with median wages equal to or greater than 80 percent of Ohio's median wage. It influences how Ohio invests in its education and training programs as well as its how it promotes career pathways to students within the K-12 system. The State will use the In-Demand Job List across all core programs to foster cross-agency workforce alignment, promote consistent training investments and curricula development, and encourage comparable career planning services.

- **Critical Jobs List.** The Critical Jobs List is informed by Ohio experts, including the Governor's Children's Initiatives and RecoveryOhio. It includes sectors and occupations that have been identified as crucial to the health and wellness of Ohioans. Included jobs must provide long-term career pathways. The Critical Jobs List will be available on the TopJobs portal and will be utilized across all core programs in a manner similar to the In-Demand Jobs List to further promote alignment of services and resources.

- **Industry-Recognized Credentials of Value.** Supporting the In-Demand Jobs List and the Critical Jobs List, the State is developing a uniform listing of credentials and certifications that are required to secure and maintain employment within the identified sectors and occupations. Additionally, Ohio will explore creating consistent methods and approaches for the core programs to use when vetting and approving training providers that offer instruction for the Industry-Recognized Credentials of Value.

- **Inter-Agency Listing of Workforce Programs.** OWT has recently identified and inventoried all workforce-related programs across the State's cabinet agencies. The detailed register includes information about each program's name, population served, primary activities, lead agency, partners and stakeholders, funding levels and sources, and data tracking and reporting systems. The Inter-Agency Listing will help increase State staff's awareness about the various types of workforce services that are available throughout Ohio, further promoting consistency, cooperation, and collaboration among the core programs.

- **WIOA Regional Plans.** The State has fully embraced the regional planning efforts allowed under WIOA. It has created 10 distinct regions that represent Ohio's unique labor markets. Each has created its own WIOA Regional Plan. They will be modified in the upcoming year reflect the most current demographics, needs, and strategies. The State will continue to encourage the local workforce areas that comprise each of the regions to actively identify how to streamline processes, provide consistent services, and eliminate duplicative efforts.

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

Strategy: Using technology effectively

Action Items:

- **Improved Customer Experience.** Ohio is committed to continuously improving services and outcomes for its customers. It recently secured a vendor to make critical changes to OhioMeansJobs.com. Rather than arbitrarily prescribing to the vendor the specific modifications to be made, the State will conduct stakeholder surveys and forums to hear directly from customers about what they would like to see changed. The goal is to improve the customer experience, making the technology solutions more intuitive and easier-to-use.

- **Virtual Services.** Ohio currently has a variety of virtual workforce services, including job-searching, upskilling, and career-pathing activities available on OhioMeansJobs.com. Additionally, the State is developing virtual classrooms for its Aspire Adult Education and Literacy program to increase its ability

- to reach customers who may have transportation and/or childcare barriers that prevent them from fully participating in a traditional setting. Moreover, these virtual services

will also be helpful in rural areas where programs and services may not be readily available at a physical location.

- **Workforce Supply Tool.** Another mechanism that supports Ohio's strategy of using technology effectively is the recently developed Workforce Supply Tool. As discussed in the **response to Section II Strategic Elements (a) Economic, Workforce, and Workforce Development Activities Analysis. (1) Economic and Workforce Analysis, (B)** ***Workforce Analysis,*** **(iv) Skills Gaps**, this tool provides businesses with information on students currently enrolled in high demand fields, as well as projections for individuals who currently possess skills and educational requirements in these occupations. Employers are able to obtain specific contact information for educational programs that train individuals in their particular sectors and training providers are able to identify similar programs and better coordinate degree and certificate curricula.

- **Workforce Success Measures Dashboard.** The State has created its online Workforce Success Measures Dashboard found at https://workforcesuccess.chrr.ohio-state.edu/home**.** Spotlight pages provide statewide or county-level snapshots of workforce program participation and outcomes, including contextual information regarding demographic and labor force statistics. Programmatic data is reported for (1) job placement, (2) skills development, (3) wage enhancement, and (4) value to businesses. This innovative tool will enable the State and its key stakeholders to continuously monitor progress and outcomes across the core programs, promoting efficiencies and improved accountability.

Goal 3: Deploy locally driven programs that produce results.

Strategy 1: Identify local business needs

Action Items:

- **Ohio's Industry Sector Partnerships.** Ohio's Industry Sector Partnership Grant Program will help fund collaborative efforts between local business, education, training provides, and community stakeholders that are invested in improving their region's workforce. The grant will invest in local collaboration that benefits Ohio residents and Ohio job creators. Industry sector partnerships design and implement workforce strategies for specific sectors in individual regions.

- **Business Advisory Councils at Local School Districts.** Ohio law requires that every school district and educational service center to have a Business Advisory Council. To increase quality and accountability, the State recently established specific standards regarding these Councils' roles and responsibilities. Business Advisory Councils should (1) *advise* local school districts on changes in the economy and job market and the area in which future jobs are most likely to be available, (2) *advocate* for the employment skills most critical to business and industry and the development of curriculum to teach these skills, and (3) *aid and support* local school districts by offering suggestions for developing a working relationship among businesses, labor organizations and educators. These new unified standards will better align education and training programs with local business needs.

- **Inter-Agency Business Teams.** Ohio is encouraging its Local Workforce Development Boards to implement Memorandums of Understanding (MOUs) with additional partners beyond the core programs, such as JobsOhio, the Ohio Department of Veterans Services, and local and regional economic development organizations. The Inter-Agency Business

Teams will promote a more collaborative approach to business relations, including consistent outreach methodologies, transparency among partner organizations, and packaging of collective services is used at the local level.

Strategy 2: Increase Access to Services

Action Items:

- **Public Libraries.** Currently, Aspire classes are held at 69 libraries across Ohio, greatly increasing access to adult education and literacy services. To improve access to other workforce development services, especially in rural areas with limited public transportation options, each Local Workforce Area has created strategic MOUs with its local library system. Collaborative efforts included in these MOUs range from the sharing of information and training on WIOA programs and library resources to allowing library space for WIOA case managers to provide services to businesses and job seekers. In some local areas, the library may be a partner in the OhioMeansJobs center or a member of the local workforce development board or both.

- **LinkedIn Learning.** In addition to physical locations such as libraries, the State is also investing in technology to further increase access to workforce services. All Ohioans with a library card are able to take unlimited, free online training courses through LinkedIn Learning (which is typically a paid service). Customers may use either a computer or mobile device to participate in over 15,000 courses such as software development, data analytics, and cyber security that are taught by industry experts.

- **Community College Acceleration Program.** Ohio's community colleges serve as critical entry points for individuals to gain and improve skills that lead to long-term employment and continued career advancement. However, some persons may discontinue their postsecondary education prior to securing a credential or diploma. To help students remain in school, Ohio is implementing the Community College Acceleration Program. Under it, the State will use Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T) funding to match 50 percent of community college expenditures for financial, academic, and personal support services provided to students in need. The Community College Acceleration Program currently being offered at five test locations.

- **Centers for Training Excellence.** The Ohio Technical Centers (OTCs), formerly known as Adult Workforce Education Career Centers, have provided an opportunity since the 1980s to offer a cost efficient and educationally effective way to train and upgrade the skills of employees at local companies within their service areas. OTCs that qualified for this distinction were granted additional funding to offer a common core of training and student support services. In 2016, ODHE in collaboration with Career and Technical Education Superintendents, Directors and Treasurers reimagined this original concept known as "Full Service Centers" to be more inclusive of all OTCs with a specific focus around customized/contract training and business consultation services. OTCs that are recognized as Centers for Training Excellence (CTXs) are in the prime position to quickly respond to the needs of local and regional businesses across the State.

Goal 4: Invest in and promote education and training for jobs that:

- empower people with 21st century skills and strengthen Ohio's strategic economic advantage; and

- ensure our state has a workforce to support the health and well-being of Ohioans, their families and communities.

Strategy 1: Expand career opportunities through education and training

Action Items:

- **Innovative Workforce Incentive Program.** To inspire youth to identify paths to success through career-focused learning, the State will be providing $12.5 million in funding to schools to help students earn industry-recognized credentials. Of this total, $4.5 million will be used to support start-up grants that support additional program offerings and $8 million will be used to pay for the credentialing assessments so that students do not have to pay these fees out-of-pocket. Students can earn industry-recognized credentials while in school through comprehensive career-technical education programs, through programs dedicated specifically to credentials for students in their senior year, or through existing courses that integrate the content needed to successfully obtain the credential.

- **Readiness Seals for High School Graduates.** To ensure that every student is prepared for career and college when they graduate from high school, Ohio recently adopted new graduation standards for the class of 2023 and beyond. Students will prepare for their future by completing course requirements, demonstrating a competency in English and math, and earning new Readiness Seals in key areas that show foundational and well-rounded knowledge, skills, and competencies. These include the OhioMeansJobs Readiness Seal, a College-Ready Seal, A Military Enlistment Seal, and a seal earned by achieving an Industry-Recognized Credential.

- **Success Bound.** The SuccessBound initiative began in 2017 under a grant earned from JP Morgan Chase to better engage and inspire students about the variety of exciting careers available in Ohio. The multi-pronged approach includes schools, businesses, students, families, and communities. The State will continue to use this innovative program to further raise student awareness about career-preparation opportunities available through College Credit Plus, Choose Ohio First, OTCs, community colleges, career-technical education options, intentional academic coursework options, and apprenticeship programs.

- **Work-Based Learning Toolkit.** To help its high school educators obtain firsthand experience in the fields of study that they are interested in or teaching, the ODE is currently improving their work-based learning toolkit. It is planned to include activities such as hands-on training, internships, and externships that will enhance and improve the students' and instructors' ability to explain, coach, and demonstrate to students how particular skill sets are used on the job.

- **College Credit Plus.** The State has developed its College Credit Plus initiative that establishes clear pathways for students to earn college credit and expands the program to include students in grades 7 through 12 who are deemed college-ready. Under College Credit Plus, students will be able to take college courses from local community colleges or universities, allowing them to earn high school and college credits at the same time. They will be provided with a wider range of class options and will be able to complete general education college requirements while in high school.

- **Choose Ohio First.** The State will prepare a workforce ready for STEMM (Science, Technology, Engineering, Mathematics, and Medicine) occupations, through its Choose

Ohio First initiative that will invest $28 million this year and $40 million next year. It provides postsecondary students with increased access to and awareness about available careers in innovative industries such as aerospace, medicine, computer technology, and alternative energy. A portion of the funding will be used for competitive scholarship funding at Ohio's colleges and universities to support undergraduate and qualifying graduate students, further facilitating the completion of baccalaureate degrees in cost effective manner. In 2019, ODHE announced a new scholarship for degree and certificate programs designed to strengthen Ohio's workforce in fields such as coding and cybersecurity. It also promotes the recruitment of underrepresented STEMM student groups including women and students of color.

- **Applied Bachelor Degree Programs.** In 2017, the State established a program allowing its community colleges, State community colleges, and technical colleges to offer Applied Bachelor's Degrees. This expanded approach increases Ohioans' access to higher education degree opportunities. A complete listing of all approved degree programs is found at https://www.ohiohighered.org/program-approval/public.

- **Experiential Learning.** Ohio increased access to apprenticeships by allowing an OTC, community college, higher education institution, or local workforce board to serve as a registered sponsor for an approved program which reduces the time businesses must spend filling out paperwork. The State will now explore creating additional avenues for work-based training, such as flexible apprenticeships, internships, and co-op programs that will enable individuals to earn while they learn.

- **TechCred.** Ohio announced its TechCred program in October 2019 to help businesses invest in new technology skills for their employees. TechCred will help businesses better prepare their existing workforces for jobs in today's advanced, technology-infused economy. It gives employees the ability to earn technology-focused credentials; making them more valuable and leading to improved job security and increased career advancement opportunities. Using the TechCred program, businesses will be able to identify the employees whose skills they want to improve for more advanced positions in technology-focused jobs, such as advanced manufacturing and information technology. Credentials eligible for the program must be short-term, industry-recognized, and technology-focused. They will be suggested by businesses and approved by ODHE. The State will reimburse employers up to $2,000 per earned credential.

- **Industry-Recognized Credentials of Value.** Ohio will work with key employers, sector partnerships, business associations, trade organizations, and others to identify credentials of value that are needed to fill jobs in its in-demand and emerging industries. The primary focus will be to classify specific credentials that provide entryway into employment along with additional "stackable" credits that may be obtained later, leading to additional certifications and further career advancement. Moreover, as discussed under Goal 1 above, Ohio will explore creating consistent methods and approaches for the core programs to use when vetting and approving training providers that offer instruction for the Industry-Recognized Credentials of Value.

- **Strategy 2:** Provide targeted assistance for key populations within the labor force**Action Items:**

- **Ohio College2Careers.** The State has implemented its new Ohio College2Careers program to ensure college students with disabilities have the support they need to complete their degree and/or credential, earn higher wages, and meet the demands of tomorrow's labor market. The program embeds an OOD VR Counselor at the disability services offices at 15 public colleges and universities. They assist students with disabilities by providing additional supports such as career exploration, career counseling, assistive technology, resume and interview preparation, and placement at internships and permanent employment. Ohio College2Careers also expands OOD's business relations staff at the career services offices at these same institutions, coordinating employment efforts for students with disabilities and better connecting them to OOD's expansive employer partner network.

- **Vocational Apprenticeships.** Ohio is established as a Disability Inclusion State and Model Employer of Individuals with Disabilities. As such, all State agencies are required to increase efforts to recruit, hire, and advance people with disabilities. To support this effort, the State has developed an internship/apprenticeship program for students and adults with disabilities to assist them in gaining access to State government employment. It is planned that OOD will fund approximately 40 internship opportunities annually under this initiative, creating a strong recruitment pipeline for permanent employment.

- **Jobs for Recovery.** To help individuals with mental health and substance abuse disorders, the State has established the Jobs for Recovery Program. Under it, OOD will embed a VR Counselor as an active member of the drug court team, providing support and assistance to help impacted individuals secure a job and remain employed.

- **Ohio's Plan to Raise Literacy Achievement.** The State will increase the literacy levels of its youth through Ohio's Plan to Raise Literacy that includes the following five elements:

    - Proven practices will be used by and shared among educational entities to provide language and literacy instruction and interventions to all learners.

    - Educational entities will implement a Multi-Tiered System of Supports with fidelity and make data driven decisions to meet the needs of all learners.

    - Teacher capacity will be aligned so that all learners will have access to high-quality, evidence-based language and literacy instruction with interventions to meet their individual needs.

    - Families will be more equipped and empowered and will become more engaged partners in the language and literacy development of their children.

    - Community collaboration will allow for more children to experience language-rich literacy-based environments outside of school and prior to entering school.

- **Aspire.** Ohio will continue to offer Adult Education and Literacy programs at locations across Ohio, including public libraries. It will also develop virtual classrooms to reach individuals who may have difficulty traveling to a brick and mortar location.

- **Skills Training for Older Workers.** The State actively uses its SCSEP to provide training opportunities for older adults, targeting both in-demand and critical jobs. Through SCSEP, older adults develop individual employment plans based on each customer's particular skills, experiences, and interests.

- **Military Strategic Implementation Team (MSIT)**. ODHE created MSIT to work with Ohio's public institutions to conduct a thorough review of current institutional policies and practices, and to improve the process for awarding college credit for military training, experience, and coursework. These efforts have resulted in an infrastructure and system that is welcoming and responsive to the needs of veterans.

- **Alternative Service Points.** To improve accessibility to programs for low-income individuals, the State will develop alternative delivery mechanisms, such as providing workforce services at public libraries or using technology to deliver education and training coursework. It will also work to expand skill training offerings at the OTCs and community colleges located within and near the Appalachian Region.

- **Career-Tech in Correctional Institutions**. Career-technical programs are offered in youth and adult correctional facilities in Ohio. The prison agencies – Ohio Department of Rehabilitation and Correction, through the Ohio Central School System, and the Ohio Department of Youth Services, through Buckeye United School District - collaborate with the Office of Career-Technical Education, ODE, to receive career-technical support from Federal Perkins and State dollars.

- **O.N.E. Stop Recidivism.** To help individuals with re-entry into the workforce, Ohio has implemented its Offender Network for Employment to STOP (O.N.E. STOP) Recidivism program in select adult and all juvenile correctional facilities across the State. Prior to release, individuals are able participate in a variety of workforce services, including career planning, education and training courses, and job search activities. Upon release, they may seamlessly transition services any OhioMeansJobs Center. The State will explore expanding O.N.E. STOP Recidivism to additional facilities to provide increased access to services.

- **Bridges**. Ohio's new Bridges program will allow young adults who age out of foster care to request supports toward independence any time up until their 21st birthday, promoting education and encouraging young adults to pursue life-long careers.

- **Migrant Education Program.** The State helps the few migrant and seasonal farmworkers who temporarily reside in Ohio by providing targeted assistance to migrant youth. The Ohio Migrant Education Center, funded in part by the Federal Migrant Education Program, supports local education agencies in developing supplemental instruction and supportive services that are designed to help youth stay in high school and achieve a diploma or equivalent as well as master English as a Second Language.

- **Active Re-Employment Engagement.** Ohio has developed Active Re-Employment Engagement processes to help long-term unemployed individuals return to work more quickly. These initiatives include the proactive identification of unemployed persons who may be at risk of not returning to work in their former occupations. Through the State's comprehensive Reemployment Services and Eligibility Assessments (RESEA) program, these individuals are provided with one-on-one services with an employment professional at one of the many OhioMeansJobs Centers. Additionally, all other unemployed persons are assisted through the Unemployment Compensation Reemployment Services (UCRS) program. They are provided with an online orientation to OhioMeansJobs Center services and are invited to actively participate in the variety of education, employment, and training services that are available to help them return to work more quickly.

- **Initiatives to Combat Substance Misuse.** In early 2019, Ohio created its "Strategies for Helping Individuals Impacted by Opioid Use Disorder: A Toolkit for Ohio's Public Workforce System" to help guide the core partners as they assist persons affected by substance misuse. Working together, the partners will prepare workers for jobs that help prevent and mitigate substance dependency; provide education, training, and supportive services to individuals in treatment; and develop recovery-friendly workplaces.

The immediate product is a collaborative vision for Ohio's future workforce with aligned goals and supporting strategies. The sustainable result will be a common language and system of supports for implementation and future collaboration.

B.1.d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

The delivery of career-technical education in Ohio is a multi-faceted undertaking that engages the Departments of Education and Higher Education, traditional middle schools and high schools, community (charter) schools, career centers, Ohio Technical Centers, correctional institutions, community colleges and universities. These entities work in robust collaboration to form a workforce training and development infrastructure that is vital for the state's citizens and its businesses.

The Department of Education serves as the fiscal agent and coordinating body for this plan and the Perkins grant. The agency also works with 90 career-technical planning districts that serve Ohio's 612 school districts and 319 community (charter) schools to ensure all students in grades 7-12 have access to high-quality career-technical education.

Ohio law requires all school districts and community (charter) schools to be members of career-technical planning districts. Of Ohio's 90 career-technical education planning districts, 49 are led by joint vocational school districts. A joint vocational school district serves an area consisting of adjacent school districts in one or more counties, and each is governed by a joint vocational school board consisting of representatives from the member districts. A joint vocational school district is funded in part through tax levies in all participating counties. Generally, the joint vocational school districts provide most of the career-technical education programming in a dedicated career-technical education-focused building, as well as in member traditional and/or community schools.

The remaining 41 career-technical planning districts are either *comprehensive districts* or *compacts*. *Comprehensive districts* are single districts that provide all career-technical opportunities to students either spread across multiple buildings or in concentrated buildings specifically devoted to career-technical programs. *Compacts* are groups of districts that contractually share responsibility without creating a separate joint vocational school district, sharing resources and opportunities across district lines. The Department of Education provides oversight and leadership to all secondary career-technical education programs regardless of structure.

The Department of Higher Education is a coordinating authority with a focus on delivering high-quality educational services that result in Ohioans earning credentials or degrees that support their future success. The work of the Department of Higher Education includes authorizing and approving new degree and certificate programs, managing state-funded financial aid programs, and developing and advocating policies to maximize higher education's contributions to the

state and its citizens. The Department of Higher Education works with each of Ohio's autonomously governed public colleges, universities, and adult career and technical centers to support the development and approval of education programs that serve nearly 600,000 students and offer every option from a Graduate Equivalency Degree to a Ph.D., ensuring all Ohioans have easy access to a high-quality, affordable higher education.

Allocated state leadership funds will be used to conduct the following state leadership activities to drive and support continuous improvement of career-technical education in Ohio, including the identification and reduction of disparities and performance gaps.

Technical assistance

The Departments of Education and Higher Education will provide technical assistance through both off-site and on-site services. Administrative staff for both agencies will provide technical assistance to all secondary school districts offering state-approved career-technical programs and all postsecondary Perkins participants. Technical assistance will involve collaborative efforts between state staff, local administrators, instructors and the local business community.

Targeted technical assistance for secondary schools will focus on:

- Identification and closure of equity gaps discovered in the Regional Equity Labs;
- Data-driven decision-making as a result of the comprehensive local needs assessment;
- Increasing and implementing high-quality work-based learning opportunities for students;
- Annual program monitoring through the Quality Program Review process;
- Quality Program Standards, including program design, instructional delivery and strategies to enhance learner performance.

Targeted technical assistance for postsecondary institutions will focus on:

- Identification and closure of equity gaps discovered in the Postsecondary Equity Workshops and through institutional self-evaluation results specific to the issue of closing equity gaps;
- Career awareness, career development and career pathway support;
- Strengthening program quality standards by ensuring consistency in program review processes.

Targeted technical assistance for correctional institutions will focus on:

- Identifying and meeting the unique needs of correctional programs and learners;
- Evaluation of programs, monitoring of Perkins recipient data and program approval renewal processes.

Technical assistance will encompass a broad range of state-supported activities aligned to the Perkins V required uses of state leadership funds. Activities are listed below and grouped according to the six categories of analysis, discovery and implementation found in the comprehensive local needs assessment (Appendix A.3):

1. Evaluation of student performance;
2. Size, scope and quality;

3. Labor market alignment;
4. Programs of study;
5. Recruitment, retention and training of career-technical education educators;
6. Improving equity and access.

1. Evaluation of Student Performance

State Approved Career-Technical Education Assessment System

Ohio's career-technical education programs use career field pathway end-of-course exams as a valid and reliable assessment of technical content. The statewide career-technical education testing system complements the local districts' systems for assessing student academic performance. In addition to measuring the technical skill attainment of students, the state testing system supports seamless transitions between secondary and postsecondary education by integrating the assessments into statewide articulated credit transfer agreements.

Where approved, attainment of industry credentials or dual enrollment credit may be used in lieu of a student's end-of-course assessment. The state will use Perkins leadership funds to maintain the assessment system, expand performance-based assessments in relevant courses and assist local recipients in evaluating performance data and driving continuous improvement efforts.

State-Determined Levels of Performance

To continuously make meaningful progress toward improving the performance of all career-technical education students, including subgroups and special populations, the state will use Perkins leadership funds to monitor, evaluate and create improvement tools to be used at the local level across the state. Activities include, but are not limited to:

- Using the state career-technical planning district report card to evaluate local district performance and the results of improvement efforts;
- Managing the Quality Program Review process to ensure programs meet the state's 'in compliance' benchmark;
- Piloting regional equity labs to assist districts in evaluating and interpreting performance target data to ensure all students have meaningful access to and are engaged in high-quality career-technical education programs and performing to their potential in those programs;
- Using Quality Program Standards for career-technical education to identify gaps in indicators directly related to student achievement;
- Identifying thematic disparities and gaps in subgroups and special populations performance and developing targeted assistance that can be used across all affected districts;
- Holding programs accountable for performance measures targeting student attainment of technical and academic knowledge and skills.

2. Size, Scope and Quality

Career-Technical Education Program Review

Ohio law requires the Department of Education and the lead district of each secondary career-technical planning district to conduct an annual review for each career-technical education program within the district. The intent of the career-technical education program review is to maximize the use of resources improving the quality of career-technical education programs.

Programs that do not meet benchmarks must participate in the appropriate performance improvement planning process, as identified by the Department of Education, using the **Quality Program Standards for Career-Technical Education Programs**. The instrument, developed in collaboration with education support agencies, establishes indicators for each of 10 standards. In addition to the review and examination elements contained within the document, Quality Program Standards serve as a foundation for state staff consultation, program improvement efforts, statewide professional development and curricular upgrades by encouraging the following activities:

- A career-technical planning district report card aligned with the state-determined performance indicators for use as a tool for program quality evaluation and continuous improvement;
- Data-driven decision-making resulting from the comprehensive local needs assessment and program application process to drive program quality, equity and alignment to local, regional and state economic demand;
- State-level career field advisory councils that include business and industry representatives, secondary and postsecondary academic and technical educators and representatives of other relevant state agencies, along with other statewide stakeholders, will provide input into all aspects of program design, development, delivery, assessment and evaluation at the state level;
- Local career field advisory committees that include business and industry representatives will be a required component of approved secondary career-technical programs;
- Ohio Career Field Technical Content Standards developed and updated with validation from business and industry and both secondary and postsecondary academic and career-technical educators;
- State-approved technical skill assessments aligned with business and industry-validated content standards and reflect input of business and industry and both secondary and postsecondary academic and career-technical educators;
- State-approved programs of study developed in collaboration with business and industry representatives and both secondary and postsecondary academic and career-technical educators;
    -
        - Secondary and postsecondary institutions will hold an institution-specific meeting of stakeholders at least once per year to plan for the efficient and effective delivery of career-technical education programs and services and will collaboratively update their local application every two years;

- Tech Prep consortia will focus on providing services to career-technical education students at all stages in their pathways to ensure preparedness for postsecondary education and employment for more students of diverse backgrounds;
- Ohio will emphasize pathways leading to STEM (Science, Technology, Engineering, and Mathematics) and other high-skill, high-wage and in-demand pathways based on workforce and economic development needs in the state by coordinating and leveraging initiatives such as:
    -
        - Approval and renewal of programs based on labor market alignment identified in the comprehensive local needs assessment;
        - Collaboration with the Department of Job and Family Services to provide job postings and future-demand data by region;
        - Reserve fund grants to spur innovation and identify promising career-technical education programs, including those that prepare individuals for non-traditional fields.

3. Labor Market Alignment

Industry Relevant Career-Technical Education Programs

The state will support student understanding of all aspects of an industry through:

- Industry-validated career field technical content standards;
- Expansion of work-based learning opportunities including, but not limited to, apprenticeships, pre-apprenticeships and job placements designed to create sustained interactions with industry or community professionals in real workplace settings.
- Development of work-based learning resources;
- Aligning state career-technical education pathways with high-wage, high-skill and in-demand occupations;
- Monitoring of adherence to secondary Quality Program Standards; and
- Approval for state-weighted funding based on secondary program assurance to deliver the broad knowledge and skills that relate to all aspects of an industry within a career field.

Coordination with the Workforce Innovation and Opportunity Act

Perkins postsecondary recipients will partner with the Ohio Means Jobs center in their respective areas to assist in the delivery of workforce services and provide information or support on how to access educational opportunities offered at these institutions. This collaboration is part of the Workforce Innovation and Opportunity Act's Combined State Plan efforts to better serve Ohioans who might be identified as needing assistance, preparing them for workforce opportunities.

4. Progress Toward Implementing Programs of Study

Programs of Study

The purpose of programs of study is to ensure, through collaboration between secondary and postsecondary institutions, that career-technical education programs will:

- Support 100 percent graduation rate from high school and the successful transition to and through the completion of postsecondary education, including matriculation without the need for remediation;
- Provide rigorous coursework at the secondary and postsecondary levels that will prepare learners for the attainment of diplomas, industry credentials and/or college degrees without remediation;
- Provide all learners with the appropriate academic, technical and workplace readiness skills to enable them to graduate from high school and transition seamlessly to postsecondary pathways and the workplace;
- Eliminate duplication of coursework between secondary and postsecondary systems;
- Meet the workforce needs of Ohio's economic growth industries;
- Support pathways leading to science, technology, engineering and mathematics and other high-skill, high-wage and in-demand occupations; and
- Ensure employer-validated skills are defined broadly, to enable workers to move laterally within career fields and are specialized, where appropriate, to enable workers to secure positive occupational placements in positions needed by employers.

The Department of Education, in collaboration with the Department of Higher Education, will:

- Develop and disseminate a program of study template to be used for both state- and locally developed program of study samples;
- Disseminate the following criteria for development of a program of study:
    -
        - Programs are aligned with state, regional and local economic growth priorities and demands for employment and prepare students for careers that generate sustaining wages;
        - Programs meet a need for career-technical education programs by industries in the state and availability of the program within the career-technical planning districts;
        - Districts support all aspects of a quality program by maintaining a system that measures program quality and provides for continuous development;
        - Programs comply with guidelines from other state agencies, as appropriate, regarding coursework, licensure and instruction;
        - Programs address the State Board of Education-approved Career Field Technical Content Standards;
        - Programs reinforce the Department of Education-approved learning standards in mathematics, English language arts, science and social studies;

        - Multiple measures are used to assess student attainment of academic and technical content standards including, but not limited to, State Board of Education-approved technical assessments; assessments for state-recognized national credentialing/certifications, where applicable; and accrediting association and/or licensing agency examinations, where applicable;
        - Technical and academic course offerings are designed in a Department of Education-approved sequence of courses/program of study that meet state-approved graduation requirements;
        - Establish career-technical advisory committees to engage business and industry and postsecondary representatives that consider input from professional associations, labor, government and the community;
        - Program coursework includes articulated credit related to the secondary program of study and postsecondary career fields;
        - Students have access to career and technical student organizations;
        - Programs meets all state and federal requirements regarding access, non-discrimination and meeting of performance expectations for special populations, including preparation for careers in industry sectors requiring technical expertise;
        - Districts receiving state career-technical education supplemental funds for career-technical education programs and courses shall annually report performance data;
        - Facilities and equipment shall support instruction of the technical and academic content standards and reflect current and emerging technology in the career-technical education program;
- Provide technical assistance to aid local recipients in developing local programs of study;
- Review and approve locally developed programs of study;
- Assure that programs of study align with and support other statewide seamless transition initiatives; and
- Support career and technical student organizations that:
    -
        - Foster both academic and technical learning based on Ohio's Learning Standards and Career Field Technical Content Standards;
        - Provide opportunities through a variety of activities to demonstrate both academic and technical knowledge and skill identified in Ohio's Learning Standards and Career Field Technical Content Standards;
        - Recognize learners for their accomplishments and contributions; and
        - Address the needs of career-technical education learners in grades 7-12.

Local Implementation of Programs of Study

The state will support implementation of programs of study in the following ways:

- Review and monitor local programs of study through the five-year renewal process;
- Provide technical assistance and professional development to local districts as needed as they develop local programs of study;
- Develop program of study samples that emphasize the integration of technical and embedded academic content and include a sequence of courses that address Ohio's Learning Standards, as well as the technical content standards appropriate for a seamless pathway from secondary to postsecondary education;
- Support educator professional development opportunities that emphasize integration of academic and technical instruction; and
- Support districts in implementation of the recently enacted expanded graduation requirements; these rigorous requirements will be applied to both career-technical and academic students in all student groups who enter the ninth grade on or after July 1, 2023.

Articulation Agreements

The state will support eligible recipients in developing and implementing articulation agreements in the following ways:

- Identification of essential elements and criteria to be used locally and statewide for development of articulation agreements;
- Development of the Career-Technical Articulation Verification, an electronic platform allowing the exchange of data between the departments of Education and Higher Education to facilitate postsecondary career-technical transfer credit opportunities;
- Automation of Career-Technical Credit Transfer into the Program of Study Application;
- Alignment among Programs of Study Career-Technical Credit Transfer elements, Ohio Transfer Assurance Guides, Transfer Modules, Stackable Certificates and Ohio's Partnership for Continued Learning recommendations;
- Communication of common definitions and processes for transfer and dual enrollment/credit opportunities using established state definitions and recommendations provided by Ohio's Partnership for Continued Learning;
- Development and dissemination of a statewide placement policy for non-remedial postsecondary English and mathematics courses; based on a common understanding of what competencies and skills are necessary to anticipate learner success in beginning college-level courses, which will be spearheaded by the work of the Department of Higher Education Articulation and Transfer Advisory Council's Secondary to College Articulation Committee; and
- Support of the design of a system that will remove barriers to full participation of secondary and higher education institutions in dual enrollment/credit programs.

Information about Programs of Study

The following will be disseminated statewide via the departments of Education and Higher Education websites to encourage recipients throughout the state to collaborate where applicable:

- Sample programs of study;
- State criteria for local development of a program of study; and
- State-approved programs of study implemented by local districts.

Additionally, information on adopted programs of study will be disseminated through other electronic communications and state-sponsored meetings and conferences.

Use of Technology

The use of both instructional technology and state-of-the-art industry technology will be expanded and supported by the state in the following ways:

- Establish and monitor secondary Quality Program Standards that include the use of both instructional technology and state-of-the-art industry technology;
- Ensure secondary programs provide adequate facilities and equipment to support the use of technology in the instructional delivery of state-adopted technical and academic content standards;
- Assure classroom practices reflect current and emerging technology used by business and industry within career fields as a compliance factor both relative to qualify as a Perkins subrecipient and for state-weighted career-technical funding; and
- Require programs to meet quality standards regarding the use of technology as part of the state approval process for all postsecondary institutions and accrediting organizations where industry program accreditation is sought.
- Enable postsecondary institutions to use resources from Regionally Aligned Priorities in Delivering Skills (RAPIDS) to ensure regions are purchasing necessary equipment to provide skill training that meets labor market demand.
- Allow businesses to train potential and incumbent employees on new and emerging technologies within their industries using the TechCred initiative.

Program of Study Monitoring and Compliance

All Perkins planning, compliance and monitoring guidance will require recipients to:

- Document local stakeholder committee participation and discussions that have occurred regarding the dissemination of information about programs of study to counselors, learners and their families (if applicable);
- Conduct and document a local needs assessment that includes, at a minimum, the requirements set forth in Section 134 of the Perkins V Act;
- Emphasize STEM and other high-skill, high-wage and in-demand programs of study;
- Include special populations as a target audience for program of study counseling and information dissemination; and

- Encourage collaboration with partner education agencies (for example, educational service centers, associate districts, education organizations, Tech Prep) in disseminating programs of study information.

For the state monitoring process, recipients will produce examples of their information dissemination on programs of study, which will be evaluated against the following criteria:

- Engagement of stakeholders;
- Identifying and improving results from the required local needs assessment;
- Emphasis on STEM and other high-skill, high-wage and in-demand programs;
- Addressing of special population needs; and
- Engagement of partner entities as additional disseminators of programs of study information.

5. Recruitment, Retention, and Training of Faculty and Staff

To increase the quality, quantity and diversity of career-technical educators, Ohio will:

- Collaborate with the career-technical education community to recruit and retain instructors who:
    - Represent underrepresented groups, especially in new and emerging areas;
    - Have experience in business and industry;
    - Have sufficient academic and pedagogical knowledge; and
    - Are skillful in working with all learners, including special populations.
- Support a supplemental licensure route for educators holding current teaching licenses and experience related to the career fields in which they will be teaching;
- Support a second supplemental licensure route without additional postsecondary requirements for those with current teaching licenses who can pass a content-knowledge test in one of five high-demand career fields:
    - Agriscience;
    - Family Consumer Science;
    - Integrated Business;
    - Marketing; and
    - Technology Education.
- Support postsecondary teacher preparation programs and an initial licensure route for business and industry professionals that is time and cost-effective;
- Align alternative career-technical educator preparation programs with the Ohio Resident Educator Summative Assessment, allowing them to be exempt from certain portions of the process; and
- Offer licensure programs throughout the state that are flexible and structured around traditional school schedules.

The departments of Education and Higher Education will ensure quality teacher preparation programs by maintaining:

- Teacher and administrator licensure program standards for career-technical teacher preparation programs;
- Licensure standards for career-technical teachers;
- Teacher licensure programs that are competency-based and can be completed in tandem with teaching experience;
- Consistent discussions with a network of career-technical teachers about critical issues impacting career-technical teacher preparation programs; and
- Support for career-technical preparation programs emphasizing quality career-technical education through use of the quality program standards.

Professional Development for Educators

The departments of Education and Higher Education will support and foster professional development for preservice and practicing career-technical teachers, postsecondary faculty, administrators, and career and academic counselors according to the Department of Education and Perkins standards for professional development. Professional development activities will be evaluated to examine who is being served and the extent to which career-technical education goals are being achieved. Ohio's Quality Program Review and Quality Program Standards will align and share in the development and use of professional development activities. An emphasis in professional development will be placed upon:

- Integration of coherent and rigorous academic and career-technical content standards in local programs of study and instructional practices;
- Knowledge and skills that enable educators to address the individual and special needs of learners in rigorous curriculum that lead to STEM and other high-skill, high-wage or in-demand careers;
- Access, engagement and maintenance of high performance for special populations to all career-technical pathways;
- Providing integrated student support that addresses the comprehensive needs of students, such as incorporating accelerated and differentiated learning opportunities supported by evidence-based strategies for special populations;
- Instructional delivery that balances between inquiry-based classroom and laboratory instruction, experiential learning and engagement in the relevant career and technical student organizations;
- Evaluating student performance data to make informed programming and classroom decisions.

6. Improving Access and Equity

Equitable Access, Enrollment and Outcomes

Through a system whereby expectations for student outcomes, performance indicators and provider accountability are the same regardless of population served, Ohio will make every

effort to ensure students who are members of special populations are provided the necessary supports and services needed for success in both academic and career-technical coursework.

The state will require all subrecipients to describe, as part of the locally developed and state-approved comprehensive local needs assessment and application, how students who are members of special populations will:

- Have equitable access to and enrollment in high-quality career-technical education programs;
- Meet or exceed state-adjusted levels of performance;
- Be prepared for high-skill, high-wage and in-demand occupations.

Local subrecipients will be required to identify barriers to access and enrollment for members of special populations. Additionally, local subrecipients will be required to identify gaps in student outcomes for special populations and will be responsible for implementing strategies to address these gaps. Ohio will support implementation at the state and local levels using the following strategies and activities:

- Facilitate secondary equity labs and postsecondary workshops with local recipients to identify gaps in access, engagement and outcomes for special populations. These labs will support recipients by:
    -
        - Providing local recipients with data regarding enrollment and performance measures, disaggregated by special populations and subgroups;
        - Aiding local recipients in ensuring all students, including those who are members of special populations, have equitable access to and are enrolling in career-technical education programs aligned to their individual preferences, interests, needs and strengths;
        - Identifying barriers to experiential and extended learning experiences, such as work-based learning, career and technical student organization participation, and articulated credit, for all students, including special populations and subgroups.
- Provide technical assistance on using data to select and implement strategies for program improvement, including the expansion and development of appropriate services specific to special populations, as identified by local needs. Maintain ongoing collaboration between the Department of Education's Office of Career-Technical Education and Office for Exceptional Children and the Department of Higher Education to collectively provide technical assistance to local recipients regarding recommendations and requirements for students with disabilities participating in career-technical education programs;
- Support the work of five regional career-technical planning district consultants who are based out of the regional state support team offices and provide direct technical assistance and professional development to identified districts with regard to students with disabilities participating in career-technical education programs;

- Maintain a network of career-technical education teacher preparation program providers emphasizing the need to provide strategies to preservice and in-service career-technical education teachers (particularly those without previous pedagogical experience) to effectively instruct members of special populations;
- Support the provision of high-quality career exploration and guidance opportunities for all students, including members of special populations, through the OhioMeansJobs K-12 Backpack, Student Success Plan, and other personalized learning tools into which the Backpack and Student Success Plan may be integrated;
- Provide technical assistance, program performance evaluation and professional development to the educational leadership and instructional staff of Ohio's state-operated correctional facilities, with regard to the delivery of career-technical education programs;
- Maintain a Department of Education Equity in Career-Technical Education webpage as a resource for local recipients in identifying and selecting evidence-based practices for addressing the needs of special populations participating in career-technical education;
- The state reserve fund should be used to spur innovation and identify promising career-technical education programs, including those that prepare individuals for non-traditional fields;
- Support ongoing development and alignment of the data collection systems for secondary and postsecondary career-technical education programs to improve data-driven decision-making and strategic planning with regard to special populations;
- Require subrecipients, as part of their comprehensive local needs assessments, to consider within their delivery of career-technical education programs supports and/or services to address the needs of:
    - Pregnant or single parent students;
    - Students who are experiencing homelessness, students and/or families who are economically disadvantaged, and students who are in, or have aged out of, the foster care system;
    - Students with at least one parent deployed in active military service;
    - English learners;
    - Students with disabilities who receive specialized support services as required by individualized education programs; and
    - Students who are members of special populations as to support their effective transitions from secondary to postsecondary programs.
- Subrecipients also will be required to consider:
    - How they will encourage increased participation of special populations in career and technical student organizations;
    - How they will identify and encourage participation in high-quality work-based learning experiences for special populations;

- How their allocation funds will be used to promote preparation for special populations in non-traditional fields;
- How secondary and postsecondary programs will prepare members of special populations to earn diplomas, degrees and/or credentials and;
- How they will provide professional development activities for leadership and instructional staff with regard to serving special populations.

As part of the state accountability system, if subrecipients fail to meet at least 90 percent of an agreed-upon performance level for any Perkins performance indicator, they will be required to develop and implement improvement plans with special consideration to access, enrollment and outcome gaps for special populations.

Non-discrimination for Special Populations

The state will provide consultant services for secondary and post-secondary leadership on civil rights compliance. These services will include ongoing technical assistance and professional development to district leadership related to equitable access, non-discrimination and improving outcomes for members of special populations. In addition, the state will perform on-site monitoring of civil rights compliance at several career-technical planning districts and colleges per the Methods of Administration document. All subrecipients will provide certificates of assurance of non-discrimination as part of their local plans. The state will facilitate, as needed, the provision of Title IX professional development to coordinators and state staff in cooperation with the federal Office of Civil Rights.

State Correctional Facilities

Using Perkins leadership funds, the state will continue to provide a 1 percent set-aside to support approved career-technical programs operated within the 28 state-operated secure correctional facilities. Currently, funds are distributed evenly to the Department of Youth Services and Department of Rehabilitation and Correction, the agencies that operate secondary and adult career-technical programs in correctional facilities. These programs served 5,570 incarcerated adults and 1,750 incarcerated youth in Fiscal Year 2018. Funds will be used to improve programs through modernization efforts, including support for programs that serve non-traditional learners, and purchase equipment and provide professional development for teachers, including in-service activities for newly hired faculty. As specified in the Perkins Act, no funds from this set-aside will be used for administrative costs.

The departments of Education and Higher Education will collaborate with the Department of Youth Services and Department of Rehabilitation and Correction to provide consultant services for technical assistance to career-technical programs operated by state corrections agencies, including, but not limited to:

- Funding approval;
- Program development and approval;
- Comprehensive program performance evaluation;
- Professional development in-service activities;
- Strategic planning assistance.

Federally Assisted Program

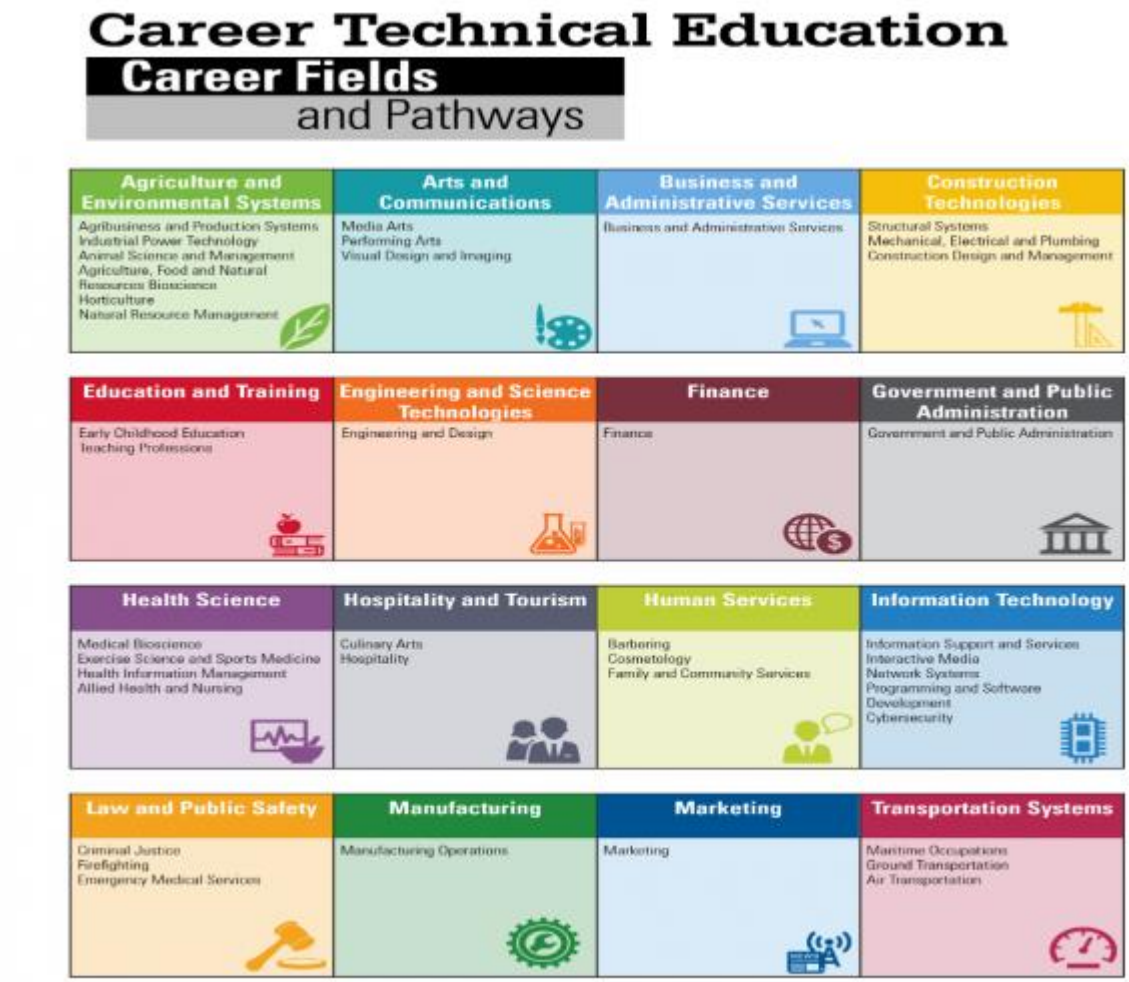
To assure compliance with Section 427(b) of the federal General Education Provisions Act, local recipients will be required to assess their career-technical education programs and include in the Perkins application a description of the steps the applicant proposes to take to ensure equitable access to and participation in those programs referenced in Section 427(b). A requirement for state approval of a local application will include an assessment by state staff that activities funded by Perkins do not impede equitable access, participation or potential success based on gender, race, national origin, color, disability or age. The state will evaluate the steps outlined in the application and recommend any necessary changes or additions as part of a standardized approval process.

Implementing Career-Technical Education Programs and Programs of Study

B.2.a. Describe the career-technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

Secondary Career-Technical Education Programs of Study

Ohio supports 39 career-technical programs of study across 16 career fields, as shown in the graphic below. All state-approved secondary career-technical programs are based on state-approved career pathways and programs of study. Ohio's programs of study include a non-duplicative series of courses that span secondary and postsecondary levels, have multiple entry and exit points, and culminate in a diploma, credential and/or degree. Programs of study developed by the departments of Education and Higher Education are responsive to Ohio's in-demand occupation data, as identified by the Bureau of Labor Market Information and disseminated through OhioMeansJobs.com.



At the ***secondary level***, Ohio's state-developed programs of study encompass:

1. Standards-Based Career-Technical Coursework: Coursework in a chosen career field is based on technical content standards. Content standards and courses are developed through a multi-step process that includes industry, business, educators and other subject matter experts. These standards and subsequent courses are updated on a five-year cycle, unless industry changes warrant an earlier review, and are developed using the following three-step process:

Step 1: **Research and Development –** Engage subject matter experts (educators and industry partners) in reviewing current standards and identifying areas of the standards needing to be updated or enhanced.

Step 2: Futuring/Advisory Panels – Panelists contribute perceptions regarding changes in the workplace, employment trends, changes in technical skill requirements, needed workplace readiness skills and available industry-recognized standards and credentials. The feedback is used to develop and streamline the standards into what is most demanded by the labor market. The panels also review all public comments and propose changes to the Department of Higher Education, Department of Education and educators engaged in the standards-setting process. Any suggested changes are made and then standards are vetted through the futuring/advisory

panels for finalization of the standards.

Step 3: Development of Courses – Standards are then organized into courses, in consultation with secondary and postsecondary faculty as well as the Department of Higher Education. Wherever possible, standards are organized into courses that align to postsecondary courses to facilitate the development of statewide articulated credit agreements and allow students opportunities to be dually enrolled while in high school. Introductory courses provide a broad overview of the career field, and courses become increasingly specific and occupationally focused as students advance through the program.

2. Academic Coursework: Programs of study integrate rigorous instruction that meets Ohio's Learning Standards and grade-level expectations. Students in career-technical programs are subject to the same academic requirements as students not in engaged in career-technical programs. Students must take and earn a minimum of 20 credits in specific subject areas (one credit is equivalent to a standard, one-year high school course.) For most career-technical students, their elective credits are earned through career-technical education options. Schools and districts are encouraged to teach these academic disciplines in the context of a student's career-technical pathway.

3. Electives that Relate to Career Objectives: Students are encouraged to complete elective courses, including additional career-technical education or academic coursework that relates to their career aspirations.

4. Enhanced Learning Experiences: Programs of study include instructional enhancements, such as experiential and authentic learning opportunities (for example, work-based learning, mentorships or internships) and career-technical student organization participation. Ohio has chosen work-based learning as one of the federal program quality indicators, and this indicator will be added to Ohio's program review system. These additions to Ohio's accountability system will enhance students' learning experiences by increasing work-based learning opportunities.

5. Industry-Recognized Credentials and Licenses: Ohio offers many opportunities for students to earn certification and licensure in many career program areas. Ohio maintains a list of industry-recognized credentials approved for use as part of a student's demonstration of readiness to graduate from high school, as well as for use in the state's accountability system. Credentials are reviewed annually to identify areas of alignment to career-technical courses.

6. College Credit While in High School: All state-approved pathways include opportunities to earn college credit while in high school. This ensures students can manage an effective transition to either the workforce or college depending on their aspirations and interests.

7. Program Performance Expectations: Performance targets include high school academic and technical testing and postsecondary placement requirements. Each career-technical education program is annually reviewed for performance against the state's expectations for student technical skill attainment and placement. Districts not meeting state expectations are supported through technical assistance in developing and implementing improvement plans.

8. Preparation for Transition to Employment with Advancement Opportunities: Programs of study focus on ensuring students are prepared for a successful post-high school transitions. These include opportunities to prepare for a range of careers, including multiple employment opportunities after high school; opportunities for students to enter and succeed in postsecondary and continuing education programs and obtain transferable skills required for

employment in the range of occupations aligned to the pathway; and opportunities to learn skills across the pathway and in specialized areas.

Program of Study Requirements

Programs of study at the secondary level require local recipients to offer a minimum of four secondary career-technical courses, identify at least one opportunity for secondary students to receive articulated or transcripted college credit, identify the appropriate academic courses needed for success in the career pathway, and specify an example set of aligned postsecondary courses in the pathway.

All standards, courses, assessment requirements and credentials are available on the Department of Education website. During 2019-2020, Ohio updated standards for Health Science programs and assessments for Construction programs as part of the state's regular standards review cycle. During 2020-2024, Ohio plans to update standards and assessments for the following career fields:

- Transportation;
- Human Services;
- Law and Public Safety;
- Business and Administrative Services, Finance and Marketing;
- Agricultural and Environmental Systems;
- Hospitality and Tourism.

Once a local Perkins recipient has adopted a state-developed program of study, it is expected to implement the program with fidelity and in accordance with **Ohio's Quality Program Standards.** These standards, developed in coordination with Ohio career-technical educators, provide a common vision for quality in all career-technical programs across the state.

Standard 1: Instructional Facilities and Resources: The facility supports implementation of the career-technical program and provides students with opportunities for the development and application of technical knowledge and skills.

Standard 2: School and Community Relations: School, community, and industry partners are engaged in developing and supporting the career-technical education program.

Standard 3: Program Planning and Evaluation: A results-driven needs assessment and evaluation exists for continual program development, improvement and alignment with labor market needs.

Standard 4: Quality Educators that Contribute to the Profession: Career-technical educators continuously develop as professionals and support the growth of the profession they serve.

Standard 5: Curriculum and Program Design: The career-technical education program includes foundational and specialized courses designed to prepare each student for lifelong learning within a career pathway.

Standard 6: Instruction: Career-technical education programs promote high academic achievement, technical knowledge and skill development of all students.

Standard 7: Assessment: Career-technical education programs use authentic and performance-based assessments to measure student learning and skill attainment of Ohio's Career Field Technical Content Standards.

Standard 8: Experiential Learning Experience Programs: All students participate in an experiential learning program that connects the technical knowledge and skills learned in both the classroom and laboratory to the workplace.

Standard 9: Leadership Development/Career and Technical Student Organizations: Students participate in intracurricular career and technical student organizations that promote cognitive knowledge and skill and leadership development.

Standard 10: Student Access: Career-technical education programs serve each student interested in preparing for a career in any of Ohio's 16 career fields and are reflective of the school's student population. Capacity should permit students to schedule first choices of career area.

Postsecondary Career-Technical Education Programs

Ohioans can access certificate and degree programs after high school through Ohio Technical Center programs, as well as community colleges and universities. These programs provide multiple entry and exit options, allowing students to access programming in the ways that best suit their career needs. Ohio's robust articulation and transfer system (outlined in the response to question C.ii. below) ensures programs of study are seamless between and across the secondary and postsecondary systems. Ohio implements processes that create alignment between secondary career-technical education and postsecondary technical course outcomes, allowing a student to meet the desired competencies of the postsecondary program for articulated credit. These pathways serve secondary students, traditional-age college students and returning adults, helping them attain credentials (technical certificates, certification, licensure, applied associate or bachelor's degrees) in their selected pathway. Students in postsecondary career-technical education can enter from articulated pathways in secondary programs, but just as many enter independent of their secondary programs or as adult learners into certificate and degree pathways.

Within certificate and degree programs, introductory courses provide a broad overview of the career field. Higher level courses progress in specificity and occupational focus as students advance through the program. Certificate programs must receive technical designation to be considered career-technical education programs in Ohio. Applications for technical designation are reviewed by Department of Higher Education staff and must include proof of labor market demand from Ohio's In-Demand Jobs List, articulation of clear learning objectives and demonstrable labor market outcomes. Once designated as a technical certificate program, institutions can stack these certifications to degree programs, allowing for multiple entry and exit points. For the purpose of the Perkins program, Ohio's focus is on technical certificates, licensure and two-year applied associate degree programs. Still, through Ohio's articulation and transfer process, these credentials and the programs associated with the coursework may articulate into apprenticeship and bachelor's degree programs. Specifically, the structure of these programs includes:

- **One-Year Technical Certificate/Technical Certificate:** Certificates awarded by a postsecondary institution for the completion of an organized program of study in at least 30 semester credit hours or 900 clock hours, with the majority of the coursework completed in a prescribed technical area. While the certificates are designed to have value apart from a degree, these certificates should serve as building blocks to an

associate degree. The technical certificate is designed for an occupation or specific employment opportunities. These certificates prepare students for a valid occupational license or third-party industry certification, if available, related to the field of study.

- **Less Than One-Year Technical Certificate/Short-Term Technical Certificate:** Certificates awarded by a postsecondary institution for the completion of an organized program of study in fewer than 30 semester credit hours or fewer than 900 clock hours that are designed for an occupation or specific employment opportunities. These certificates prepare students for a valid occupational license or third-party industry certification, if available, related to the field of study.

- **Applied Associate Degrees:** Applied associate degrees (Associate of Applied Business, Associate of Applied Science, Associate of Technical Studies and Associate of Individualized Studies) must include at least 30 semester hours of non-technical coursework, which includes both general education and applied general education ("basic") courses. The general education portion of the non-technical coursework must include at least 15 semester credit hours. A minimum of six semester hours must be found in the following two categories:

    - At least one course (three semester credit hours) in the English Composition and Oral Communication area (for example, First Writing, Second Writing, Public Speaking);

    - At least one course (three semester credit hours) in the Mathematics, Statistics and Logic area (for example, Algebra, Trigonometry, Calculus, Statistics, Formal/Symbolic Logic).

    - A minimum of six semester hours must come from the following three categories, and at least two of the three categories must be represented:

    - At least one course (three semester credit hours) in the Arts and Humanities area (for example, Art History, Ethics, History, Literature, Philosophy, Religion, Ethnic or Gender Studies);

    - At least one course (three semester credit hours) in the Social and Behavioral Sciences area (for example, Communication, History, Economics, Political Science, Psychology, Sociology);

    - At least one course (three semester credit hours) in the Natural Sciences area (for example, Anatomy, Biology, Chemistry, Environmental Science, Physics, Physiology).

To assure maximum transferability, institutions are strongly encouraged to implement general education programs that include coursework in all five general education categories and use a three-semester hour First Writing course to fulfill the minimum requirement in the English Composition and Oral Communication area.

Validating Third-party Industry Certifications for Both Ohio Technical Centers and Community Colleges

The Department of Higher Education, in collaboration with the Department of Education, developed a list of approved industry certifications. There is an established process for submitting certifications for approval. To be approved as third-party industry-recognized certifications, the certifications must:

- Demonstrate preparation for an occupation or occupational cluster. Certifications, such as OSHA 10 or CPR, that only encompass basic safety or a basic skill requirement and do not demonstrate a distinguishable competency for a specific job are not requested for state reporting and, standing alone, may not qualify a certificate program as "technical" according to the Department of Higher Education criteria;
- Be governed by a regional, statewide, national or international body for the related field or industry. Preference is given for national and international bodies;
- Be recognized and valued by employers, especially sector partnerships, as leading to employment. Certifications that only are valued for association or affinity group membership are not recommended;
- Be related to the learning objectives of the program of study; and
- Be awarded based on results from standardized and reliable assessments that measure the designated competencies of the occupation or skill set. The state also prefers, but does not require, that assessments are independently graded from the educational institution.

Industry-recognized credentials also can be embedded in some degree programs. For many of the Ohio Technical Centers, an embedded certification is a minor certification in and of itself, as well as a component of a more comprehensive industry certification. For example, Manufacturing Skills Standards Council Safety is an embedded certification for the Manufacturing Skills Standards Council Certified Production Technician, and Microsoft Word is an embedded certification for Microsoft Office. Embedded skill certifications as standalone certifications may be collected for the purpose of reporting outcomes related to the Perkins Act but, standing alone, may not qualify a certificate program as "technical" according to the Department of Higher Education criteria. In the case of colleges, institutions also are developing specific certificates with labor market value embedded within degree programs.

B.2.b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—
i. promote continuous improvement in academic achievement and technical skill attainment;
ii. expand access to career-technical education for special populations;
iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

Secondary Career-Technical Education Program Approval Process and Criteria

Local districts, schools and joint vocational school districts submit new or renewal applications for secondary career-technical education pathway programs through the Career-Technical Education-26 electronic system. Approval is contingent upon complying with the Ohio Career-Technical Program of Study Assurances, which address a variety of quality elements that are derived from and aligned to Ohio Revised Code, Ohio Administrative Code and Perkins legislation and are approved by the State Board of Education. Approved applications are valid for a five-year period and follow a rolling renewal schedule based on approval date.

Required elements for approval are:

- A minimum of least four testable Vocational Tech Prep courses and a minimum of 450 hours from a single pathway;
    - Middle school courses (Vocational Middle School or Vocational Tech Prep codes) must show a continuation to a high school program (can be grade 7 and/or grade 8 courses).
- A minimum of three semester credit hours of college credit opportunities aligned to the technical content of the pathway;
- Secondary-recommended non-career technical courses shall identify all non-technical courses that are appropriate to the career pathway to show integration of academic courses that enhance the program of study;
- Postsecondary-recommended non-career technical courses through the first four semesters of the degree/certificate track. The pathway also identifies recommended academic and technical electives in the same or related field within a pathway;
- Evidence supporting alignment to labor market demand; and
- Evidence of equitable access for each student.

Applications are completed by the local districts, schools and joint vocational school districts and are reviewed for approval by the following entities:

- Ohio Tech Prep;
- Career Technical Planning District;
- Department of Education; and
- Community school sponsor, if applicable.

Continuous Improvement for Secondary Career-Technical Education Programs
Ohio promotes continuous improvement for its programs of study through the Quality Program Review. The intent of the Quality Program Review is to maximize the use of resources improving the quality of career-technical education programs. The Career-Technical Education Program Review is an annual process. The district conducts a self-review in the first two years of not meeting benchmarks in the compliance system. In the third year, a district implements identified improvement strategies with the assistance of the career-technical planning district and the Department of Education. The fourth and fifth years require additional on-site reviews by the Department of Education, in collaboration with the career-technical planning district if a career-technical education program is not in compliance with the targets established for the performance indicators.

Expanding Access for Secondary Career-Technical Education Programs
Through the use of equity labs, continued technical support and professional development, Ohio is focused on expanding access to career technical education programs for special populations. The initiatives will support the development of strategies to make continuous progress toward reducing the identified access gaps for special populations.

The criteria for approving locally developed programs of study or career pathway local applications expands access for special populations by requiring:

- Acknowledgement of potential special population access gaps for the requested pathway;

- Strategies for increasing equitable access to the program or pathway for special populations;
- Description of the necessity for the program or career pathway in promoting equitable access for special populations;
- Proposed strategies to provide equitable access for special populations; and
- Alignment of the career pathway or program of study with high skill, high wage, in-demand jobs for special populations.

Secondary Career-Technical Education Programs Integration of Employability Skills
Employability competencies are embedded within the Career Field Technical Content Standards for each area. The competencies are included in the courses for each program of study and each end-of-course assessment. Districts have a variety of resources for teaching employability skills, including the use of career and technical student organizations to enhance students' learning experiences.

Career and technical student organizations are a partnership of students, teachers and industry representatives working together to ensure the nation has a skilled workforce. Student learning is enhanced through contextual instruction, leadership and personal development, applied learning and real-world application. Career and technical student organizations work as an integral component of the classroom curriculum and instruction. In addition, students have opportunities to hold leadership positions at the local, state and national levels and attend leadership development conferences to network with other students and business and industry partners.

Career and technical student organizations are a critical component of each program of study. Ohio Administrative Code ensures students have access to career and technical student organizations and districts are encouraged and supported to participate in career field-appropriate organizations to help gain leadership and employability skills.

Postsecondary Program Approval for Colleges

At the postsecondary level, institutions begin the program development process by engaging business advisory groups; these groups inform the need to create new programs, provide advice and counsel on industry standards, and ensure continuous improvement with regular review of program outcomes and curricula. However, these programs must be approved by the Department of Higher Education to be eligible for state funding and Perkins support. The process for approving local programs of study requires institutions to demonstrate labor market need for the program, demonstrate how technical skill will be measured, and identify the certificates, credentials or degrees students will complete.

Ongoing requirements from accreditors and data reporting to the Department of Higher Education foster continuous improvement for postsecondary institutions. The Department of Higher Education provides desk reviews and site visits to institutions and programs. Desk reviews are performed for all colleges and Ohio Technical Centers on a rotating basis, while site visits are conducted with institutions that have poor performance outcomes and/or poor desk reviews. Outcomes for special populations also are reviewed, and poor outcomes for these groups are factors considered in review processes. The Department of Higher Education will

engage institutions in data review to inform continuous improvement to ensure students have effective academic and technical skill attainment.

Ohio's colleges and universities must go through a program approval process. All institutions seeking approval or authorization to offer instruction must demonstrate the following institutional and program standards are met during the review (more specifics can be found in the Program Review Manual that includes topics such as Accreditation, Academic Policies, Student Support Services, Faculty Capacity, Program Curriculum, Assessment, Evidence of Workforce Relevance and more).

The process for degree review functions are as follows:

1. **Initial inquiry**: The institution completes a five-step initial inquiry to begin the approval process.
2. **Posting of request**: Once the Program Review Plan is sent to the institution, the institution and name of proposed degree are posted on the Department of Higher Education website.
3. **Proposal**: After the new degree has received all required internal approvals, the institution's president or chief academic officer submits a proposal to the chancellor of the Department of Higher Education at least four months prior to the planned implementation of the new degree. The proposal provides information to demonstrate the program meets the General Standards for Academic Programs.
4. **Peer review**: Content experts from Ohio public colleges and universities provide peer reviews of proposals. Peer reviews focus on the qualifications, experience and sufficiency of faculty, curriculum and its alignment with expectations for the discipline; need for the degree; and resources (classrooms, libraries, technology, laboratory, equipment) available to support the degree. Peer institutions have 30 days to submit comments.
5. **Resolution of concerns**: The institutional mentor works with the institution proposing the program to address questions or concerns raised during the peer review period.
6. **Public comment period**: If the program is recommended to the chancellor of the Department of Higher Education for approval, a background summary is posted on the Department of Higher Education website.
7. **Chancellor's approval**: The request and public comments are forwarded to the chancellor of the Department of Higher Education for final approval.

Postsecondary Program Approval for Ohio Technical Centers

Ohio Technical Center programs also must go through a formal program approval process administered by the Department of Higher Education. This includes Ohio Technical Center programs that will be administered in partnership with another institution. Only programs with a "technical" designation will be approved for Ohio Technical Center state funding by the Department of Higher Education. Programs not approved as technical will be considered "General" programs (not having immediate occupational value associated with them) and will not be counted for Ohio Technical Center state funding. The requests for new technical programs at Ohio Technical Centers are processed in the following manner:

1. **Program approval process**: An Ohio Technical Center must complete the Ohio Technical Centers Program Approval Application within the Ohio Technical

Center/Higher Education Information (HEI) database system and be granted final approval by the chancellor before submitting it to its accreditors. Once the Ohio Technical Centers Program Approval Application is completed, the Department of Higher Education program approval representative will review it within a minimum three-week time period.

- Programs that require approval from another state agency, such as the Department of Public Safety, State Board of Nursing and others still must submit for Department of Higher Education approval in conjunction with the submission of approval from the related agency and before enrolling students.
- Institutions must select an approved industry credential for which the program prepares students. If a certificate program would like to use a credential not yet approved by the chancellor as its primary industry credential, it must submit information about the credential for review in addition to the approved list by completing the New Industry Credential Submission Form.

2. Review: The Department of Higher Education program approval representative will review the submission to determine if it meets the approval criteria. The following criteria and steps are taken during this part of the approval process:

- **General information**: The institution must provide information about contract training and required classroom or lab components, if applicable.
- **Market supply and demand**: The institution provides information on businesses with which it consulted while developing the program. There must be supporting evidence for this work, such as documents that include names of individuals and organizations, advisory committee notes and meeting minutes. Additionally, the institution must include state and local labor market data, specific employer or industry need for the program, and/or projected job openings and placement opportunities for students.
- **Program/certificate**: The institution must provide the program curriculum with details on the course name and hours associated with it, as well as information about its status as an apprenticeship program or whether it includes experiential learning components.
- **Industry credentials**: The institution must include industry credential information for those programs that offer them. If the ***program does not align*** to an occupational license or certification, ***it is required*** to provide a rationale and/or justification for the program.
- **Regulatory approval**: The institution must explain if the governing body for the industry credential or an external regulatory entity (for example, State Board of Nursing) requires approval for program, facilities, curriculum, faculty, student-teacher ratios or other items.
- **Credit, transfer and placement**: The institution must indicate the Department of Higher Education articulation and transfer initiatives in which the certificate program being offered and its related courses are participating. Also, it must address any bilateral articulation agreements that are connected to it and whether there is any assistance being provided to students to transition into the workforce or continue their education.

The Department of Higher Education staff member, based on initial review, will recommend the following for approval:

- **Technical Program Approval:** The Ohio Technical Center is authorized to offer the program and is eligible for state funding.
- **Declination**: The Ohio Technical Center should not offer the program as currently submitted.
- **General Program:** The Ohio Technical Center may offer the program as a General Program.

3. Not approved: If declination is recommended or it is recommended as a General Program, the Ohio Technical Center will receive a communication from Department of Higher Education staff providing the rationale for the decision. The institution will have an opportunity to resubmit and/or appeal the decision.

4. Appeals: If not approved, institutions may do the following:

- An Ohio Technical Center may appeal a declination or General Program status by completing and returning an appeal form that addresses the reason for the declination within 30 days of the original decision notification.
- Department of Higher Education staff members will review the information under the Case Review Process. This process may include a secondary review of the submission by a committee of Ohio postsecondary education system peers who review and make a recommendation to the chancellor regarding the program's approval.

5. Chancellor approval: If the program is recommended as a Technical Program, it will be submitted to the chancellor for review and final approval. Once final approval has been granted, the Ohio Technical Center will receive approval documentation from the chancellor's staff. The program is now "active," considered "technical," can be offered by the Ohio Technical Center and eligible for state funding.

In addition to Department of Higher Education processes, accreditors require annual reporting on satisfactory completion, assessment by third-party certification authorities and placement. Negative changes in student-level outcomes endanger program and institutional accreditation

Expanding Access for Postsecondary Career-Technical Education Programs
Through engagement with postsecondary subrecipients on equity populations as well as continued technical support and professional development, Ohio is focused on expanding access to postsecondary career technical education programs for special populations. The initiatives will support the development of strategies to make continuous progress towards reducing identified access gaps for special populations. Institutions will be engaged to consider how effective these approaches are in improving access for special populations.

Postsecondary Career Technical Education Programs Integration of Employability Skills
All postsecondary career technical programs rely on business advisory councils in the development of learner outcomes, ensuring program content is embedded with employability competencies. The Department of Higher Education's approval process ensures consideration of employability skills during review. Finally, outcomes data and accreditor requirements allow for measurement of job placement, which stands as the ongoing balance that employability skills are fully integrated. Review processes by accreditors, triggered by low placement rates, create opportunities to address gaps.

B.2.c.i. Describe how the eligible agency will - i. make information on approved programs of study and career pathways (including career exploration, work-based

learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand

Secondary Career-Technical Education Program Communication

One of the three core principles for Ohio's education system is partnerships. *Each Child, Our Future*, Ohio's strategic plan for education, reinforces that everyone, not just those in schools, shares the responsibility for preparing children for successful futures. The most important partners are parents and caregivers, who have the greatest impact on a child's development. Other critical partners include educators, business, philanthropy, employers, libraries, social service organizations, community members, health care providers, behavioral health experts and many more. Put simply, partnerships transform the educational experience.

Ohio uses a multi-faceted approach to provide information on approved programs of study and career pathways to these stakeholders. In addition to communication strategies deployed by the state, schools themselves are an important and deliberate component of outreach to students and families. Schools use the information produced by the state, as well as locally produced information, to communicate with families and other stakeholders about career-technical education opportunities.

Students and Parents/Caregivers
Ohio employs three main mechanisms for communicating directly with parents and caregivers and students about programs of study.

1. Agency Websites: All information regarding approved programs of study can be found on the Department of Education website and is available to parents and caregivers and students. The suite of resources found on the website include the Families and Students Work-Based Learning Toolkit, a toolkit on career exploration, advising and career pathways, and dozens of sample career pathways, including a suggested program of study and suggestions on the on and off ramps to these pathways. The Department of Higher Education also posts information on programs of study and career pathways on its website. Resources on the Department of Higher Education's website include videos, webinars and presentations.

Both the Department of Education and Department of Higher Education use social media and email as additional means of communication. Parents and caregivers and students may sign up for the Department of Education's general email list and receive information and updates via email.

2. OhioMeansJobs.com: Ohio's no-cost, career planning system on OhioMeansJobs.com offers comprehensive career exploration tools, guidance and advisement services, online training and resources specifically for students, teachers and school counselors. OhioMeansJobs.com allows students to learn more about their career interests and in-demand jobs, build résumés, search for college and training programs, create budgets based on future expenses, and develop meaningful academic and career plans for high school and beyond. This system allows students to take practice exams, such as the ACT, SAT and WorkKeys, and practice job interviews. Once students graduate, their "backpack" accounts transition to "job seeker" accounts where they can activate their résumés to be posted to public job sites and be connected to postsecondary

internship opportunities. All of this and more is available for teachers to use and see their students' activity through "OhioMeansJobs K-12 Reporting Tools," which is a system available to educators and registered users that provides reports on activity both at a district level and individual student level to support thoughtful career advising.

Information also is available in OhioMeansJobs.com for postsecondary students and adult learners. As with K-12 students, these individuals can research career interests and in-demand opportunities in the job market and discover information on approved programs of study and career pathways for postsecondary and returning adult students. OhioMeansJobs.com is used by all Workforce Innovation and Opportunity Act providers and can be accessed by the general population via the internet. All Ohio Technical Center participants are required to create OhioMeansJobs.com profiles as part of their programs.

3. State Law Requirements (Dual Credit): State law requires that families have the opportunity to learn about the state's dual enrollment program, College Credit Plus, on an annual basis. In addition to Department of Education and Department of Higher Education communications to families about College Credit Plus, local school districts must annually hold meetings educating families of students in grades 7-12 about how they can access postsecondary credit opportunities, including courses that are part of career-technical education programs of study. The Ohio Department of Higher Education's website provides dedicated space to transparently share requirements of College Credit Plus to students and families.

Representatives of Secondary and Postsecondary Education

Ohio has several mechanisms for communicating information regarding programs of study to secondary and postsecondary educators and administrators. Detailed information about programs of study is posted on the Department of Education website. Website resources include standards for all courses within each program of study, resources for assessments, industry-recognized credential information and career and technical student organizations.

- The Department also regularly communicates with the education community via email.
    - Major updates and announcements are included in the Department's weekly e-newsletter, EdConnection;
    - The Department of Education maintains and uses an email list for career-technical education superintendents and secondary directors, who receive targeted communications regarding programs of study;
    - SuccessBound, the agency's initiative to support student, educator and employer engagement in high-quality career pathways, issues a regular newsletter to interested parties;
    - The Department of Education communicates with and through the state's professional associations for career-technical educators, including the Ohio Association for Career-Technical Education, the Ohio Association of Career-Technical Superintendents and Ohio Association of Comprehensive and Compact Career-Technical Schools.
- The Department of Higher Education regularly communicates broadly about the importance of career-technical education to constituents through emailed newsletters, social media and its website.

- The Department of Higher Education's website includes information on articulated programs of study. Emails and social media posts with infographics share data on progress of Ohio's public higher education system and often include career-technical information. Finally, HigherEd Highlights is a weekly video series that promotes high points occurring in higher education.
- The Departments of Education and Higher Education regularly provide information during local, regional and statewide meetings. The Departments of Education and Higher Education regularly present updates to the education community during at least eleven meetings during a typical program year:
    - Fall and Spring Ohio Career-Technical Administrators Association meetings;
    - Summer Ohio Association for Career-Technical Education conference;
    - Annual regional meetings;
    - Annual Career Connections conference;
    - Fall and Spring Postsecondary Perkins meetings.
- The departments regularly meet with representatives of the education community to provide information and get feedback on state policy and implementation of career pathways. These groups include:
    - Career Connections Advisory Council;
    - New Skills for Youth Cross Sector Team;
    - Sector advisory councils;
    - Ohio Association for Career-Technical Education Council of Presidents;
    - Faculty panels for the Secondary Career-Technical Alignment Initiative;
    - Quarterly meetings with career-technical education association leadership (associations meet with state superintendent and other career-technical leadership staff).

Multiple Languages: The Department ensures all documents on the Department website can be translated from English into other languages.

Special Populations

The Office for Exceptional Children and Office of Career-Technical Education have collaborated on the development of a tool for school districts to use to ensure:

- Consistent and timely collaboration and communication occurs between school personnel, families and students related to the recruitment, application, selection, placement and service delivery for students with disabilities in career-technical pathways;
- Procedures and practices for the recruitment, application, selection and service delivery for students with disabilities meet all state and federal requirements. School personnel, families and students are provided this information and receive relevant training;
- Technical and academic course offerings meet all state and federal requirements regarding access, non-discrimination and meeting of performance expectations for

special populations, including preparation for careers in industry sectors requiring technical expertise;

- Students with disabilities have access to all career-technical pathways. Career-technical education providers make every effort to ensure students with disabilities are provided supplementary services (defined as curriculum modifications, equipment modification, supportive personnel, and instructional aides and devices) within these pathways;
- Special education services and supports are provided per the student's individualized education program in the least restrictive environment.

B.2.c. Describe how the eligible agency will— ii. facilitate collaboration among eligible recipients in the development and coordination of career-technical education programs and programs of study and career pathways that include multiple entry and exit points;

Career-Technical Education Programs Multiple Entry and Exit Point Options

Ohio has four mechanisms in place to ensure collaboration among Perkins recipients to provide seamless educational and training pathways for learners with multiple entry and exit points.

1. **Career-Technical Credit Transfer** – The language in section 3333.162 of the Ohio Revised Code requires the Departments of Higher Education and Education to develop policies and procedures ensuring that students at an adult career-technical education institution or secondary career-technical education institution can transfer agreed-upon technical courses completed there (that adhere to recognized industry standards) to any public institution of higher education "without unnecessary duplication or institutional barriers."

Students are guaranteed the transfer of applicable credits among Ohio's public colleges and universities and equitable in the application of credits to admissions and degree requirements. Career-Technical Credit Transfer helps more high school and adult career-technical students go to college and enter with college credit. Technical credit saves students money and time, and Ohio business and industry will benefit from more employees with higher education and advanced skills.

Students who successfully complete specified technical programs are eligible to have technical credit transfer to public colleges and universities. This transfer of credit is described in Career-Technical Assurance Guides, which are advising tools that assist students moving from Ohio secondary and adult career-technical institutions to Ohio public institutions of higher education.

1. **Ohio College Tech Prep** – The six Ohio College Tech Prep Regional Centers serve as liaisons to Ohio's 90 career-technical planning districts, 23 community colleges,14 universities, and 52 adult career centers to ensure high-quality career-technical education programs for students. The regional centers work with their education partners to increase student access to quality career-technical education pathways that provide opportunities to earn college credit while in high school.

The College Tech Prep Regional Centers are jointly managed by the Department of Higher Education and Department of Education's Office of Career-Technical Education.

1. **CAREER-TECHNICAL EDUCATION-26 Application Assurances** – New applications or renewals of existing secondary career-technical education pathway programs are facilitated through the Career-Technical Education-26 application process. Approval is contingent upon complying with the Ohio Career-Technical Program of Study

Assurances, which address a variety of quality elements that are derived and aligned to Ohio Revised Code, Ohio Administrative Code, Perkins IV/V and are State Board of Education approved.

The assurances assist applicants in confirming that: *Technical and academic course offerings must be designed in an Ohio state department of education approved sequence of courses/program of study that meets state approved graduation requirements, creates an educational pathway for grades seven through twelve, and identifies a high-school pathway, a postsecondary pathway, and employment options OAC 3301-61-03 (D)(9).*

4. **One Year Option and CTAGs** – Ohio Department of Higher Education has developed tools that facilitate articulation and transfer at the postsecondary level, enabling students to leverage credentials – credit and non-credit – to additional postsecondary credentials. These mechanisms value all learning and provide multiple entry and exit points for learners engaging in postsecondary credentials.

B.2.c. Describe how the eligible agency will— iii. Use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career-technical education with such needs, as appropriate;

Secondary Career-Technical Education Program Alignment to Labor Market Data

Perkins V focuses on aligning programs of study to high-wage, high skill and in-demand occupations. In the comprehensive local needs assessment, local leadership teams will provide an analysis of how career-technical education programs are meeting workforce and economic development needs on the state, regional or local levels. The assessment will look at how different resources are used to determine which career-technical education programs of study are made available for students.

The comprehensive local needs assessment (Appendix A.3) provides an unprecedented opportunity to ensure programs of study are aligned to, and validated by, local, regional and statewide workforce needs and economic priorities. Ohio will continually review the alignment between in-demand occupations and the state's career pathways. The alignment will be a resource for local recipients to use when aligning programs of study to local in demand occupations.

Programs of Study that do not Meet the Statewide Criteria for "In-demand Occupation"

Local recipients will be required to ensure the program of study meets the requirements of the Perkins V legislation. Recipients will need to display local or regional demand to be permitted to use Perkins funds for these specific pathways. Applications will include answers to narrative questions and must show they meet four of six elements of evidence.

Narrative Questions

1. What drove your decision to apply for or renew this program of study?
2. What career pathway would you expect students to follow who graduate from this pathway?

3. Programs of study must be tied to labor market demand. How does this program of study align to local labor market needs?

Elements of Evidence

1. 25 percent of students participating in work-based learning experiences.
2. 50 percent of students placed in industry-relevant jobs or programs within six months after graduation.
3. 70 percent of students attaining 12 points of industry-recognized credentials in the relevant career field.
4. Documented job openings in local area (county and surrounding counties) indicating openings for at least 85 percent of students in average program cohort.
5. More than 90 percent post-program placement (not limited to industry relevance).
6. At least two letters from industry partners indicating future intent to hire students from the pathway.

As part of the Career-Technical Education-26 process, local districts, schools and joint vocational school districts will be required to upload applicable state, regional or local employment data and provide narrative justification for the program. Local implementation of career pathways and programs of study will be subject to:

- Adherence to the review and monitoring by the state;
- Renewal of approvals every five years; and
- Adherence to the Career-Technical Program of Study Assurances.

The state will maintain open communication and collaboration with local districts, schools and joint vocational school districts in the development of career pathways and programs of study. This will be accomplished by widely vetting the state criteria in the Perkins planning process and disseminating the criteria through state websites and statewide meetings and conferences. The state will continue providing technical assistance and professional development to local schools and districts as needed as they develop local career pathways and programs of study.

B.2.c. Describe how the eligible agency will— iv. Ensure equal access to approved career-technical education programs of study and activities assisted under this Act for special populations;

Improving Access for Special Populations in Secondary Career-Technical Education Programs

A primary focus of the Ohio Perkins V transition and four-year plans, with an initial focus on students in special populations, is:

- Improving access;
- Enrollment and engagement; and
- Performance for all students.

To support districts in ensuring students have meaningful access and are engaged in high-quality career-technical education programs, the Department of Education piloted regional

equity labs in year one for secondary career-technical programs. Participants in the equity labs reviewed and analyzed data in three main categories: access, engagement and enrollment, and performance. Participants identified performance gaps for students in special populations and identified the largest or most pressing gaps and performed a root cause analysis. Participants clearly articulated a commitment to advancing equity with a plan to specifically address and continually make meaningful progress toward improving the performance of special populations. During the equity labs, participants completed data analysis, discovery and goal-setting activities and exercises that will be useful in fulfilling the Perkins V local needs assessment (Appendix A.3) and local application (Appendix A.1) requirements for equity. The career-technical planning districts are encouraged to set ambitious and achievable goals, collaborate on best practices and share resources. It is not feasible or realistic to expect districts to correct all inequities at once, but it is an expectation that career-technical planning districts identify the greatest opportunities for growth, create plans and commit to improving Ohio's equity in education.

The Root Cause Analysis performed during these labs will provide information for multiple resources that will be made available on the Equity web page. This web page will include,

- Equity Gap Root Cause Toolkit for each special population and subgroup;
- Best practices for addressing equity gaps;
- Pedagogy tips for implementing a more equitable experience for students;
- Schedule of equity activities; events; webinars and trainings; and
- Urban Expansion link for equity in instructor recruitment, onboarding and retention.

During the second year of the plan, the Department of Education will pilot training for equity ambassadors within the secondary career-technical planning districts, who will serve as in-district equity support. These ambassadors will be invited to engage in professional development with the Department of Education in the form of webinars and labs to create and develop ongoing equity plans. These ambassadors will be offered training potentially addressing:

- Equity awareness education;
- Research strategies to address equity labs root causes for focused gaps on specific demographic groups;
- Support in selecting the strategies with the most meaningful impact & viability using local resources;
- Support in creating metrics and evaluation plans.

Year three, the Department of Education will conduct another round of regional equity labs. These labs will provide the secondary career-technical programs and the equity ambassadors an opportunity to dive deeper into their data analysis in the three main categories:

- Access;
- Engagement and enrollment; and
- Performance.

Participants will be provided with district data and be asked to bring additional data and materials for a more comprehensive view of their district equity gaps. Activities will include addressing the most meaningful equity gaps and planning new strategies to make continuous progress in closing these gaps using best practices. Participants will leave the labs with a five-year equity plan that will be used as a tool for the Perkins V local needs assessment (Appendix A.3) and local application (Appendix A.1).

Over the four years of the state plan, Ohio will continue to focus on improving equal access to programs of study for all students. The Department of Education will use its experiences with the equity labs to provide more resources and support for local recipients in ensuring all students have equal access to programs of study. The state plans to partner with relevant organizations in developing multiple professional development opportunities that will build on the success of the equity labs to provide teachers and school administrators meaningful resources**.**

Reference Appendix A.4 Equity Lab Guidance Document

B.2.c. Describe how the eligible agency will— v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

Implementation of career pathways and programs of study will be monitored through a state-established review process and must adhere to the Department of Education Career-Technical Program of Study Assurances. The assurances are developed from applicable sections of Ohio Revised Code and Ohio Administrative Code.

The Department of Education and Department of Higher Education work collaboratively with state workforce development agencies to ensure pathways are aligned to high-wage, high-skill and in-demand jobs. Local recipients are encouraged to collaborate with local workforce development boards to ensure specific programs of study are aligned to local and regional workforce needs.

B.2.c. Describe how the eligible agency will— vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work- based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities;

Ohio recognizes the critical need to connect businesses with qualified people to fill high-demand job openings. Secondary and postsecondary schools need to work in partnership with business and education to identify opportunities to expose and inform students of Ohio's most in-demand jobs. By fostering collaboration and awareness, the education and training system will be in a better position to fill the gaps. This is a key element for preparing a skilled and productive workforce in Ohio.

The Ohio College Tech Prep Centers

The six Ohio College Tech Prep Regional Centers serve as the liaison to Ohio's 90 career-technical planning districts, 23 community colleges, 14 universities, and 52 adult career centers to ensure high-quality career-technical education programs for students. The regional centers work with their education partners to increase student access to quality career-technical

education pathways that provide opportunities to earn college credit while in high school. The College Tech Prep Regional Centers are jointly managed by the Department of Higher Education and Department of Education's Office of Career-Technical Education

Work-Based Learning Resources
Ohio has selected work-based learning as a measure of program quality for career-technical education. Work-based learning experiences are conducted at a work site during or after school. They are designed to provide authentic learning experiences to students that link academic, technical and professional skills. Business and education partners work together to evaluate and supervise the experience, which must be documented with training or learning plans and evaluation forms.

The Department of Education's Work-Based Learning webpage includes resources for business and community partners, schools, educators and families and students to assist in initiating the student-industry relationship and creating a seamless process for the experience.

SuccessBound
To address career-focused opportunity knowledge gaps, Ohio has launched SuccessBound. SuccessBound is an educational approach and communication strategy that brings together Ohio's strong business and education partnerships to engage and inspire students about career opportunities.

- SuccessBound businesses collaborate with schools to develop the local workforce. They invest in schools to create educational pathways and provide work-based learning experiences that prepare students for jobs that are available now. They communicate openly with schools about what skills students need to have when they graduate.
- SuccessBound students take active roles in planning their futures by exploring career interests early and considering how to align their interests to careers. They consider what education and training is needed to reach their goals. They respond to financial concerns by earning free college credits in high school and following a pathway that allows them to work in a related field while continuing their education. These students dedicate themselves to long-term goals and commit to continuous lifelong learning.
- SuccessBound families support the pathways that help their students meet their goals. They encourage districts to find ways for the students to gain the skills they need. They are aware of the demands of their local economies, and they encourage businesses and schools to prepare students to work in those economies. They encourage lifelong learning.
- SuccessBound communities communicate with schools about the needs of the local economy. They actively foster collaboration between schools and businesses to help grow the local workforce.

Ohio Means Internships and Coops (OMIC)

At the postsecondary level, the Ohio Department of Higher Education has worked to build linkages between coursework and the workplace through Ohio Means Internships and Co-ops. Through this initiative, the Department of Higher Education distributes financial and technical assistance resources to strengthen work-based learning opportunities for college and university students at employers. This includes guidance on ways in which faculty can work with employers to ensure students have meaningful learning experiences in their placements. These grants have built institutional capacity and provided resources to support student wages. In

2014, the Department of Higher Education developed Harnessing Ohio's Talent as a guide for colleges and universities to develop effective work-based learning programs. During the transition year, the Departments of Education and Higher Education collaborated to update the Work-Based Learning Toolkit and Harnessing Ohio's Talent to ensure they are aligned and focused on closing equity gaps for special populations.

B.2.c. Describe how the eligible agency will— vii. improve outcomes and reduce performance gaps for career-technical education concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

Equity Labs and Comprehensive Local Needs Assessment
The comprehensive local needs assessment will assist districts in identifying performance gaps for career-technical education concentrators and members of special populations, allowing the state to identify thematic performance gaps and develop targeted assistance that can be used to benefit all local recipients. While some initiatives may be applicable at the state level, the process enables districts to recognize gaps and develop strategies at the local level using state-provided geographic information system spatial data mapping tools and disaggregated state-determined indicator reports.

The Department of Education is integrating equity-focused requirements across statewide processes associated with career-technical education. The Department piloted equity labs with local Perkins recipients during the transition year to identify access, engagement and performance gaps, analyze causes of those gaps, and create plans to reduce those gaps in coming years. The equity labs provided the opportunity for local recipients to work with the Office of Career-Technical Education in a facilitated environment to complete the equity section of the comprehensive local needs assessment (Appendix A.3). The work performed in the equity labs "trained the trainer," allowing local recipients to complete the remaining five sections of the assessment in collaboration with their local stakeholders. Piloted equity labs served as a developmental model for sustainable implementation throughout the Perkins V four-year period.

Urban Expansion Team
The Urban Expansion Team provides career-technical support to Ohio's eight largest urban school districts. These districts were selected for additional support due to their size, the diverse populations they serve, and the challenges associated with successfully implementing career-technical programming in a large urban setting. Targeted areas of support are:

- Challenges surrounding recruitment and retention;
- Expansion of career-technical programming;
- District planning and goals; and
- Reduction of participation and performance gaps.

Office for Improvement and Innovation
The Department of Education's Office for Improvement and Innovation oversees and is part of the State System of Support. The State System of Support is in place to assist schools and districts in increasing student outcomes and achievement. This system includes educational service centers, state support teams, instruction technology centers and direct supports from the Department. This system uses the Ohio Improvement Process as a framework to establish systemic collaborative structures designed to support development and implementation of focused goals and a strategic plan looking at both students' academic and non-academic needs.

The continuous improvement cycle becomes the process for district and school core work and is used to implement, monitor and evaluate their goals and strategic plan.

The Office for Improvement and Innovation also provides information and support for vulnerable student populations, including children who are homeless, in the foster care system or involved in the justice system.

State Support Teams
When targeting areas to improve achievement, schools and districts can access resources through a state support team to assist and support their efforts.

State support teams are comprised of local and regional Ohio educators with a history in school improvement, preschool and special education. The Department of Education coordinates 16 regional teams.

The state support team expands a district's leadership team to add specially trained educator experts to work to improve climate and learning outcomes for all students. The state support team uses research-based practices to help build custom solutions with the district team for central office staff, building administrators and teachers and partners to design concrete measures. These solutions boost organizational efficiency and provide coordination and support for common barriers in school improvement and services for low-performing students.

B.2.d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V).

Career-Technical Education Student Postsecondary Credit Options

Ohio secondary career-technical education students have a variety of options for earning postsecondary credit while in high school and completing competency-based options. Secondary and postsecondary Perkins recipients collaborate to ensure students have seamless pathways from secondary to postsecondary education as part of their career-technical education programs of study. All state-approved pathways at the secondary level are required to have postsecondary credit opportunities in place. This could be a statewide articulation agreement, bilateral articulation agreement or a College Credit Plus course. If a statewide articulation opportunity is available, programs must use that option rather than creating a bilateral articulation agreement. The graphic below shows the state's articulation and transfer initiatives that support Ohio career-technical education students.

Overview of ODHE Transfer Initiatives
related to Perkins

Career-Technical Assurance Guides
CTAGs

CTAGs align introductory career-technical coursework offered at secondary institutions and Ohio Technical Centers (OTCs) to equivalent post-secondary courses at Ohio's public colleges and universities. Information contained on the CTAG document advises students and institutions on how to obtain approval and conditions for earning credit.

38 disciplines with over 100 course-level articulations

TAGs

Transfer Assurance Guides allow for students to complete common early major courses at Ohio's public institutions. Courses are guaranteed to transfer and apply toward program requirements.

Ohio's transfer initiatives build on each other and allow efficiency by using shared courses when an alignment exists.

OTM

The Ohio Transfer Module (OTM) is a subset or the complete set of a public institution's general education requirements across various disciplines. Courses are guaranteed to transfer and are applied to the OTM of the receiving institution.

Military Transfer Assurance Guides
MTAGs

MTAGs provide a statewide guarantee that certain types of military training, experience, and/or coursework align to existing college and university courses and will be awarded appropriate credit.

MTAGs are aligned to the OTM, TAGs and CTAGs

Transfer assurances in 12 disciplines

One-Year Option

The One-Year Option allows graduates from an OTC who complete a 600-900+ hour program and earn an industry recognized credential approved by the Chancellor the opportunity to earn a block of 20-30 technical credit hours towards an ATS degree at Ohio's public colleges and universities.

Nearly 50 pathways in four discipline clusters:

- Building and Industrial Technology
- Business and Information Technology
- Health and Allied Health
- Services and Agriculture

Apprenticeship Pathways

This initiative advocates for individuals completing apprenticeships by incorporating these experiences into academic credit to provide a pathway to a technical associate's degree at Ohio's two-year public colleges. Current agreements are available in the following areas:

- Electrical Trades
- Sheet Metal
- Carpentry
- Plumbers & Pipefitters

PLA with a Purpose

Ohio's framework for prior learning assessment directs institutions to implement policy that:

- Ensures student-centered, faculty-driven practices
- Ensures consistency
- Maintains academic integrity within, across and among institutions
- Improves the portability of credit earned

Ohio | Department of Higher Education

Dual Enrollment: College Credit Plus

College Credit Plus is Ohio's dual enrollment program that provides students in grades 7 -12 the opportunity to earn college and high school credits simultaneously by taking courses from Ohio colleges or universities. The purpose of this program is to enhance students' career readiness and postsecondary successes, while providing a wide variety of options to college-ready students at no or limited cost to students and families. Students may take postsecondary career-technical courses and academic courses through College Credit Plus at Ohio colleges and universities. Students who successfully complete postsecondary career-technical education courses may use them as part of their career-technical education pathways to meet high school graduation requirements. The departments of Education and Higher Education maintain guidance for families, districts and postsecondary institutions on how students can access College Credit Plus courses, including career-technical education courses, on the agencies' websites.

Articulated Credit: Career-Technical Assurance Guides

In addition to College Credit Plus, Ohio career-technical students can earn postsecondary credit through the state's extensive credit articulation system. Career-Technical Assurance Guides are statewide articulation agreements specifically for secondary high school and adult technical center students who complete agreed-upon career-technical coursework and assessments. The Secondary Career-Technical Alignment Initiative was developed from the Career-Technical Assurance Guides process. The initiative is a collaborative effort between the Department of Higher Education, Department of Education and Ohio's public institutions of higher education. Aligned and agreed-upon technical courses provide students with opportunities to earn college credit without unnecessary duplication or institutional barriers.

The Career-Technical Articulation Verification technical initiative is a collaborative effort between the departments of Education and Higher Education to eliminate the barriers of the previous paper-based process and streamline post-secondary career-technical transfer credit opportunities. New technology will allow the electronic exchange of data between the two agencies into the Higher Education Information system. The integration of Ohio Department of Education's Career-Technical Education-26 application process and Ohio Department of Higher Education's Course Equivalency Management System will allow for the automation of the submission and approval of secondary courses that align to Career-Technical Assurance Guides.

Career-Technical Assurance Guides are developed using a faculty-led, five-step process:

Step 1: Defining – Faculty panel meets to define the learning outcomes;

Step 2: Agreeing – Statewide surveying seeks to obtain agreement on the learning outcomes;

Step 3: Matching – Faculty match, or align, the Department of Education Career Field Technical Content Standards to each of the learning outcomes and distribute a second endorsement survey statewide;

Step 4: Submitting – Institutions with similar or equivalent courses must submit course materials to determine if there is an alignment with the newly created the Career-Technical Assurance Guides; and

Step 5: Reviewing – Faculty review panels validate course materials.

Students who successfully complete secondary technical courses with approved the Career-Technical Assurance Guides will earn equivalent credit at postsecondary institutions with comparable courses.

Competency-Based Options: Work-Based Learning

The departments of Education and Higher Education maintain resources related to work-based learning opportunities for students. Secondary students and educators, as well as Ohio businesses can access the Work-Based Learning Toolkit on the Department of Education website. Students can demonstrate mastery of competencies identified in their training plans to earn credit in academic and technical coursework.

B.2.e. Describe how the eligible agency will involve parents, academic and career-technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career-technical education programs. (Section 122(d)(12) of Perkins V)

Topical stakeholder committees were assembled to review and provide feedback on key topics in the Perkins Four-Year State Plan, including equity, local needs assessment, data and accountability, programs of study to be developed and/or supported by the state, high-quality programs of study, implementation timelines and connections to other programs across the state. Members of the stakeholder committees were expected to:

- Attend all meetings, either in person or virtually;
- Review materials in advance and share relevant information with their constituents to receive feedback;

- Share their feedback, as well as any comments received from the groups they represent; and
- Share opportunities for engagement with the groups they represent.

To assist in the plan development process, Ohio created a state plan stakeholder engagement committee and appointed all required stakeholders necessary to develop the full four-year state plan. Positions and organizations represented are described in A.1. of this plan. In addition to the established functions of business advisory councils described in B.1.a, they are included as a required stakeholder group for many sections of the comprehensive local needs assessment process.

Ohio's Quality Program Standards for Career-Technical Education Programs were created as an instrument to guide and facilitate continuous program improvement with a common set of standards for all secondary career-technical education programs. Standards surrounding school and community relations and program planning and evaluation guide programs in the involvement of all stakeholders in the planning, development, implementation and evaluation of its career-technical education programs.

B.2.f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.

Reference Appendix A.1 Local Application Template

B.2.g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.

Reference Appendix A.2 Local Needs Assessment Guidebook

Reference Appendix A.3 Local Needs Assessment Templat**e**

B.2.h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Ohio has defined size, scope and quality as appropriate for secondary and postsecondary recipients.

Definitions of size, scope and quality for secondary recipients are:

Size: Maintaining a minimum threshold of career-technical education programming (12 programs in eight career fields for career-technical planning districts with enrollment greater than 2,250 in grades 7-12; otherwise, 10 programs in eight career fields). Should waitlists for programs exceed 50 percent of current program capacity, the recipient shall consider how programming may be expanded.

Scope: Programs must:

- Include at least four courses within the program of study;
- Include all aspects of the industry identified in career-technical content standards for the chosen courses;

- Include the opportunity for students to earn postsecondary credit in the technical area;
- Include the opportunity for students to earn relevant credentials of value as appropriate for the technical area;
- Integrate academic content as appropriate for the course;
- Integrate career and technical student organizations, to the extent possible;
- Integrate work-based experiences, to the extent possible; and
- Assess the attainment of technical skills within the program using the appropriate technical assessment, as identified in the program and assessment matrix.

Quality: Programs must meet the state's "in compliance" benchmark, as outlined in the state's annual program review process. For FY20, this requires the state-determined percentage of program participants receive scores of proficient or higher on the state-identified assessment, as shown in the career-technical education program and assessment matrix and the state-determined placement rate. Programs that do not meet the benchmarks for placement and technical skill must participate in the appropriate corrective action planning process, as identified by the Department of Education. Perkins recipients must examine student performance data by subgroup and special populations. If students in subgroups or subpopulations are performing lower than the all-student average and lower than the local target (subgroup or subpopulation has a lower performance level than the all student average and lower than the locally negotiated target), the recipient must implement strategies to support students in those subgroups in meeting the all-student average and locally negotiated target.

Definitions of size, scope and quality for postsecondary recipients are below.

Size: Ohio Perkins postsecondary institutions must:

- Offer career-technical education programs in not fewer than three different occupational fields leading to immediate employment but not necessarily leading to baccalaureate degrees;
- Offer technical programs that generate enough concentrator enrollment to meet the $50,000 federal minimum grant threshold for allowable Perkins participation;
- Join a Perkins consortia if they do not generate enough credit hours or clock hour full-time equivalents to be eligible Perkins concentrators that can meet the $50,000 federal minimum grant threshold for allowable Perkins participation.

Scope: Ohio Perkins postsecondary institutions must:

- Demonstrate connection to labor market validation by obtaining technical program designation as determined through Department of Higher Education's program approval processes;
- Provide equal access to high-quality career-technical education programs of study for all students, especially those identified as underrepresented and a part of special populations groups;
- Review regional labor market demand to ensure programs prepare students for careers that will provide them with high skills and opportunities to earn high wages within in-demand occupations;

- Provide adequate and appropriate services of support that may assist students with program completion.

Quality: Ohio Perkins postsecondary institutions must:

- Hold relevant institutional and program accreditation by an accrediting body recognized by the United States Department of Education;
- Continue to maintain accreditation and academic standards of high quality for programs and student support services offered by the institutions as defined by their accreditors;
- Have submitted all pertinent student and program information based on the Department of Higher Education's data submission policies meeting all submission deadlines;
- Not be in violation of any state or federal rules associated with providing adequate support for students (student financial aid, admission requirements, civil rights abuses, etc.);
- Follow all state- and institution-prescribed data security protocols to protect students, faculty, staff and administrators from identity theft and information manipulation;
- Ensure programs are of quality to meet the Department of Higher Education's Career Technical Credit Transfer Assurance Guides and College Credit Plus standards;
- Be able to demonstrate the ability to adequately place students in further education and related employment; and
- Have an institutional program review process in place to assess the effectiveness of programs every three years, if it is not already required by a regional or program accreditor.

B.3. Meeting the Needs of Special Populations

a. Describe the eligible agency's strategies for special populations, including a description of how individuals who are members of special populations— i. will be provided with equal access to activities assisted under this Act; ii. will not be discriminated against on the basis of status as a member of a special population; iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations; iv. will be provided with appropriate accommodations; and v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

Ohio is committed to ensuring students have equitable access, engagement and performance in all aspects of their education, including career-technical education programs. This commitment to equity is underscored in *Each Child, Our Future*, Ohio's strategic plan for education. Equity is one of the three core principles of the strategic plan and recognizes that Ohio's greatest education challenge remains equity in education achievement for each child. The path to equity begins with a deep understanding of the history of discrimination and bias and how it has come to impact current society. *Each Child, Our Future* renews Ohio's commitment to creating the learning conditions that ensure each child is challenged, prepared and empowered.

To support this, the Department of Education is integrating equity-focused requirements across statewide processes associated with career-technical education. The Department piloted equity labs with local Perkins recipients during the transition year to identify access, engagement and performance gaps, analyze causes of those gaps, and create plans to reduce those gaps in coming years. Additionally, all state-approved secondary career-technical education programs must meet all state and federal requirements regarding access, non-discrimination and the meeting of performance expectations for special populations, including preparation for careers in industry sectors requiring technical expertise. This policy is amplified in Ohio regulations (Ohio Administrative Code 3301-61-03 (D) (8)), and all secondary recipients agree to ensure non-discrimination and access in the assurances for each program of study they implement.

The Department of Education's Office of Career-Technical Education and Office for Exceptional Children collaborate extensively on cross-agency activities with Opportunities for Ohioans with Disabilities. Teams from the Office of Career-Technical Education and Office for Exceptional Children meet regularly to jointly develop common messaging regarding the equitable access and provision of career-technical education for students with disabilities and the provision of special education and related services within career-technical pathways. The team has identified personnel within each office who serve as liaisons to ensure consistent communication and implementation. Other examples of intra-agency collaboration include an internal team dedicated to expanding and improving work-based learning opportunities for students with disabilities, the development of a Frequently Asked Questions document on this topic and the development of a joint memorandum to career-technical educators regarding the provision of special education services in career-technical pathways.

Additionally, the Office for Exceptional Children finances and supports the work of five regional career-technical planning district consultants at the state support team offices. The primary responsibilities of career-technical planning district consultants are to provide differentiated and tiered information, professional learning, coaching and technical assistance regarding the equitable access and provision of career-technical education for students with disabilities and the provision of special education and related services within career-technical pathways. The consultants also work with career-technical centers on the development of a communications plan.

To ensure students with disabilities are being appropriately served in career-technical education programs, the Office for Exceptional Children's Supports and Monitoring Team conducts selective reviews to ensure career-technical centers are meeting requirements set forth by the Individuals with Disabilities Education Act, Part B and the Operating Standards for the Education of Children with Disabilities in Ohio. Corrective Action Plans are required and developed to address areas that are not met.

Representatives from the also connect with, and engage in, statewide initiatives to support this population. For example, representatives serve on the Ohio Employment First Taskforce and the National Technical Assistance Center on Transition's state transition plan team. Office for Exceptional Children staff and Opportunities for Ohioans with Disabilities have created the Ohio Transition Support Partnership to increase vocational rehabilitation services to students with disabilities and are in the process of developing data sharing agreements to identify mechanisms to continue improving services for this population. Additionally, the offices worked together to ensure students participating in secondary career-technical education courses are provided relevant accommodations per their individualized education programs when taking technical assessments.

Improving Access and Outcomes for All Students: Regional Equity Lab and Equity Workshop Strategy

Ohio piloted regional career-technical education equity labs for secondary career-technical programs as part of the completion of the local needs assessment. These labs were facilitated by Department of Education staff and required each of the career-technical planning districts to bring a team of local stakeholders together. Teams identified by each career-technical planning district include local educators and administrators, workforce development professionals, Tech Prep Center regional staff, school counselors and other participants identified by the lead district. State staff guided local teams through a series of facilitated activities to identify and plan for equity. Activities included:

- Data analysis and review
    - The Department of Education developed a report displaying local recipients' data in three main categories: meaningful access, engagement and enrollment, and student outcomes. Data for all student subgroups and subpopulations was included, as well as demographic information for all potential students in the recipients' areas of responsibility (member districts within a career-technical planning district).
- Identification of performance gaps
    - Local recipients identified all access, engagement and performance gaps between student subgroups and subpopulations. This information is used as the basis for local equity planning and shared with local stakeholders as part of the local needs assessment process.
- Root cause analysis
    - Local recipients identified the largest and/or most pressing gaps to be addressed in their local applications. Teams then conducted root cause analyses on their identified gaps.
- Planning for equity
    - Teams developed goals and action plans to address their identified gaps, as well as plans to evaluate their successes and adjust plans as needed each year. The resulting plan is included as part of the local needs assessment and application.

In the future, continued support will be provided through technical assistance offerings and further in-person interactions.

The Department of Higher Education's Equity Workshops were developed to assist postsecondary institutions in understanding how equity gaps within the data and institutional practices can be identified and modified to reflect institutional missions of serving all students and staff in an equitable manner. The Workshops were done in conjunction with National Alliance for Partnerships in Equity and focused on the following:

- Review of the National Alliance for Partnerships in Equity Program Improvement Process for Equity as a model for institutional improvement within the Perkins Comprehensive Local Needs Assessment;
- Apply an equity lens to the Perkins Comprehensive Local Needs Assessment process within Ohio;

- Analyze existing institutional data to identify equity gaps in participation, concentration, and completion of student subpopulations;
- Understand how to complete a grounded root cause analysis.

Institution representatives have the responsibility of taking what they learned in the workshop and explaining it to their Perkins stakeholder teams and then using what they've learned to identify gaps in quantitative and qualitative data helping institutions to design strategies and goals to close equity gaps. The Department of Higher Education will continue to work with institutions using what has been learned through the workshops to continually throughout the Plan to provide technical assistance and support in closing equity gaps.

Postsecondary Strategies to Support Equal Access, Opportunity and Success

The Department of Higher Education will ensure all participating institutions have non-discrimination clauses that promote equal access to individuals enrolling at their schools. The clause should emphasize that the institution "does not discriminate against any person in employment or educational opportunities because of race, color, religion, age, national origin, ethnicity, national ancestry, sex, pregnancy, gender, gender identity or expression, sexual orientation, military service or veteran status, mental or physical disability, genetic information, or special population status." These non-discrimination clauses will be posted on websites and other relevant materials with an emphasis on serving students, staff members (faculty, administrators, counselors) and the public at large.

Further, the Department of Higher Education will make it a priority to collaborate with the state's chief student affairs officers at community colleges and student support services staffs at the Ohio Technical Centers to identify promising practices and develop strategies to assist students within special populations categories. This collaboration will have an overall focus on equity and closing equity gaps within these special population areas. These efforts will help postsecondary institutions focus strategies and tactics to improve access and outcomes for special populations.

B.4. Preparing Teachers and Faculty

a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career-technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

Competent, caring teachers are the single greatest contributor to a child's success in school. Principals are a close second. Effective principals know how to inspire teachers, serve as instructional leaders and transform a school's culture. Excellent educators use high-quality, culturally responsive instructional practices to enhance each child's learning experience.

A responsive education system has a highly effective teacher in every classroom and a highly effective leader at the helm of every school. The following strategies are aimed at producing highly effective teachers and leaders who are supported by the best instructional supports.

A steady stream of highly effective new teachers is necessary to educate Ohio's increasingly diverse body of students who have nuanced learning needs. Although Ohio has many teacher preparation programs, national indicators signal that the supply of teachers might be decreasing. In the face of this looming shortage, today's classrooms present increasingly

complex challenges for current and new teachers. More children enter Ohio's classrooms with exposure to trauma. Changing state demographics mean children and families bring greater cultural diversity into the classroom. As a result, more children need personalized learning and differentiated instruction that is culturally relevant. Ultimately, teachers need school leaders who understand how to create and sustain an environment where all students — and all caring, committed adults — grow and learn.

In addition to the career-technical education specific initiatives found in **Recruitment, Retention, and Training of Faculty and Staff (B.1.d.5.)**, the state has developed the following strategies to ensure a steady talent pool of highly effective teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel and paraprofessionals. Efforts will be needed at the state level to address the educator career continuum. Illustrated below, the continuum begins when a prospective teacher candidate enters an educator preparation program. It ends when an educator retires or exits the system.

Growing and attracting excellent candidates: In conjunction with key educator stakeholder groups, Ohio and its partners are taking steps to attract more individuals to the teaching profession. Low morale, limited compensation and other issues have discouraged individuals from becoming teachers. At the same time, many educators are motivated and impassioned by positively touching the lives of children, and jobs in education are among the most stable in the economy.

The state also supports school and district efforts to groom prospective teacher candidates to stay in their communities and teach in their local schools. Many regions across Ohio have created and applied "grow your own" programs. The programs expose local candidates to the teaching profession at a young age and recruit them back to teach after they earn initial licensure. This strategy has been effectively used to recruit individuals from under-represented groups.

Culturally Responsive Educators: Ohio is addressing its equity issues by taking actions to ensure each student has access to an effective teacher. During piloted equity labs, state staff is engaging with local recipients in analysis of teacher educator demographic data to identify disparities in relation to student populations. As local recipients develop strategies to ensure a culturally responsive environment for all students, they are encouraged to take advantage of state resources for culturally responsive practices. The state has developed a culturally responsive practices program to assist educators, administrators and support staff in improving instruction for special populations.

A culturally responsive practices program is an approach that encompasses and recognizes both students' and educators' lived experiences, culture and linguistic capital. Culturally responsive educators reflect on their students', as well as their own lived experiences, culture and linguistic capital to inform, support and ensure high-quality instruction. They have high expectations of their students and demonstrate positive attitudes toward student achievement; they are committed to involving their students in multiple phases of academic programming, thereby supporting the unique abilities and learning needs of each student and fostering student success.

The culturally responsive practices program includes four courses (listed below), which are available through the Ohio Department of Education's Learning Management System and the Ohio Leadership Advisory Council. Learning can be facilitated in professional learning communities and is supported with facilitator guides and train-the-trainer opportunities. It also

can be accessed by an individual through the online learning platforms. The four courses include:

- Introduction to Culturally Responsive Practice;
- Cultural Responsiveness;
- Socio-Political Awareness;
- Academic Achievement.

Strengthening and refining teacher preparation: In collaboration with colleges of education and teacher preparation programs, Ohio is improving preservice training and individualized preservice supports. Examples include requiring sharpening the focus of preparation programs to better address differentiation, instructional practices (including trauma-informed practices), cultural relevancy and student supports. Ohio's Resident Educator Program, regarded as a national model, provides additional early service supports to teachers as they aspire to full licensure.

The Department of Higher Education prepares Ohio Educator Performance Reports on an annual basis. The report can be used to inform and enhance teacher preparation practices. The report permits the public to view aggregate data for all graduates statewide and by institution and program area. School districts and charter schools can use the report to make informed decisions about hiring. Students interested in pursuing educator preparation programs can use the report to make decisions regarding which program to attend. Institutions of higher education can use the report to inform continuous improvement efforts, program planning, and research. The data will also assist state and institutional leaders in identifying trends to guide development of targeted improvements in educator preparation programs throughout Ohio. The Ohio Department of Higher Education will continue its current practice of regularly convening representatives from schools, colleges, and departments of education to review report data and format and continuously address improvement opportunities related to emerging research and information learned from key state and national efforts.

Leveraging alternative preparation programs: In the face of a looming educator shortage, state- and federally approved alternative teacher preparation programs can help expand the talent pool. Some of the best alternative programs apply rigorous selection processes, emphasize personalized preservice training and deliver in-service supports that continue once the teacher is assigned to the classroom.

Successful school leaders create the conditions necessary for teachers to excel and students to succeed. They provide clear direction, analyze data, visit classrooms, transform building culture, review school and system goals and cultivate an environment of continuous learning that engages teachers in their professional learning at every step of the way. However, identifying and developing effective leaders is no easy task.

Finalizing new principal standards and refining the preparation process: To help, Ohio revised its standards for principals. These define what principals need to know and be able to do and emphasize a leader's role in building a collaborative learning culture for students and caring, committed adults. The newly revised standards will drive improvements to principal preparation programs and the state's principal evaluation system.

Supporting school leaders: In turn, the state is providing additional technical assistance to help in-service principals build capacity and hone their skills. To that end, Ohio increased its

support for principal mentorship programs that pair new and seasoned principals together. The experienced principal provides ongoing counsel and support. The program helps new principals provide high-quality, actionable feedback to teachers. It also helps them creatively manage school schedules so that teachers can collaborate, reflect, adjust lessons and practice new approaches.

Supporting leader recruitment: The state is working with educational service centers and other education intermediaries to offer technical assistance aimed at helping schools and districts identify candidates who are likely to become effective principals.

As Ohio shifts to recognize the importance of all four equal learning domains, educators need to implement instructional practices that reflect and maximize a student's understanding of those domains. The most effective instructional practices are personalized, culturally relevant and directly engage the student in the experience.

Sharing best practices: At the state level, steps are being taken to share and disseminate instructional best practices with teachers, including curriculum, instructional approaches and materials that are informed by research, the school's individual needs, local community standards, student composition and teacher capacity. Educators also should have access to options for delivering the best digital and personalized learning (building on the Future Ready Framework). Options include project and case-based learning, STEM and STEAM (science, technology, engineering, the arts and math) or other similar instructional techniques that challenge students to solve problems creatively through an integrated approach to learning. To effectively teach, educators must know how to individualize and differentiate instruction to meet the learning needs of students with disabilities, students of all cultures, English learners and gifted students.

Partners play a critical role in ensuring an abundant supply of educator talent. This starts with higher education, which has the greatest hand in preparing tomorrow's teachers and school leaders. Business, industry and community partners enrich professional learning opportunities for educators and transform instructional delivery through real-world experiences.

C. FISCAL RESPONSIBILITY

C.1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how - a. each eligible recipient will promote academic achievement; b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential

Secondary Career-Technical Education Program Approval Process and Criteria

In the first year, subrecipients will use Ohio's Comprehensive Continuous Improvement Plan, an electronic tool for grant approval, as means to submit four-year applications for local Perkins implementation and annual approval as Perkins recipients. For subsequent years, a comprehensive electronic system will be developed for the comprehensive local needs assessment and application approval. Recipients will be required to complete the comprehensive local needs assessment every two years and adjust the local application, where applicable, based on identified improvement opportunities.

Assigned state staff will review secondary local applications for completeness and compliance with Perkins requirements. To secure final approval, applications must a) ensure that resources are targeted to promote academic achievement and technical skill attainment, including skill attainment that leads to a recognized postsecondary credential; and b) ensure the comprehensive needs assessment under section 134(c) takes into consideration local economic

and education needs, including, where appropriate, in-demand industry sectors and occupations. State staff approving applications will be trained in the use of criteria designed specifically for Perkins V approval.

Applicants must follow all requirements of section 134 of the Perkins Act. All required and permissible uses of funds, as described in the Perkins Act, apply under Ohio's Four-Year Plan. A description of results from the comprehensive local needs assessment must include, at a minimum:

- Student performance gaps among subgroups and how those gaps will be addressed;
- Work-based learning opportunities;
- Decision-making progress for offering programs based on local needs assessment and review of alignment to current labor market information and a description of any new programs being offered;
- Integration of academic and career-technical education content through use of Ohio's Learning Standards and opportunities for postsecondary credit in high school;
- Process for recruiting, retaining and professionally developing teachers, faculty, administrators, specialized instructional support personnel and all other relevant parties;
- Strategies for increasing access to and success in career-technical education programs for special populations, equitable and widespread career exploration and guidance for each student throughout their experience with career-technical education.

All expenditures must show alignment with the results in the following categories of the comprehensive local needs assessment and developed implementation strategies to close identified gaps. Applicants will be able to select the required uses of funds they wish to address. Highly encouraged expenditures will be those that directly connect to:

Career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in career-technical education programs, in making informed plans and decisions about future education and career opportunities and programs of study;

- Professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals;
- Strategies for increasing access to and success in career-technical education programs for special populations;
- Within career-technical education, the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;
- Support for the integration of academic skills into career-technical education programs and programs of study to supports;
- Planning and execution of elements that support the implementation of career-technical education programs and programs of study that result in increasing student achievement of the local levels of performance established under section 113;

- Development and implementation of evaluations of activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

All secondary recipients approved to receive Perkins funds must agree to the assurances outlined by the Department for approved career-technical education providers. These assurances are supported by Ohio regulations. The assurances for FY20 can be found on the Department of Education website and include the following:

Assurance 3. Potential for student enrolled in the program to receive the training that will qualify the student for industry credentials, postsecondary education or both. Ohio Revised Code Sec. 3317.161 (C) (1) (c)

a. Complies with guidelines from other state agencies as appropriate regarding coursework, licensure and instruction; OAC 3301-61-03 (D)(3)

b. Address the state board of education approved career field technical content standards (http://www.education.ohio.gov), including at a minimum, all competencies identified by business and industry as essential; and/or accrediting association and/or licensing agency standards where applicable; OAC 3301-61- 03 (D)(5)

c. Reinforce Ohio's state board of education approved academic content standards (http://www.education.ohio.gov) in mathematics, English language arts, science and social studies; OAC 3301-61-03 (D)(6)

d. Provide multiple measures to assess student attainment of academic and technical content standards (http://www.education.ohio.gov), including but not limited to state board of education approved technical assessments, assessments for state recognized national credentialing/certifications where applicable and accrediting association and/or licensing agency examinations where applicable; OAC 3301-61-03 (D)(7)

Annually, all recipients are evaluated on the attainment of both academic and technical skills via the Career-Technical Education Report Card. The report card includes measures for achievement in English language arts, mathematics, science and social studies through the Performance Index measure. Technical skill attainment also is included as a graded measure on the report card. Report cards for Perkins recipients can be found at reportcard.education.ohio.gov.

Ohio annually reviews each approved secondary career-technical education program in the state, a requirement set forth in state law. The Annual Program Review process evaluates program quality against three performance expectations, including technical skill attainment. Programs with fewer than 90 percent of students completing technical assessments or 70 percent of students passing technical assessments are supported through increasingly intensive activities over five years, designed to improve program performance.

Postsecondary Career-Technical Education Program Approval Process and Criteria
All postsecondary recipients approved to receive Perkins funds must agree to the operational standards established in consultation with all Ohio postsecondary institutions by the Department of Higher Education.

Ohio's colleges must adhere to academic program approval standards that are pursuant to Chapter 1713 of the Ohio Revised Code and Chapters 3333-1.04 (associate degrees) of the Ohio Administrative Code. Also, they must follow general standards for academic programs when seeking approval or authorization to offer instruction. They must demonstrate the following institutional and program standards are met:

- Accreditation;
- Mission and Governance;
- Resources and Facilities;
- Academic Policies;
- Student Support Services;
- General Education;
- Program Operations;
- Faculty Credentials;
- Faculty Capacity;
- Program Curriculum;
- Assessment;
- Online Learning;
- Evidence of Workforce Relevance, Need and Student Interest;
- Program Budget, Resources and Facilities;
- Dual Enrollment.

Also, colleges must make sure programs are well aligned to Ohio's Articulation and Transfer Policy, as well as consider collaboration with other institutions to avoid unnecessary duplication of programs if feasible.

The Ohio Technical Centers, offering adult career and technical certificates and training, also must adhere to a set of standards that incorporate academic and technical skill development, along with institutional supports to promote and ensure a holistic approach to learning. They must demonstrate the following institutional and program standards are met:

- Accreditation;
- Mission and Governance;
- Resources and Facilities;
- Postsecondary Career-technical education Policies;
- Student Support Services;
- Program Operations;
- Faculty Credentials;

- Program Curriculum.

For these institutions to remain in good standing with their accreditors and the Department of Higher Education, they must continue to maintain academic standards of high quality for programs and student support services and submit all pertinent student and program information to the Department of Higher Education through the proper channels, meeting all submission deadlines.

c. Each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

Secondary and Postsecondary Career-Technical Education Program Labor Market Alignment

Ohio has developed a comprehensive local needs assessment template (Appendix A.3) to assist Perkins recipients in ensuring a tight match between local program offerings and labor market needs. The Labor Market Alignment section of the assessment provides an opportunity for the recipient to investigate, analyze and provide findings and actions for the following questions:

- What are the highest projected growth industries in my region? What occupations are part of that industry?
- How are career-technical education programs offered aligned to engage learners in the high-skill, high-wage or in-demand industry sectors or occupations in your region? How do career-technical education program enrollments align to projected job openings for each industry sector?
- How are local stakeholders being consulted and engaged to ensure the career-technical education programs are aligned to high-skill, high-wage or in-demand industry sectors or occupations in the region (for example, pathway advisories, Business Advisory councils and program advisory boards)?
- How often does the local recipient receive information from the Workforce Innovation and Opportunity Act Board on plans for the county and region to enhance workforce and economic development opportunities? How often is this information reviewed to help determine what technical programs to develop?
- In evaluation of students enrolled in career-technical education programs aligned with high-wage, high-skill or in-demand, what gaps exist?
- What are the career-technical education programs that have under representations of the subpopulations?
- What systems and processes are in place to ensure equitable opportunities for students of subpopulations in programs and programs of study leading to high-skill, high-wage or in-demand industry sectors or occupations?

Recipients will be required to upload their comprehensive local needs assessments as a part of their local applications for Perkins funds. They also will be required to provide economic data, along with a narrative justification of state, local or regional need as a component of the Career-Technical Education-26 program approval and renewal process.

C.2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed -

a. among career-technical education at the secondary level, or career-technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

Ohio Career-Technical Education Funding Levels
Ohio currently determines the split of funds between secondary, postsecondary and adult recipients via agreement between the departments of Education and Higher Education. This agreement acknowledges shared statewide goals for academic, technical and professional skill attainment, as well as common goals around increasing the share of Ohioans who hold postsecondary certificates, certifications and degrees.

Of the funds allocated via formula to eligible recipients, Ohio allocates roughly 78 percent to secondary recipients, 12 percent to postsecondary recipients and 10 percent to adult career-technical education providers. Ohio also will allocate 3-5 percent to secondary, postsecondary or adult recipients via competitive grant using the Reserve Fund. This grant will prioritize applications in which secondary and postsecondary partners are collaborating. Furthermore, the grant will target closing equity gaps in career-technical education programs on the secondary and postsecondary levels aligned to in demand jobs in the state.

b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

Ohio does not have consortia at the secondary level.

Postsecondary Career-Technical Education Program Consortia Structure
For consortia formed at the postsecondary level, the consortium's fiscal agent will manage Perkins funds in the following manner:

1.

    a. The Carl D. Perkins Act, Sec. 132 (a)(3)(B) states that funds allocated to a consortium formed to meet the requirements of this section shall be used only for purposes and programs that are mutually beneficial to all members of the consortia and shall be used only for programs authorized under this title.

    b. The consortia's fiscal agent will be responsible for accessing funds through the Department of Education's Comprehensive Continuous Improvement Plan budget system.

    c. The fiscal agent will be responsible for submitting all fiscal information to the Department's Comprehensive Continuous Improvement Plan budget system.

    d. Funds may not be reallocated to individual members of the consortia for purposes or programs benefiting only one member of the consortia.

    e. Funds cannot be divided between Perkins-eligible institutions within the consortia based on percentages or other institutional-based formulas for the purposes of distributing funds to Perkins-eligible institutions for separately planned institutional activities.

f. Consortia partners must jointly decide on goals and strategies, determining how funding will be used to address these specific goals and strategies at each Perkins-eligible institution.

g. Consortia will operate as single entities, selecting one Perkins-eligible institution within the consortia to serve as the consortia's fiscal agent.

h. The fiscal agent also will be responsible for submitting cash requests for funds through the system, as well as submitting budget information at the close of the year for the Final Expenditure Report (FER).

i. The fiscal agent will serve as the primary contact for the consortia's Perkins grant. Inquiries, site visits, monitoring visits or other requests by the state will be directed to the consortia's fiscal agent. It is the responsibility of the fiscal agent to coordinate and collaborate with consortia partners to respond to state requests and inquiries.

C.3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

Secondary Career-Technical Education Allocations to Career-Technical Planning Districts

Eligible recipients for secondary Perkins funds in Ohio are career-technical planning districts. Ohio law requires all school districts and charter schools be part of career-technical planning districts. Allocations are distributed to the lead district of each career-technical planning district and distributed locally based on local application approval. Lead districts are determined locally, based on agreement within the career-technical planning district. Ohio assigns all charter schools to the career-technical planning district in which their physical facilities reside. For electronic charter schools, career-technical planning district assignment is based on the location of the home office of the school.

The Office of Career-Technical Education uses the total secondary allocation and career-technical planning district membership, as well as the most recent Small Area Income and Poverty Estimates (SAIPE) of the ages 5-17 population and ages 5-17 population in poverty for all Ohio school districts. School district data then is aggregated to the assigned career-technical planning districts, and the population and poverty rates for each career-technical planning district population are calculated. Career-technical planning district allocation amounts then are calculated and weighted based on poverty rate (70 percent) and population (30 percent). The total allocation to secondary recipients via this formula is $29,591,169.98.

C.4. For the upcoming program year, provide the specific dollar allocations mad available by the eligible agency for career-technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

Postsecondary Institutions and Adult Career-Technical Education Allocations to Providers

The total allocation to postsecondary and adult institutions is $8,346,227.43. Of those funds, $3,793,739.75 is allocated for adult career-technical education providers, and $4,552,487.68 will be made available to postsecondary institutions or consortia.

Funds will be allocated as a non-duplicated count based on the proportion of postsecondary concentrators that are Pell grant eligible, have received Pell grants or are verifiably documented as economically disadvantaged (beneath poverty line, SNAP, TANF, etc.) through other state-approved means at a given institution. The colleges will use headcounts and the Ohio Technical Centers will use FTE (450 clock hours in an approved technical program = 1 FTE) to identify the number of Perkins-eligible students.

The Perkins-eligible student concentrators at each institution then will be divided by the total number of all Perkins-eligible student concentrators to calculate the percentage of the state's total postsecondary allocation, determining each institution's allocated amount.

Perkins postsecondary institutions falling below the $50,000 allowable amount for Perkins participation will be given the opportunity to form or join a consortium. Each consortium must select one institution to serve as the fiscal agent. The economically disadvantaged concentrator numbers of all members of the consortia will be added to create the Perkins-eligible student concentrator number, which will be used to calculate the consortia's new allocated amount.

C.5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

Secondary Career-Technical Education Data Adjustment Processes
The Department of Education annually verifies any changes to school district boundaries or relationships within career-technical planning districts prior to releasing Perkins allocations to local recipients. Additionally, the Office of Career-Technical Education reviews the assignments of community schools to career-technical education planning districts. The Office of Career-Technical Education uses the total secondary allocation and career-technical planning district membership, as well as the most recent Small Area Income and Poverty Estimates (SAIPE) of the ages 5-17 population and ages 5-17 population in poverty for all Ohio school districts. School district data then are aggregated to the assigned career-technical planning districts, and the population and poverty rates for each career-technical planning district population are calculated. Career-technical planning district allocation amounts then are calculated and weighted based on poverty rate (70 percent) and population (30 percent).

As described above, all charter schools are assigned to career-technical planning districts. However, charter school students are captured within the Small Area Income and Poverty Estimate Program estimates in the districts in which they reside.

C.6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a) - a. include a proposal for such an alternative formula; and b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career-technical education Act of 2006 (Perkins IV).

The Ohio Department of Education will not submit an application for a waiver to the secondary allocation formula described in section 131(a).

C.7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a) - a. include a proposal for such an alternative formula; and b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V) Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career-technical education Act of 2006 (Perkins IV).

Postsecondary Career-Technical Education Alternative Allocation Formula

An alternative allocation formula is proposed by the Ohio Department of Higher Education for distribution of the postsecondary allocations. The proposed formula creates a single formula for both higher education and adult workforce education and has the effect of increasing the number of disadvantaged learners who can be reflected in the allocations. The alternative formula reflects not only Pell Grant recipients but also the following: a) learners who are Pell Grant eligible; and b) learners who are documented as economically disadvantaged under other state and federal aid initiatives, such as TANF/SNAP funding. In this alternative formula, all counts will be nonduplicative.

The addition of Pell Grant eligibility in combination with receipt of a Pell Grant captures more disadvantaged individuals for reasons such as:

- Not all learners collect the Pell Grant for reasons such as program length is less than Pell eligibility, so they simply don't apply; and
- Misunderstanding about the student aid process and an unwillingness to take out student loans.

In addition, by including other federal and state evidence of economic disadvantage in the formula, more economically disadvantaged individuals will be counted because some individuals do not apply for Pell grants. Especially those participating at the Ohio Technical Centers because often they do not qualify for Pell grants because the length of their credential-based rather than degree-based educational programs do not qualify them for Pell grants. These individuals do, however, experience economic disadvantage that can be verified through other sources. This is a similar waiver request which was received under the prior Carl. D. Perkins Act; however, it is very specific to economically disadvantaged as opposed to all special populations students, whom may not adequately reflect individuals in economic need.

Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Ohio's greatest education challenge remains equity in education achievement for each child. In preparing to increase equitable access, engagement, and outcomes for Ohio's students, particularly those that are included in special populations as defined in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Ohio has committed to assisting local recipients in identifying "equity gaps" in their local enrollment and performance data, particularly in career field pathways that are aligned to in-demand jobs. To foster and

incentivize innovative strategies to address these gaps, Ohio will allocate 3-5 percent to secondary, postsecondary or adult recipients via competitive grant using the Reserve Fund.

This competitive grant will assist applicants and the state in identifying and promoting promising practices for equity in career-technical education delivery. The grant will prioritize applications that include collaboration between secondary and post-secondary partners, with strategies that focus on the promotion or expansion of programs of study aligned with state-identified high-skill, high-wage, or in-demand jobs. Additionally, the grant will support local recipients in the ongoing development and alignment of local data collection systems to improve data-driven decision-making and strategic planning regarding special populations and subgroups.

C.9. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V) Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career-technical education Act of 2006 (Perkins IV).

Ohio's aggregate annual expenditures for career-technical education are $350,413,314. This is not a new baseline and is not a waiver request.

D. ACCOUNTABILITY FOR RESULTS

D.1.Identify and include at least one (1) of the following indicators of career-technical education program quality—

a. the percentage of career-technical education concentrators (see Text Box 6 for the statutory definition of a career-technical education concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;
b. the percentage of career-technical education concentrators graduating high school having attained postsecondary credits in relevant career-technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
c. the percentage of career-technical education concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

The State of Ohio will use the percentage of career-technical education concentrators graduating from high school having participated in work-based learning as an indicator of career-technical education program quality. Stakeholders representing the career-technical education community felt the work-based learning indicator provided equitable access for all students in all career pathways. Additionally, state policy already exists for industry credential and postsecondary credit attainment through the state report card and graduation requirements.

Work-based learning is defined as sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction. Experiences may include one or more of the following:

- **Job Site Placement and Internship;**
- **Apprenticeship and Pre-Apprenticeship;**
- **Remote/Virtual Placement;**
- **Entrepreneurship;**
- **School-based Enterprise;**
- **Simulated Work Environment.**

Students should accumulate 250 hours of work-based learning aligned to the program of study, graduation plan for students in the classes of 2023 and beyond, or student Success Plan beginning when students identify as ninth-graders. Students may accumulate hours across multiple types of work-based learning experiences.

Reference Appendix A.5 Work-based Learning Guidance Document

Include any other measure(s) of student success in career-technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of "other" program quality measure(s) is optional for States.

The State of Ohio will use technical skill attainment as an additional measure of student success in career-technical education. Technical skill attainment measures the proportion of students passing state-approved end-of-course technical assessments. The assessments are designed to measure the skills and knowledge learned in a student's career-technical education program.

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

The State of Ohio will use the following equations for its quality indicators:

5S3 Program Quality -Work-based Learning	Numerator: The number of career-technical education concentrators in the 4yr graduation cohort who participated in a minimum of 250 hours of state-defined work-based learning. Denominator: The total number of career-technical education concentrators in the 4yr graduation cohort.
5S4 **Program Quality-Technical Skill Attainment**	**Numerator:** The number of career-technical education concentrators in the reporting year who were calculated as proficient or higher in technical skill assessments aligned with their program of concentration. **Denominator:** The number of career-technical education concentrators in the reporting year who participated in technical assessments aligned to their program of concentration.

D.2.Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	**Baseline Level**	**Performance Levels**			
		FY 2020	**FY 2021**	**FY 2022**	**FY 2023**
Secondary Indicators					
1S1: Four-Year Graduation Rate	85.3%	88.0%	89.0%	90.0%	91.0%
1S2: Extended Graduation Rate	85.9%	90.0%	91.0%	92.0%	93.0%
2S1: Academic Proficiency in Reading Language Arts	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0)	86.0 (71.7%)
2S2: Academic Proficiency in Mathematics	54.0 (45.0%)	56.0 (46.7%)	58.0 (48.3%)	60.0 (50.0%)	62.0 (51.7%)
2S3: Academic Proficiency in Science	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0)	86.0 (71.7%)
3S1: Post-Program Placement	70.0%	71.0%	72.0%	73.0%	74.0%
4S1: Non-traditional Program Enrollment	17.0%	17.5%	18.0%	18.5%	19.0%
5S3: Program Quality – Participated in Work-Based Learning	12.00%	12.0%	13.0%	14.0%	15.0%
5S4: Program Quality – Technical Skill Attainment	66.0%	67.0%	68.0%	69.0%	70.0%

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Postsecondary Indicators					
1P1: Post-Program Placement	80.00%	80.00%	80.50%	81.00%	81.30%
2P1: Earned Recognized Postsecondary Credential	74.00%	74.00%	74.25%	74.80%	75.30%
3P1: Non-traditional Program Concentration	12.00%	12.00%	12.25%	12.75%	13.00%

Each eligible recipient shall agree to accept the state determined levels of performance for each year of the plan as local levels of performance or negotiate with the state to reach agreement on new local adjusted levels of performance, for each of the core indicators of performance. The level of performance shall be expressed in a percentage or numerical form and shall require the eligible recipient to continually make progress toward improving the performance of all career-technical education concentrators, including subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965 and special populations, as described in section 3(48).

D.3Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—

a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);

To disseminate the state-determined levels of performance and provide opportunities for public comment, the Department of Education, in collaboration with the Department of Higher Education, posted the levels of performance table (D.2), along with a narrative description, including the numerator and denominator of each indicator (D.3.b) on the Perkins V page of the Ohio Department of Education website with a survey link clearly identified and available for public comment.

The public comment period for the state-determined levels of performance opened on Oct. 24, 2019, and closed Dec. 6, 2019. This information also was included in the public hearing process for the State Perkins V Plan, as described in A.3.3.

b. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8.

The following tables provide a summary description of the baseline and progress expectations for each state-determined level of performance that meets the Perkins V statutory requirements. An explanation of the numerator and denominator is provided for each measure, except for the three academic indicators. For the academic indicators, a description of the calculation, aligned to ESSA, is provided in Appendix A.7.

1S1 Student Graduation Rate - 4 Year	**Numerator:** Number of career-technical education concentrators who graduated within four years of the fiscal year in which they were first reported as ninth-graders (including summer graduates) in alignment to the graduation rate described in the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act. **Denominator:** Number of career-technical education concentrators who were ninth graders in the same fiscal year as the numerator in alignment to the graduation rate described in the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act.
The draft performance levels begin with a baseline of 85.3 percent and increase to 91.0 percent in FY23. The baseline was established using the class of 2018 four-year graduation rate (published in September 2019). These performance levels are aligned to the interim goals established in Ohio's Every Student Succeeds Act plan for the 'All Students' group.	
1S2 Student Graduation Rate - Extended	**Numerator:** Number of career-technical education concentrators who graduated within five years of the fiscal year in which they were first reported as ninth-graders (including summer graduates) in alignment to the graduation rate described in the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act. **Denominator:** Number of career-technical education concentrators who were ninth graders in the same fiscal year as the numerator in alignment to the graduation rate described in the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act.
The draft performance levels begin with a baseline of 85.9 percent and increase to 93.0 percent in FY23. The baseline was established using the class of 2017 five-year graduation rate (published in September 2019). These performance levels are aligned to the interim goals established in Ohio's Every Student Succeeds Act plan for the 'All Students' group.	

2S1 Academic Attainment – Reading/ Language Arts	The weighted average of individual student performance levels on each achievement test in all subject areas for grades 3 through 8, plus the English language arts alternate assessment for students in grade 10, and the applicable end-of-course assessments in English language arts for any student taking the end-of-course assessment for the first time. For the purpose of creating the Performance Index score, all applicable assessments (both standard and alternate) are included.
2S2 Academic Attainment - Mathematics	The weighted average of individual student performance levels on each achievement test in all subject areas for grades 3 through 8, plus the Mathematics alternate assessment for students in grade 10, and the applicable end-of-course assessments in Mathematics for any student taking the end-of-course assessment for the first time. For the purpose of creating the Performance Index score, all applicable assessments (both standard and alternate) are included.

2S3 Academic Attainment - Science	The weighted average of individual student performance levels on each achievement test in all subject areas for grades 3 through 8, and the applicable end of course assessments in science for any student taking the end-of-course assessment for the first time. For the purpose of creating the Performance Index score, all applicable assessments (both standard and alternate) are included.

The draft performance levels are aligned to the method of measurement for academic achievement described in Ohio's approved ESSA plan. The Performance Index measures performance levels using a score range of 0 – 120, and the goals mirror this calculation. The baseline noted is a combination of all students' actual performance and career-technical student simulations, adjusted based on public comment and stakeholder input. The measures increase annually similar to the ESSA interim goals increase for English language arts and math.

Academic Indicator	Baseline	FY 2020	FY 2021	FY 2022	FY 2023
2S1: Academic Proficiency in Reading Language Arts	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0%)	86.0 (71.7%)
2S2: Academic Proficiency in Mathematics	54.0 (45.0%)	56.0 (46.7%)	58.0 (48.3%)	60.0 (50.0%)	62.0 (51.7%)
2S3: Academic Proficiency in Science	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0%)	86.0 (71.7%)

3S1 **Post-program Placement**	**Numerator:** Number of status-known career-technical education concentrators who left secondary education the previous year and, in the second quarter following the program year in which they left secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed. **Denominator:** Number of status-known career-technical education concentrators who left secondary education the previous year.
While post-program placement has been a consistent measure from Perkins IV to Perkins V, the new definition of career-technical education concentrators will impact this measure. For this reason, the draft performance levels provided have been lowered to acknowledge the transition to more students being included in the required follow-up and calculation. Under Perkins IV, the performance levels for post-program placement ranged from 87 percent to 90 percent. The draft performance levels for Perkins V begin at 70 percent and increase to 74 percent by FY23.	

4S1 **Non-traditional Program Enrollment**	**Numerator:** The number of career-technical education concentrators, in the reporting year, enrolled in programs that lead to employment that is non-traditional for their gender. **Denominator:** The number of career-technical education concentrators enrolled in the reporting year in programs with non-traditional designations.
Non-traditional program enrollment (previously called non-traditional concentration) has been carried over from Perkins IV to Perkins V; however, the change in the definition of career-technical education concentrators also will impact this measure and should be considered when setting the performance levels. Under Perkins IV, the performance levels ranged from 18.5 percent to 35 percent (between the targets and actual percentages at the state level). With the shift in the career-technical education concentrator definition, the performance levels for Perkins V have been adjusted to account for the transition. The draft performance levels for Perkins V begin at 17.0 percent and increase to 19.0 percent by FY23. These draft performance levels were simulated using the class of 2018 graduation cohort as the baseline.	

5S3 **Program Quality -Work-Based Learning**	**Numerator:** Number of career-technical education concentrators who participated in the reporting year in a state-defined work-based learning experience. **Denominator:** The total number of career-technical education concentrators in the reporting year.
While many career-technical planning districts across Ohio have been offering work-based learning opportunities for their students, the approved definition and requirements and calculation of work-based learning is a new focus with Perkins V. With the increasing value placed on work-based learning, and the known transition to implement opportunities for students, the Perkins V performance levels range from 12 percent to 15 percent by FY23. There is no available data to simulate these performance levels — and Ohio will review the established performance levels after two years of implementation as allowed by Perkins V.	
5S4 **Program Quality-Technical Skill Attainment**	**Numerator:** Number of career-technical education concentrators who passed the state-recognized technical skill assessments aligned with their programs of concentration in the reporting year. **Denominator:** Number of career-technical education concentrators who took the state-recognized technical skill assessment in the reporting year.
Technical skill attainment has been measured throughout Perkins IV and a part of Ohio's career-technical planning district report cards. The performance levels established in Perkins IV ranged from 74 percent to 77 percent. As the new definition for career-technical education concentrators also impacts this measure, the performance levels for Perkins V have been established at 66 percent to 70 percent by FY23. The Department worked with the testing vendor to establish a simulated baseline taking the new definition into account.	

1P1 **Post-Program Placement**	**Numerator:** Number of career-technical education concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education; are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.); are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)); or are placed or retained in employment. **Denominator:** Number of career-technical education concentrators who completed their programs in the reporting year.
The draft performance levels begin with a baseline of 80 percent and increase to 81.30 percent in FY23. The baseline was established by combining three years of trend data (FY17, FY18 and FY19) and calculating the average for postsecondary institutions that participate in Ohio's Perkins program. These institutions are: 1) community colleges; and 2) Ohio Technical Centers (career centers that offer non-credit technical certificate programs in clock hours). These proposed performance levels are based on goals associated with Ohio's workforce development initiatives, as well as Ohio's Attainment Goal.	
2P1 **Earned Recognized Postsecondary Credential**	**Numerator:** Number of career-technical education concentrators who receive recognized postsecondary credentials during participation in or within one year of program completion. **Denominator:** Number of career-technical education concentrators who left postsecondary education in the prior reporting year.
The draft performance levels begin with a baseline of 74 percent and increase to 75.30 percent in FY23. The baseline was established by combining three years of trend data (FY17, FY18 and FY19) and calculating the average for postsecondary institutions that participate in Ohio's Perkins program. These institutions are: 1) community colleges; and 2) Ohio Technical Centers (career centers that offer non-credit technical certificate programs in clock hours). These proposed performance levels are based on goals associated with Ohio's workforce development initiatives, as well as Ohio's Attainment Goal.	
3P1 **Non-traditional Program Concentration**	**Numerator:** Number of career-technical education concentrators from underrepresented gender groups in career-technical education programs and programs of study that lead to nontraditional fields. **Denominator:** Number of career-technical education concentrators in a career-technical education program or program of study that leads to nontraditional fields during the reporting year.
The draft performance levels begin with a baseline of 12 percent and increase to 13 percent in FY23. The baseline was established by combining three years of trend data (FY17, FY18 and FY19) and calculating the average for postsecondary institutions that participate in Ohio's Perkins program. These institutions are: 1) community colleges; and 2) Ohio Technical Centers (career centers that offer non-credit technical certificate programs in clock hours). These proposed performance levels are based on goals associated with Ohio's workforce development initiatives, as well as Ohio's Attainment Goal.	

c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V). As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

The following summarizes both the strong alignment between the state-determined performance levels and the levels, goals and objectives of Perkins V and other federal and state laws.

- The Student Graduation Rates (1S1,1S2), based on the concentrator population, are aligned to the graduation rate interim and long-term goals established in Ohio's approved state plan under the Every Student Succeeds Act.
- The indicators of academic proficiency in Reading/Language Arts (2S1), Mathematics (2S2) and Science (2S3), based on the concentrator population, are aligned to the interim and long-term academic goals established in Ohio's approved state plan under the Every Student Succeeds Act.
- The State of Ohio Post-Program Placement indicator of performance is aligned with the Perkins 3S1 core indicator of performance (Post-Program Placement).
- The State of Ohio Non-traditional Program Concentration indicator is aligned with the corresponding Perkins 4S1 core indicator of performance (Non-traditional participation).
- The State of Ohio Work-Based Learning Indicator is aligned with the corresponding Perkins 5S3 Indicator of Program Quality. Required parameters of the work-based learning experience are aligned with the work-based learning requirement of an alternate State of Ohio graduation option.
- The State of Ohio Technical Skill Attainment measure, meeting requirements of one of the measures of program quality, is aligned to the technical skill measure on Ohio's career-technical planning district report card, as required by the Ohio Department of Education (Ohio Revised Code Section 3302.033).
- Ohio's Attainment Goal (1P1, 2P1, and 3P1) is offset to increase the number of Ohioans with postsecondary credentials that lead to employment. Ohio's emphasis on adult learner strategies is aligned to positively impact these measures. The attainment goal was established by Department of Higher Education in conjunction with postsecondary stakeholders at the state's colleges, universities, and adult career centers.

The Ohio Department of Education, in collaboration with the Ohio Department of Higher Education, calculated state baseline levels using current performance level data, when available,

and simulated data based on the Perkins V concentrator definition for each core indicator of performance. Baseline levels, along with growth targets, then were shared with the data and accountability working group and the postsecondary Perkins fall meeting participants to gain consensus prior to disseminating for public comment.

D.4Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

Secondary state-determined performance levels were analyzed using the following methodology:

- **Don't Know** responses were ignored;
- **Strongly Agree** and **Agree** responses were combined;
- **Strongly Disagree** and **Disagree** responses were combined;
- Combined responses were compared to determine public approval/disapproval of each measure;
- Individual comments were analyzed to determine root cause of disapproval.

Analysis Summary

Secondary Indicators	Results	Comments
1S1: Four-Year Graduation Rate	50% or more supported all measures	
1S2: Extended Graduation Rate	50% or more supported baseline and years 1-2 50% or more did not support years 3-4	Measures too aggressive. Special populations should be excluded.
2S1: Academic Proficiency in Reading Language Arts	50% or more supported baseline. 50% or more did not support years 1-4	Measures too aggressive.
2S2: Academic Proficiency in Mathematics	50% or more supported baseline and year 1 50% or more did not support years 2-4	Measures can be irrelevant to success in career tech.
2S3: Academic Proficiency in Science	50% or more did not support any measure	Measures are outside of career tech sphere of control.
3S1: Post-Program Placement	50% or more supported all measures	
4S1: Non-traditional Program Enrollment	50% or more supported baseline. 50% or more did not support years 1-4.	This should not be a measure. It is a personal choice and not in scope of control.
5S3: Program Quality – Participated in Work-Based Learning	50% or more did not support any measure.	Measures too aggressive without simulations. Not applicable for all careers.
5S4: Program Quality – Technical Skill Attainment	50% or more supported all measures	

Based on survey results and public comment, the data and accountability internal workgroup met to review data and prepare proposed revisions to present to the data and accountability external workgroup. The results of this collaboration were then sent to the Stakeholder Engagement Committee for final approval.

As a result of this collaborative process, performance levels were adjusted as indicated below for all three academic indicators, non-traditional program enrollment and work-based learning.

Secondary Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
2S1: Academic Proficiency in Reading Language Arts	87.8 (73.2%)	89.9 (74.9%)	91.9 (76.6%)	93.9 (78.3)	95.9 (80.0%)
2S1: Academic Proficiency in Reading Language Arts - Revised	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0)	86.0 (71.7%)
2S2: Academic Proficiency in Mathematics	88.2 (73.5%)	90.2 (75.2%)	92.1 (76.8%)	94.1 (78.4%)	96.1 (80.1%)
2S2: Academic Proficiency in Mathematics - Revised	54.0 (45.0%)	56.0 (46.7%)	58.0 (48.3%)	60.0 (50.0%)	62.0 (51.7%)
2S3: Academic Proficiency in Science	91.8 (76.5%)	92.7 (77.3%)	93.6 (78.0%)	94.6 (78.8%)	95.5 (79.6%)
2S3: Academic Proficiency in Science - Revised	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0)	86.0 (71.7%)
4S1: Non-traditional Program Enrollment	17.0%	17.5%	18.0%	18.5%	19.0%
4S1: Non-traditional Program Enrollment - Revised	No change - workgroup felt these measures were appropriate.				
5S3: Program Quality – Participated in Work-Based Learning	25.0%	25.0%	26.0%	27.0%	28.0%
5S3: Program Quality – Participated in Work-Based Learning - Revised	12.0%	12.0%	13.0%	14.0%	15.0%

The responses to the postsecondary state-determined performance levels during the comment period were collected through an online survey mechanism. They were reviewed and assessed. The following is a summary of the results:

Postsecondary state-determined performance levels were analyzed using the following methodology:

- **Don't Know** responses were ignored;
- **Strongly Agree** and **Agree** responses were combined;
- **Strongly Disagree** and **Disagree** responses were combined;
- Combined responses were compared to determine public approval/disapproval of each measure;
- Individual comments were analyzed to determine root cause of disapproval.

Analysis Summary

Postsecondary Indicators	Results	Comments
1P1: Post-Program Placement	50% or more supported baseline and years 1-4	N/A
2P1: Earned Recognized Postsecondary Credential	50% or more supported baseline and years 1-4	N/A
3P1: Non-Traditional Program Concentration	50% or more supported baseline and years 1-2 50% or more did not support years 3-4	N/A

Overall, there were 35 respondents to the postsecondary state-determined performance levels. Out of the 35 responses, only 13 continued to respond beyond the first baseline level for 1P1. The highest number of respondents out of the various assigned roles in the survey were from secondary education, and most of those were responses to the 1P1 baseline level. The Department of Higher Education chose not to pursue any significant changes based on the low numbers of respondents and responses. Still, there was agreement to make changes after receiving additional direction from the United States Department of Education's Office of Career-Technical and Adult Education at the Data Quality Institute regarding performance measure definitions. These definitions allow the inclusion of dually enrolled high school students in measurement counts, as well as a clearer understanding of the 1P1 and 2P1 measures. The Department of Higher Education communicated the possibility of these changes to the Perkins Comprehensive Stakeholders group and Perkins postsecondary stakeholders at the Perkins Fall Meeting.

The adjusted measures were discussed and reviewed internally and presented and communicated to the Ohio Technical Centers and colleges for feedback. There also were explanations provided on how local targets would be set for participating institutions and the impact of these baselines on overall performance. Measures 1P1, 2P1 and 3P1 have all been adjusted to reflect these changes.

Postsecondary Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
1P1: Post-Program Placement	83%	83.5%	84%	84.6%	85.1%
1P1: Post-Program Placement - Revised	80%	80%	80.50%	81%	81.30%
2P1: Earned Recognized Postsecondary Credential	81%	81.25%	81.80%	82.50%	83%
2P1: Earned Recognized Postsecondary Credential - Revised	74%	74%	74.25%	74.80%	75.30%
3P1: Non-Traditional Program Concentration	13%	13.25%	13.75%	14.30%	14.75%
3P1: Non-Traditional Program Concentration - Revised	12%	12%	12.25%	12.75%	13%

D.5Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),8 the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

The state annually will review and analyze state performance results for each core indicator of performance to identify disparities or gaps. For identified gaps, the state will develop and implement an improvement plan in consultation with appropriate stakeholders and stakeholder agencies and organizations. Implementation will occur the first program year succeeding the program year for which the state identified disparities or performance gaps.

The improvement plan will be based on state-collected career-technical education data, evidence-based research and stakeholder feedback. As part of the plan development process, Ohio will require resources and support strategies to be identified and developed in collaboration with stakeholders. The state will use a process that mirrors the comprehensive local needs assessment to develop goals and improvement strategies. Potential resources and support strategies may include:

- Regional workshops;
- Webinars;
- Distribution of evidence-based or research-based strategies;
- Targeted professional development;
- Targeted assistance for outlier districts; and
- Prescribed improvement plans.

If no meaningful progress has been made prior to the third year, an evaluation of the local recipient's performance improvement efforts will be made. If the state determines a subrecipient is not properly implementing its responsibilities or is not making substantial progress, the state will provide technical assistance to the subrecipient focusing on implementation of improvement activities.

The state will determine whether to impose sanctions of withholding from the subrecipient all, or a portion, of the subrecipient's allotment, if a subrecipient meets any of the following conditions:

- Fails to implement an improvement plan;
- Fails to make any improvement in meeting the local adjusted level of performance for any of the core indicators of performance within the first program year of implementation of its improvement plan; or

- Fails to meet at least 90 percent of an agreed-upon local adjusted level of performance for the same core indicator of performance for three consecutive years.

Any determination regarding sanction will not be made without notice and opportunity for the local entity to have a hearing. In determining whether to impose sanctions, the state will consider:

- Exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the subrecipient; or
- The impact of the small size of the career-technical education program operated by the subrecipient on the subrecipient's reported performance.

If the state does withhold funds due to performance as described above, the state will use those funds to provide (through alternative arrangements) services and activities to students within the area served by the subrecipient.

JOBS FOR VETERANS' STATE GRANTS

A. HOW THE STATE INTENDS TO PROVIDE EMPLOYMENT, TRAINING AND JOB PLACEMENT SERVICES TO VETERANS AND ELIGIBLE PERSONS UNDER THE JVSG;

The goal of the Ohio Department of Job and Family Services' (ODJFS') Bureau of Veterans Workforce Services is to have the top veterans' employment program in the nation. To accomplish this, Ohio determines the optimal Disabled Veterans' Outreach Program (DVOP) and Local Veterans' Employment Representatives (LVER) staff alignment and resource distribution. This methodology is based on US Census data showing the number of veteran jobseekers in each county versus the number of veteran jobseekers in the entire State. This percentage is then applied to determine the appropriate number of veteran staff in each area. This allows Ohio to position the DVOP staff in areas of greatest need while maintaining WIOA-mandated presence in the State's OhioMeansJobs Centers.

To meet the training and employment needs of veterans, ODJFS answers to two USDOL agencies—the Veterans Employment and Training Service (VETS) and the Employment and Training Administration (ETA). Through collaboration with VETS, ODJFS administers the Jobs for Veterans State Grant (JVSG) Program, which allows for veterans with significant barriers to employment to receive tailored employment and training services. ODJFS also administers important ETA programs, such as Workforce Innovation and Opportunity Act (WIOA) Title I Adult, Dislocated Worker, and Youth Programs, and Wagner-Peyser Act Employment Services. These programs are universally accessible to all eligible jobseekers. Pursuant to Title 38 of the United State Code and rules and regulations issued by USDOL, veterans and eligible spouses, including widows and widowers as defined in applicable law, receive Priority of Service for all programs or services for workforce preparation, development, or delivery that is directly funded, in whole or in part, by USDOL. Both VETS and ETA administered programs are offered by OhioMeansJobs Centers.

Through OhioMeansJobs Centers, ODJFS connects employers with work-ready veterans and provides veterans with comprehensive employment and training services. Partner agencies interested in connecting veterans with employment services are encouraged to contact their nearest OhioMeansJobs Center. DVOP specialists provide individualized career services and facilitate placements to meet the employment needs of veterans. Pursuant to 38 U.S.C. 4103A, "special disabled veterans," "other disabled veterans," and "other eligible veterans" receive priority in the provision of individualized career services in accordance with priorities

determined by the US Secretary of Labor. In any event, maximum emphasis must be placed in meeting the employment needs of veterans who are economically or educationally disadvantaged, including homeless veterans and those with other significant barriers to employment.

DVOP specialists are tasked to serve veterans exclusively, other eligible persons, transitioning service members, their spouses and, indirectly, employers. . Statewide, there are fifty-three (53) DVOP specialists and five (5) LVERs, all of whom are themselves veterans. Staff manages the process of how veterans make use of their priority services including: finding a job; enrolling in training or applying for educational assistance (credential attainment); Gold Card services; and connecting to resources/information on immediate needs such as housing/food/mental health services. Once enrolled at the OhioMeansJobs Center, DVOP specialists work with veterans to encourage them to attend an orientation session and register with OhioMeansJobs.com. Within OhioMeansJobs.com is the OhioMeansVeteranJobs portal, which offers information pertaining to career resources, benefits, licensing, education, and training to assist veterans in matching their skills and experience with open positions. For example, the Military Skills Translator is designed to map military skills to help the veteran build their resume and search for a new career; and the Military Occupation Search is available for veterans wanting to learn how their military occupational specialty (MOS) code/title translates to careers in Ohio.

The following efforts have been taken to ensure the strategic development of the JVSG program: local workforce area directors are trained to increase familiarity with program and priority of service requirements, and to discuss integration strategies with ODJFS' Office of Workforce Development State Veterans Services Administrator and Deputy Director; local workforce directors are also encouraged to receive additional training from the National Veterans' Training Institute; local areas have been encouraged to include DVOP specialists in OhioMeansJobs Center workgroups and organizational teams; Ohio continues to look at employment and training opportunities that have previously been underutilized by veterans, including apprenticeships and on-the-job training (OJT).

B. THE DUTIES ASSIGNED TO DVOP SPECIALISTS AND LVER STAFF BY THE STATE; SPECIFICALLY IMPLEMENTING DVOP AND LVER DUTIES OR ROLES AND RESPONSIBILITIES AS OUTLINED IN 38 U.S.C. § 4103A AND 4104. THESE DUTIES MUST BE CONSISTENT WITH CURRENT GUIDANCE;

The Ohio JVSG program will continue to remain compliant with DVOP federal guidance as required by 38 U.S.C. and guidance issued by the U.S. Department of Labor (DOL) Veterans' Employment & Training Services (VETS) through its various Veterans Program Letters (VPLs). DVOP specialists provides individualized career services to eligible veterans and spouses (eligible persons) to meet their employment needs, prioritizing service to special disabled and other disabled veterans, as defined by 38 U.S.C. 4211, and to other eligible veterans in accordance with priorities determined by the Secretary. The statute also requires that DVOP specialists place maximum emphasis on assisting veterans who are economically or educationally disadvantaged. Ohio's goal aligns with that of the US Department of Labor's (USDOL's) Veterans' Employment and Training Service (DOL/VETS): To provide meaningful and successful careers for eligible veterans. In particular, DVOP specialists will provide employment assistance to veterans with identified significant barriers to employment (SBE), including disabled and special disabled veterans. Staff also partner with local employers who are looking to hire veterans. Customer Service DVOP specific duties per their ODJFS Position Description, are as follows:

Under general supervision, provides individualized career services to veterans with a Significant Barrier to Employment (SBE) as defined by the Department of Labor (DOL) (e.g., assessment; development of Individual Employment Plan; vocational guidance; coordinated supportive services; job development contacts; case management; referral to jobs and training); operates personal computer to enter, update and retrieve data (e.g., applicant registration and referrals to jobs; placements; reports); assists veterans in use of computer terminals at OhioMeansJobs (OMJ) Center or outstation location; provides and facilitates full range of employment and training services to veterans and eligible persons with the primary focus of meeting the needs of those who are unable to obtain employment through core services provided in an OMJ or other outstation location; conducts and/or assists in facilitation and/or provides logistical support for veterans job search workshops; responds to inquiries and complaints from veterans and government officials; develops jobs and job training opportunities for eligible veterans through contacts with employers (e.g., small/medium size private sector employer) or OMJ as required

by Title 38 and Public Law 107-288 Jobs for Veterans Act; promotes and develops apprenticeship and other on-job training positions; carries out other duties to promote development of entry-level and career job opportunities for veterans with an SBE as defined by DOL; conducts outreach activities for the purpose of locating eligible veterans who could benefit from intensive services of various programs at different locations (e.g., Vocational Rehabilitation and Employment; Homeless Veterans Reintegration Project [HVRP]; VA hospitals and Veteran Centers; Civic and Service Organizations; Ohio Bureau of Vocational Rehabilitation [OBVR]).

Provides appropriate assistance to local OMJ Employment and Training Centers: assists in surveying customers (e.g., employers; job seekers; OMJ partners; community agencies) verbally and in writing to determine customer satisfaction with disabled veterans services. Attends National Veterans Training Institute and other additional training (e.g., veterans training conference) as required; attends meetings and conferences and training; loads and transports equipment and informational materials; travels to and conducts on-site visits at various locations (e.g., support office; employers; County Department of Job and Family Services; veteran organizations; job fairs). Performs other related duties as assigned (e.g., participates in staff meetings; operates personal computer to produce correspondence, reports and other document; maintains logs, records and files).

The Ohio JVSG program will continue to remain compliant with LVER federal guidance as required by 38 U.S.C. and guidance issued by the U.S. Department of Labor (DOL) Veterans' Employment & Training Services (VETS) through its various Veterans Program Letters (VPLs). In accordance with 38 U.S.C. 4104(b), LVERs perform only the duties related to outreach to the employer community and facilitation within the State's employment service delivery system. Therefore, LVERs are assigned duties that promote the ApprenticeOhio program to employers seeking to train new or current veterans and coordinate with Apprenticeship Service Provider for program development. LVER/Veteran Apprenticeship Service Provider (VASP) specific duties per their ODJFS Position Description, are as follows:

Under general supervision, promotes and explains State employment services available to employers (e.g., OhioMeansJobs; Work Opportunity Tax Act; Veteran Services): markets the Ohio Department of Job and Family Services (ODJFS) Apprenticeship Program services available through OhioMeansJobs employment and training centers to individuals, employers, and organizations focusing on promoting apprenticeship services available for veterans; explains and markets programs and services available through our state agencies and local entities (e.g.,

workforce development areas); establishes and maintains effective business relationships with employer groups (e.g. Chambers of Commerce; Workforce Innovation and Opportunity Act [WIOA] Boards) and with community partners (e.g., educational facilities); assists employers with special recruitment efforts (e.g., makes direct contact to explain programs and services available). Provides technical assistance to agency staff, partner staff and employer in navigating through various program requirements; meets with employers to solicit participation on employer and workforce development committees and to determine and establish plans to assist employers in meeting workforce needs; serves as liaison between agency and business

community; meets with representative from businesses and industries to request participation in, and support for, job development and training activities for apprenticeships; provides guidance to employer and agency staff to ensure compliance with workforce development program policies and procedures.

Gathers and analyzes data (e.g. labor market information; market trends; reports); suggests marketing strategies and assists in development of marketing plans. Represents agency to enhance the public image of Registered Apprenticeship and Veteran programs; participate in career and job fairs, trade shows, workshops, conferences, seminars, business-to-business and trade shows and other meetings; set-up displays; distributes handouts and materials and discusses available programs and services; drafts related employment stories for review by the ODJFS Office of Communications and for the purpose of public image; participates in meetings related to apprenticeship programs (e.g., meets with chambers of commerce, OhioMeansJobs, community colleges); operates personal computer to obtain, verify, and or edit data. Performs other related duties as assigned (e.g., participates in meetings; travels to attend training sessions and conferences; maintains logs, records, and files).

The Ohio JVSG program does not have any consolidated DVOP and LVER positions.

C. THE MANNER IN WHICH DVOP SPECIALISTS AND LVER STAFF ARE INTEGRATED INTO THE STATE'S EMPLOYMENT SERVICE DELIVERY SYSTEM OR AMERICAN JOB CENTER;

ODJFS recognizes that all OhioMeansJobs Center staff members are responsible for providing services to veterans and eligible spouses. The DVOPs are integrated into all of Ohio's 88 county OhioMeansJobs centers. DVOPs are headquartered full-time at comprehensive OhioMeansJobs centers. DVOPs provide appointment only coverage to surrounding non-comprehensive centers. Any eligible veteran visiting either comprehensive or non-comprehensive centers or are screened using a Veteran Questionnaire for possible Significant Barriers to Employment (SBE). Veterans are provided same day career services under 134(b)(2)(A) of the Workforce Innovation and Opportunity Act (WIOA) by, WIOA, or other partner program staff (e.g., Wagner-Peyser, Trade, RESEA, etc.) to best meet their immediate employment and training needs. Referrals are made when appropriate to DVOP staff using a Veteran Questionnaire following local customer flows upon identification of an SBE. Partner staff send an electronic version of the Veteran Questionnaire to area assigned DVOP staff when not available on-site. DVOP staff respond and perform follow-up contact as expediently as possible for further assessment either in-person or virtually for services. DVOPs make referrals to center partner programs as necessary for employment and supportive services.

At any point in the process, if a veteran is interested in training services furnished by WIOA, veterans are routed to the appropriate WIOA staff member from JVSG, other partner program staff (e.g., Wagner-Peyser, Trade, RESEA, etc.). WIOA will then conduct assessments for such training services, keeping in mind both veteran Priority of Service requirements and keeping

the DVOP or other partner program staff informed of the veteran's progress or outcome for such training service. Upon approval, veterans are co-enrolled for services.

DVOPs further integrate into the OhioMeansJobs center system by conducting outreach among comprehensive, non-comprehensive centers and other community organizations routinely. Through outreach DVOPs establish, collaborate and maintain productive partner relationships through variety of partner meetings, routine communications and events.

LVERs are integrated into OhioMeansJob center business service teams. LVERs are professionally titled as Veteran Apprenticeship Service Providers (VASP) in Ohio to promote the ApprenticeOhio program to employers seeking to train new or current veterans or coordinate for apprenticeship program development. Any partners or business service team member can refer employers and veterans interested in apprenticeships to a VASP for more information. LVERs routinely attend internal center business service team meetings and co-attend employer meetings where the business service team presents a unified employer workforce approach. In conjunction with local business service teams, LVERs also establishes and maintains effective business relationships with employer groups and attends meetings (e.g. Chambers of Commerce; Workforce Innovation and Opportunity Act [WIOA] Boards) and with community partners (e.g., educational facilities. They assist employers or centers with special recruitment efforts (e.g., makes direct contact to explain programs and services available). In addition, unique local workflows were established to ensure partner collaboration, reduction in duplication and the referrals processes were addressed. Ohio is excited to have the Veteran Apprenticeship Service Providers (VASP) in all our comprehensive centers working in conjunction with established local Business Service Team.

The Ohio JVSG program does not have any consolidated DVOP and LVER positions.

D. THE INCENTIVE AWARD PROGRAM IMPLEMENTED USING THE 1% GRANT ALLOCATION SET ASIDE FOR THIS PURPOSE, AS APPLICABLE;

Public Law 107-288, the Jobs for Veterans Act, requires Ohio to administer performance incentive awards for quality employment training and placement services. However, Ohio law prohibits employee bonuses for all State agencies, departments, offices, institutions, boards and commissions. As an alternative, Ohio recognizes Office of Workforce Development team members that are nominated for veteran awards and sends them to the National Association of State Workforce Agencies (NASWA) annual conference.

This special recognition trip will be for the staff members that are nominated for clearly going "Above and Beyond" their normal duties to enhance the provision of employment services. Following the event, the NASWA Veterans Conference attendees will conduct a joint presentation for other team members to share information learned.

The intended results of the incentive plan change request is to encourage participation, networking, and increased knowledge of national and other state initiatives within veteran employment.

Selection The staff members chosen to receive an incentive award will consist of nominees and winners of the performance awards recognized by the office of Workforce Development. Winners of these awards are chosen based on their respective award criteria.

The American Legion Award recognizes individuals who have established outstanding records in the employment and retention of workers with disabilities. Nominees are judged on:

· Veteran placement activity

· Veterans placed in full-time employment

· Veterans placed as a result of job development

· Disabled veterans entered employment

· Support of American Legion programs, including Employer Awards; Leadership activities; Community service; Special achievements; Use of technological innovations (E-mail, Internet, etc.)

Nominees for the Dan Bloodsworth award are judged on the impact they have had on raising the quality of life not only for veteran customers they serve, but for veterans in their local communities, in the State of Ohio and or nationally. This can include:

· increasing awareness of issues important to veterans or their families;

· taking on the role of advocate in legislative or policy issues;

· promoting the skills and experience veterans possess to the employer community;

· assisting veterans on an individual basis both in and outside of official business;

· work within veteran organizations, civic groups, or agencies that act on the veterans' behalf.

Nominees for the OWD Customer Service Award are assessed on their exceptional customer service by going beyond normal expectations. The main emphasis of this award is outstanding customer service to employers, veterans, partners, and other OhioMeansJobs Center customers. Exceptional Customer Service shall include remarkable customer service in the following area(s) (but not limited to):

· Expertise

· Communication

· Courteous Treatment

· Professionalism

The OWD Exemplary Leadership Award recognizes an individual who cultivates relationships that honor the diversity and needs of the agency; works collaboratively with others to create and support sustainable change while working with commitment toward an end greater than themselves by adding value to their peers, partners, veterans, agency and community. Exemplary Leadership shall include remarkable leadership qualities in the following area(s) (but not limited to):

· Inspiring a shared vision

· Thinking innovatively

· Engaging Team

· Passion

Nominations for all awards are due January for the previous calendar year. Review of nominations and determination of winners is completed by the senior leaders of the bureau.

Disbursement Flight, lodging, conference registration fee, ground transportation, parking/tolls, and meal per diem will be covered. Flight is paid by the state directly, all other expenditures will be reimbursed.

The remaining funds or if sending team members to the NASWA Veterans Conference is not an option, funds will be awarded to OhioMeansJobs Centers that provide superior employment and training services to veterans through an award program called the Ohio Network for Employment (VETS O.N.E.) Incentive Award. Ohio designates 1 percent of the funds made available to support the DVOP and LVER programs for incentive awards and this amount will be disbursed to OhioMeansJobs Centers who achieve this distinction. The winner(s) will donate the incentive money to their preferred, certified 501(c)(3) charity.

Expected Outcomes: The intent is to encourage the improvement and modernization of employment, training, and

placement services for veterans; recognize OhioMeansJobs Centers for excellence in the provision of such services; and/or for having made demonstrable improvements in the provision of services to veterans. The incentive program will bring attention to veterans with special employment needs and will reinforce the special federal regulations that support priority of services to veterans.

The criteria for selection will be fashioned around the following items:

• Program improvement by the OhioMeansJobs Centers as evidenced through collaborative activities;

• Innovation in promoting services to veterans as evidenced through creative program materials aimed at veterans;

• Innovation in provision of priority of service (above those already mandated); and

• Outstanding outreach on behalf of veterans who have barriers to employment (with an emphasis on homeless, incarcerated, disabled and recently separated veterans) as evidenced by improvement in entered employment and earnings rates of veterans in the Workforce Area.

An incentive award package will be developed and distributed through the Office of Workforce Development to all 88 centers in Ohio. It will include information on the program, timelines for submission, and a self-assessment that will require the OhioMeansJobs Center to demonstrate how they have met the selection criteria. Selection of award recipients will be determined by a panel consisting of Program Delivery Managers, the State Veterans Services Administrator, and the Bureau Chief of Reemployment & Business Services within the Office of Workforce Development (OWD). They will evaluate all nominees based on the nomination form and all attachments. The Selection Committee will notify all nominees of the status of their nominations, verify that nominees have met performance standards, and notify award recipients and their nominators of individual selections.

The award will be used as a donation to a local charity selected by the OhioMeansJobs Center Manager. Each selected charity's primary focus will be veterans' services or have a specific veterans program that does not promote violence, intolerance, racial division, or discrimination.

All incentive award funds will be obligated by September 30th and liquidated by December 31st in accordance with VPL 04-19. The incentive award report will be in compliance with USDDOL VETS reporting requirements.

E. THE POPULATIONS OF ELIGIBLE VETERANS TO BE SERVED, INCLUDING ANY ADDITIONAL POPULATIONS DESIGNATED BY THE SECRETARY AS ELIGIBLE FOR SERVICES, AND ANY ADDITIONAL POPULATIONS SPECIFICALLY TARGETED BY THE STATE WORKFORCE AGENCY

FOR SERVICES FROM ONE-STOP DELIVERY SYSTEM PARTNERS (E.G., NATIVE AMERICAN VETERANS; VETERANS IN REMOTE RURAL COUNTIES OR PARISHES);

All duties assigned to DVOP specialists are performed in accordance with those duties as prescribed by Title 38, Chapters 41 and 42. Per VR&E, Chapter 31, DVOP specialists assist disabled veterans as a priority group in addition to veterans and other eligible persons with significant barriers to employment that require individualized career services as outlined in Veteran Program Letter 03-14. The DVOP specialists assigned to the VA Vocational Rehabilitation and Employment (VR&E) program work closely with VA staff to provide career guidance and pre-rehab plan assessment information. This collaboration is in accordance with the processes outlined in Veteran Program Letter 01-16 and Veteran Program Letter 01-16 Change 1, USDOL's Veterans Employment and Training Service and the Department of Veterans Affairs Vocational Rehabilitation and Employment Joint Partnership Modernization Project. The population to be served by DVOP specialists includes any veteran ages 18-24, Vietnam-era veterans, and any other population specified by the Assistant Secretary.

F. HOW THE STATE IMPLEMENTS AND MONITORS THE ADMINISTRATION OF PRIORITY OF SERVICE TO COVERED PERSONS;

An Ohio revised statewide veteran priority of service policy (WIOAPL 15-20.2) was updated in support of WIOA implementation. This policy directly adheres to DOL/VETS directives issued in 2014. As described above, State monitoring and educating OhioMeansJobs Center partners in reference to priority of service, to include covered persons monitoring, is a shared responsibility between ODJFS Program Delivery Managers, local areas, and OhioMeansJobs Center operators. Physical copies of the local priority of service policy and posters are displayed at all service delivery points, including the OhioMeansJobs Centers, and to the extent practicable, displayed in a way that makes it possible for members of the general public to have easy access to them. OhioMeansJobs Center staff is routinely trained on the implementation of priority of service for veterans and eligible persons (covered persons). Priority of service regulations and requirements are covered during quarterly regional staff meetings and service delivery meetings. These meetings include both partner staff and merit staff. Each OhioMeansJobs Center displays numerous posters and signage announcing priority of service. Local areas are instructed to create policies outlining the procedures whereby veterans and covered persons are identified at the point of entry.

During the initial intake process with a customer, staff will further explore the covered person's veteran status (number of days served, discharged status) and assess whether or not the covered person has a significant barrier to employment using the "Veteran Questionnaire."

When jobseekers enter an OhioMeansJobs Center, the receptionist asks jobseekers if they served in the military or are the eligible spouse of a veteran. If an affirmative answer is provided, then the veteran or eligible spouse receives a Veteran Questionnaire. During this initial intake process, staff will further explore the covered person's veteran status (number of days served, discharge status) and assess whether or not the covered person has a significant barrier to employment. The veteran or eligible spouse should also receive a handout describing priority of service. The veteran or eligible spouse gets referred to the next available staff member for an assessment. If the assessment determines that the veteran possesses a significant barrier to employment, then the veteran is immediately referred to a DVOP specialist. If the OhioMeansJobs Center lacks a DVOP specialist, or the DVOP specialist is unavailable, then the veteran goes to the next available staff member. Veterans and eligible spouses receive priority of service in all functions and entities at the OhioMeansJobs Center. Once an OhioMeansJobs Center staff member determines that a veteran meets the criteria for a

specific program, the veteran is automatically afforded priority of service. Additionally, VA Vocational Rehabilitation and Employment (VR&E) Chapter 31 participants receive referrals to the nearest DVOP specialist within 48 hours after receiving notification from the VA VR&E office.

The veterans' cases will be reviewed to determine the types of services provided. Also, records will be reviewed to ensure that proper veterans program eligibility; e.g., veterans with a campaign badge have been correctly added to the records. As a follow-up to ensure priority of service, emails are sent to veterans who have registered for work or unemployment compensation within specific timeframes following registration. Communicating with the veteran after initial contact may uncover a need for case management, individualized career services, job search assistance, skills training, or further guidance. In addition, job orders will be evaluated to determine if veterans received priority of service. Job orders will be reviewed to ascertain if job-matched veterans received referrals, and a determination will be made if a referral did not occur.

G. HOW THE STATE PROVIDES OR INTENDS TO PROVIDE AND MEASURE, THROUGH BOTH THE DVOP AND AMERICAN JOB CENTER STAFF:

1. JOB AND JOB TRAINING INDIVIDUALIZED CAREER SERVICES,

Per Grant Officer Memorandum 01-20, a response to this section is not required.

2. EMPLOYMENT PLACEMENT SERVICES, AND

Per Grant Officer Memorandum 01-20, a response to this section is not required.

3. JOB-DRIVEN TRAINING AND SUBSEQUENT PLACEMENT SERVICE PROGRAM FOR ELIGIBLE VETERANS AND ELIGIBLE PERSONS;

Per Grant Officer Memorandum 01-20, a response to this section is not required.

H. THE HIRE DATE ALONG WITH MANDATORY TRAINING COMPLETION DATES FOR ALL DVOP SPECIALISTS AND LVER STAFF; AND

Due to a high staff turnover through promotion and attrition, Ohio has made a continued effort to identify, interview, assess, hire and place new DVOP specialists and LVERs as quickly as possible. They typically transition seamlessly to full-time status with limited training needed other than that routinely provided by the National Veterans' Training Institute. Ohio can also have a continuous posting on the Ohio Hiring Management System that allows individuals to apply for positions across the State, which creates a pool of possible candidates when needed. Additionally, ODJFS makes every attempt to satisfy the requirement in 38 U.S.C. 4102A(c)(8),

stating that all newly assigned DVOP specialists and LVER staff will receive training from the National Veterans' Training Institute within 18 months of assignment. Ohio will do this by scheduling mandated courses prior to the DVOP/LVER completing their one-year probationary period upon hire. The chart below provides details regarding National Veterans' Training Institute staff attendance.

Grant-funded Staff Name	Date Appointed to Current Position	Date Last Completed NVTI Required Course	DVOP	LVER	Program Manager
Stonerock, David	3/21/2016	7/26/2011		1	1
Zachary Ludi	12/11/2017	11/1/2011	1		

Grant-funded Staff Name	Date Appointed to Current Position	Date Last Completed NVTI Required Course	DVOP	LVER	Program Manager
Cornett, Robert	10/15/2007	1/8/2008	1		
Lent, Brian	9/6/2015	5/17/2016	1		
Wade, Galen	9/30/2019	12/13/2019	1		
Bolton, Kenneth	2/19/2019	11/1/2019	1		
Orr, Ronald	5/15/2017	9/18/2017	1		
Blake, Sabrina	1/22/2019	11/1/2019	1		
Swimeley, Matthew	8/19/2019		1		
Gaither, Darryl	1/21/2019	11/22/2019		1	
Adams, Jeffrey	9/10/2007	4/22/2008	1		
McDonald, Dedrienne	5/4/2015	11/3/2015	1		
Jones, William	6/19/2012	5/22/2012	1		
Anderson, Lisa	9/21/2014	6/2/2015	1		
Collins, Joshua	11/16/2015	3/27/2012	1		
Katona, Matthew	4/8/2013	12/3/2013	1		
Hapner, Jeffrey	2/10/2013	3/27/2012	1		
Oesch, David	2/14/2011	10/23/2012	1		
Orr, Christopher	4/17/2017	8/29/2017	1		
Saunders, Joshua	1/16/2017	5/9/2017	1		
Elick, Craig	10/31/2016	4/25/2017	1		
Wyen, Joseph	8/21/2017	12/12/2017	1		
Lovelady, John	10/14/2019	2/24/2015	1		
O'Keefe, Robert	1/21/2019	11/22/2019		1	
Fowler, Clay	5/1/2017	2/4/2003	1		
Bowers, Douglas	4/3/2017	3/31/2015	1		
Stowe-Caya, Michele	5/18/2002	7/27/2004	1		
Pellegrino, Mark	9/12/2011	4/24/2012	1		
Salisbury-Triplett, Natalie	3/10/2003	4/20/2004	1		

Grant-funded Staff Name	Date Appointed to Current Position	Date Last Completed NVTI Required Course	DVOP	LVER	Program Manager
Ramsey, Ronald	7/13/1992	3/23/2004	1		
Wieczorek, Craig	8/3/2009	12/8/2011	1		
Mannon, Valerie	2/5/2018	11/27/2018	1		
Lewis, Morris	1/21/2019	11/22/2019		1	
Bridgeman, Dustin	2/8/2016	10/18/2016	1		
Eichelberger, Lisa	7/5/2010	9/20/2010	1		
Hof, Daniel	6/26/2017	9/26/2017	1		
Wittneben, Jeffrey	5/16/2016	4/3/2012	1		
Dyer, Thomas	2/27/2011	3/1/2011	1		
Lipps, Daniel	6/16/1993	12/11/2007	1		
Rogers, Jeremy	12/24/2018	4/25/2017	1		
Bliss, Robert	8/3/2009	12/8/2009	1		
Netter, Scott	5/13/2019		1		
Dennard Sr., Kennedy	1/27/2017	8/8/2017	1		
Bradfield, Troy	1/31/2011	9/13/2011	1		
Harris, Jimmie	4/22/2013	11/1/2011	1		
James, Steven	8/3/2009	12/8/2009	1		
Miller, Marilyn	11/23/2009	2/9/2010	1		
Arthur, Paul	12/27/2016	4/25/2017	1		
Saunders, James	10/31/2016	3/31/2015	1		
Smith, Jared	7/30/2012	5/14/2013	1		
Hill, William	2/28/2010	6/6/2006	1		

I. SUCH ADDITIONAL INFORMATION AS THE SECRETARY MAY REQUIRE.

The Secretary has not required any additional information at this time.

SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

A. ECONOMIC PROJECTIONS AND IMPACT

1. DISCUSS LONG-TERM PROJECTIONS FOR JOBS IN INDUSTRIES AND OCCUPATIONS IN THE STATE THAT MAY PROVIDE EMPLOYMENT OPPORTUNITIES FOR OLDER WORKERS. (20 CFR 641.302(D)) (MAY ALTERNATIVELY BE DISCUSSED IN THE ECONOMIC ANALYSIS SECTION OF STRATEGIC PLAN.)

Senior Community Service Employment Program (SCSEP) providers utilize the State's long-term projections for occupations that may be suitable for older adults. For example, the Ohio Department of Aging's (ODA's) SCSEP introduced a Career Pathway Initiative which aligns with Ohio's Labor Market Information projections of in-demand occupations with high annual openings
from 2016-2026.

Ohio's 2016-2026 Long-Term Employment Projections by Major Industry, discussed in the economic analysis section of the plan points to significant job growth in Health Care and Social Assistance, Administrative and Waste Services and Finance and Insurance, which may provide employment opportunities for older workers.

2. DISCUSS HOW THE LONG-TERM JOB PROJECTIONS DISCUSSED IN THE ECONOMIC ANALYSIS SECTION OF STRATEGIC PLAN RELATE TO THE TYPES OF UNSUBSIDIZED JOBS FOR WHICH SCSEP PARTICIPANTS WILL BE TRAINED AND THE TYPES OF SKILL TRAINING TO BE PROVIDED. (20 CFR 641.302(D))

With less than 20 percent of SCSEP participants having a postsecondary certificate or degree, the
Ohio SCSEP providers will continue to focus on entry-level jobs with established career ladders and high annual openings. While developing relationships with employers offering entry-level opportunities, Ohio's SCSEP providers will also pursue opportunities for SCSEP participants that enter the program with additional qualifications.

The Career Pathway Initiative supplements community service assignments with customized, contextual training for occupations in Customer Service, Office Administration, Food Service, Facility and Janitorial Services, and Healthcare.

The first stage of the Career Pathway Initiative is enrollment into Workplace Fundamentals, a modular curriculum that includes computer training, digital safety, resume writing, and interviewing tips. Upon Completion of Workplace Fundamentals, participants will begin trainings
in their chosen career pathway.

Each pathway includes basic trainings and certifications that are increasingly complex. For example, a participant in the Food Service pathway may begin with ServSafe Food Handler, followed by ServSafe Manager certification.

Local project directors coordinate online/on-demand certification-focused training for new and existing participants as part of their community service-embedded training. Project directors optimize partner resources with county Workforce Development Boards, OhioMeansJobs Centers,
and local libraries to access online training resources.

SCSEP providers pair experience and education attainment of SCSEP participants with data

from
workforce reports (i.e., SPARQ, OhioMeansJobs) when targeting jobs and host agency assignments for which SCSEP participants will be trained and the types of skill training to be provided.

3. DISCUSS CURRENT AND PROJECTED EMPLOYMENT OPPORTUNITIES IN THE STATE (SUCH AS BY PROVIDING INFORMATION AVAILABLE UNDER §15 OF THE WAGNER-PEYSER ACT (29 U.S.C. 491-2) BY OCCUPATION), AND THE TYPES OF SKILLS POSSESSED BY ELIGIBLE INDIVIDUALS. (20 CFR 641.325(C))

Ohio's current in-demand jobs list includes several occupations that require at least some education beyond a high school diploma, including registered nurses, software developers, and medical assistants. Other in-demand occupations such as construction laborers do not require any formal education, though because of the physical aspects of the industry, it may not be feasible for many SCSEP participants.

Projected employment opportunities in the State may provide more opportunities for SCSEP. As discussed in the economic section of the plan, Ohio's Occupational Employment Projections by Occupational Group, 2016-2026 include healthcare, personal care, community and social service, and computer and mathematical occupations. Skills possessed by eligible individuals may include training in basic office skills and specific computer programs. Healthcare and related fields offer the opportunity to earn advanced certifications to support occupations such as a chemical dependency counselor assistants, state tested nursing aides and pharmacy technicians.

Most SCSEP participants will be trained for entry-level positions due to lack of postsecondary education and/or specialized skills. SCSEP providers ensure that their trainings align with jobs that have high annual openings. When these occupations list qualifications such as short-term credentials, SCSEP providers can change their course of current trainings to meet the needs of employers through specific credentials.

B. SERVICE DELIVERY AND COORDINATION

1. A DESCRIPTION OF ACTIONS TO COORDINATE SCSEP WITH OTHER PROGRAMS. THIS MAY ALTERNATIVELY BE DISCUSSED IN THE STATE STRATEGIES SECTION OF THE STRATEGIC PLAN, BUT REGARDLESS OF PLACEMENT IN DOCUMENT, MUST INCLUDE:

A. PLANNED ACTIONS TO COORDINATE ACTIVITIES OF SCSEP GRANTEES WITH WIOA TITLE I PROGRAMS, INCLUDING PLANS FOR USING THE WIOA ONE-STOP DELIVERY SYSTEM AND ITS PARTNERS TO SERVE INDIVIDUALS AGED 55 AND OLDER. (20 CFR 641.302(G), 641.325(E))

Through Ohio's Combined State Plan, the Governor's Office of Workforce Transformation (OWT), the Ohio Departments of Aging (ODA) and Job and Family Services (ODJFS) and other partners will ensure that older jobseekers receive workforce training and support through the SCSEP that will make provide a workforce solution for employers.

ODA collaborates with the ODJFS to ensure all SCSEP operators coordinate activities with Ohio's local OhioMeansJobs through a Memorandum of Understanding (MOU). As a required partner, SCSEP participants must register through the OhioMeansJobs backpack system as well.

ODA's SCSEP administrator will continue to represent SCSEP in State level OhioMeansJobs Center partners' meetings and initiatives. As OhioMeansJobs.com is redesigned, there will be a greater emphasis on SCSEP on services for older workers, including resources for employers.

SCSEP providers will continue to be active partners in OhioMeansJobs Centers and encourage co-enrollment, when possible. Local collaborations vary from area to area, ranging from the placement of SCSEP employment and training staff at OhioMeansJobs Centers to co-sponsoring training and outreach events. SCSEP participants often serves as the primary point of contact for older jobseekers and are assigned to the OhioMeansJobs Centers to assist with administrative duties providing valuable assistance to the Workforce Development Boards while enhancing the participants' training for unsubsidized employment.

B. PLANNED ACTIONS TO COORDINATE ACTIVITIES OF SCSEP GRANTEES WITH THE ACTIVITIES BEING CARRIED OUT IN THE STATE UNDER THE OTHER TITLES OF THE OLDER AMERICANS ACT (OAA). (20 CFR 641.302(H))

Ohio's six SCSEP operators will continue to cultivate partnerships with Ohio's twelve Area Agencies on Aging (AAA) and Older Americans Act (OAA)-funded service providers. These partnerships will provide opportunities for cross referrals of eligible SCSEP participants and the designation of aging network sites as host agencies. The partners support SCSEP participants with
nutrition, in-home care, transportation, disease prevention and health promotion, and caregiver support programs and services. Although OAA services are not means tested, they are targeted to
populations with the greatest economic and social needs. In FFY 2019, OAA funds coupled with State and local resources served more than 160,000 older Ohioans and their caregivers.

C. PLANNED ACTIONS TO COORDINATE SCSEP WITH OTHER PRIVATE AND PUBLIC ENTITIES AND PROGRAMS THAT PROVIDE SERVICES TO OLDER AMERICANS, SUCH AS COMMUNITY AND FAITH- BASED ORGANIZATIONS, TRANSPORTATION PROGRAMS, AND PROGRAMS FOR THOSE WITH SPECIAL NEEDS OR DISABILITIES. (20 CFR 641.302(I))

ODA and SCSEP providers continuously coordinate with public and private entities and programs
to serve older Ohioans.

COMMUNITY, FAITH-BASED AND VOLUNTEER ORGANIZATIONS. Ohio SCSEP providers coordinate activities with local housing coalitions, faith-based organizations, mental health and drug addiction boards, ex-offender reentry coalitions and other entities that that can connect participants with wrap-around services and supports. At the State level, ODA is represented on several statewide coalitions, including ServeOhio and the Statewide Ex-offender Reentry Coalition.

TRANSPORTATION PROGRAMS. ODA continues to advocate for innovative solutions to ensure SCSEP participants and all older Ohioans have access to transportation. ODA has been working with our AAA to pilot different programs and strategies. ODA is also part of several workgroups with the Ohio Department of Transportation, including an Older Road Users Action Team and a Rural Intercity Bus Advisory Committee.

PROGRAMS FOR THOSE WITH SPECIAL NEEDS OR DISABILITIES. SCSEP providers partner with local vocational rehabilitation providers across the State to ensure qualified
individuals have access to case management and wrap-around services. The ODA and Ohio's SCSEP providers also have a longstanding partnership with Opportunities for Ohioans with

Disabilities (OOD). SCSEP providers and OOD have a shared goal to provide competitive employment for people with disabilities.

D. PLANNED ACTIONS TO COORDINATE SCSEP WITH OTHER LABOR MARKET AND JOB TRAINING INITIATIVES. (20 CFR 641.302(J))

Within this plan there are many examples of how the ODA and SCSEP operators coordinate with labor market and job training initiatives, including, but not limited to, the following:

Labor Market Information. Ohio is home to nationally recognized labor market information and data tools. SCSEP providers and participants will continue to use web-based tools, including OhioMeansJobs.com, Wanted Analytics, Ohio labor market information, O*Net, and Local Employment Dynamics (LED) statistics. These tools provide valuable information down to the county or zip code area on numbers of jobs, available jobs, and which industries are currently hiring significant numbers of older workers.

Job Training Initiatives. The ODA, along with the ODJFS revisited a partnership with the Ohio Department of Rehabilitation and Corrections (ODRC) to enroll incarcerated individuals into SCSEP. The correctional institutions will serve as traditional host agencies and participants will work with local project directors to develop Individual Employment Plans (IEP). Upon release, individuals will continue to work with local project directors and transition to a new host agency.
This gives justice-involved individuals an opportunity to build on their skills and earn minimum wage, allowing for a smoother transition from the correctional facility.

E. ACTIONS TO ENSURE THAT SCSEP IS AN ACTIVE PARTNER IN THE ONE-STOP DELIVERY SYSTEM AND THE STEPS THE STATE WILL TAKE TO ENCOURAGE AND IMPROVE COORDINATION WITH THE ONE-STOP DELIVERY SYSTEM. (20 CFR 641.335)

ODA and Ohio SCSEP providers are active participants in the One-Stop system through the coordination at OhioMeansJobs Centers, available wrap-around services, and co-enrollment.

F. EFFORTS TO WORK WITH LOCAL ECONOMIC DEVELOPMENT OFFICES IN RURAL LOCATIONS.

There is an ongoing effort to serve older adults in rural areas. The State has relationships with OhioMeansJobs Centers in all 88 counties, 50 being designated as rural.

2. THE STATE'S LONG-TERM STRATEGY FOR ENGAGING EMPLOYERS TO DEVELOP AND PROMOTE OPPORTUNITIES FOR THE PLACEMENT OF SCSEP PARTICIPANTS IN UNSUBSIDIZED EMPLOYMENT. (20 CFR 641.302(E)) (MAY ALTERNATIVELY BE DISCUSSED IN THE STATE STRATEGIES SECTION OF STRATEGIC PLAN.)

Ohio SCSEP providers are continually improving employer relationships to maximize unsubsidized employment opportunities. Ohio's strategy consists of three parts: advocating and promoting the benefits of hiring older workers; targeted marketing based on SCSEP participants'
skills and interests; and providing excellent and responsive customer service to employers.

3. THE STATE'S LONG-TERM STRATEGY FOR SERVING MINORITY OLDER INDIVIDUALS UNDER SCSEP. (20 CFR 641.302 (C))

Utilizing the Minority Report, Ohio SCSEP providers can ensure strategies are being deployed to ensure service to all older Ohioans. When there are gaps, ODA identifies additional resources

and
partnership to better reach underserved populations. Based on Ohio's demographics, there will always be areas that have hard to serve minority populations for a wide variety of reasons. There
are also instances in certain counties where there is not as much diversity. Ohio communicates these issues and all SCSEP provider collaborate to better serve our minority populations.

4. A LIST OF COMMUNITY SERVICES THAT ARE NEEDED AND THE PLACES WHERE THESE SERVICES ARE MOST NEEDED. SPECIFICALLY, THE PLAN MUST ADDRESS THE NEEDS AND LOCATION OF THOSE INDIVIDUALS MOST IN NEED OF COMMUNITY SERVICES AND THE GROUPS WORKING TO MEET THEIR NEEDS. (20 CFR 641.330)

Ohio SCSEP providers have shared that the most community service needs were housing assistance, food, utility support, temporary financial assistance, transportation, and ex-offender employment services.

5. THE STATE'S LONG-TERM STRATEGY TO IMPROVE SCSEP SERVICES, INCLUDING PLANNED LONG-TERM CHANGES TO THE DESIGN OF THE PROGRAM WITHIN THE STATE, AND PLANNED CHANGES IN THE USE OF SCSEP GRANTEES AND PROGRAM OPERATORS TO BETTER ACHIEVE THE GOALS OF THE PROGRAM. THIS MAY INCLUDE RECOMMENDATIONS TO THE DEPARTMENT AS APPROPRIATE. (20 CFR 641.302(K))

Governor Mike DeWine and Lieutenant Governor Jon Husted have made workforce development
a priority of their administration. The ODA has been involved with the OWT efforts on a new list of in-demand jobs and critical careers. As relationships are strengthened with WIOA partners, SCSEP has been included in more of the planning processes for the State.

ODA seeks to support older Ohioans and their caregivers through programs, services, and advocacy. Workforce development affects so many employers, providers, and small business owners across the State, yet we know that ageism is common in the workplace. SCSEP fits into this strategy in the overall advocacy of older Ohioans.

6. THE STATE'S STRATEGY FOR CONTINUOUS IMPROVEMENT IN THE LEVEL OF PERFORMANCE FOR SCSEP PARTICIPANTS' ENTRY INTO UNSUBSIDIZED EMPLOYMENT, AND TO ACHIEVE, AT A MINIMUM, THE LEVELS SPECIFIED IN OAA SECTION 513(A)(2)(E)(II). (20 CFR 641.302(F))

SCSEP providers offer a variety of services to increase the likelihood of placement into unsubsidized employment. Placements are measured as part of an entered employment percentage
to align the SCSEP program with DOL common measures. Any program failing to meet 80 percent
of a program goal is asked by its grantee to submit a plan of action to address the performance issue and establish benchmarks for continuous improvement.

The following are examples of steps to move or place participants into unsubsidized employment,
including those that support high-growth industries and in-demand occupations.

Develop Employer Partnerships. Job development consists of three strategies: promoting the benefits of hiring older workers and informing the business community about services; targeted

marketing based on participants' skills and job interests; and good customer service by responding
to employer-customers with timely, pre-screened referrals.

On-the-Job Experience. The On-the-Job Experience program (OJE) provides specific skills needed to bridge the gap between employer's expectations and participants' skills. The program is
particularly popular with small businesses, and it is very effective as a first step in developing relationships with employers through consultative marketing techniques.

Job Fairs for Mature Workers. In addition to standalone job fairs in partnership with SCSEP providers, several other organizations across the State have started to hold job fairs specifically for
older workers. SCSEP participants are encouraged to attend job fairs help at OhioMeansJobs Centers or other venues. These events are also excellent opportunities for program staff to build relationships with employers.

Increased Awareness of SCSEP. Ohio's statewide strategy focuses on increasing awareness of SCSEP at the local, State and national levels. Most employers, community organizations and even
workforce development professionals, are unaware of the benefits offered to them by SCSEP. To generate increased awareness of SCSEP, ODA will continue to strengthen partnerships at the State
level, with other agencies and State offices. This includes ongoing work with OhioMeansJobs to develop content that highlights the benefits of hiring and retaining older workers and strategies to
support the needs of older workers. It will also include programmatic SCSEP information as a workforce solution designed to meet an employer's needs.

By increasing awareness of the program and value in older workers among these groups, ODA and Ohio's SCSEP providers anticipate an increase in the number and quality of placements. By increasing the number of placements into quality community service experiences and unsubsidized
employment, Ohio will serve more of the eligible population.

C. LOCATION AND POPULATION SERVED, INCLUDING EQUITABLE DISTRIBUTION

1. A DESCRIPTION OF THE LOCALITIES AND POPULATIONS FOR WHICH PROJECTS OF THE TYPE AUTHORIZED BY TITLE V ARE MOST NEEDED. (20 CFR 641.325 (D))

Section 507 of the Older Americans Act requires the ODA to ensure that services are provided equitably. SCSEP uses Census data by county and annual program appropriations to calculate the
number of authorized positions or slots that are allocated to each county. The number of authorized
positions is proportional to the number of eligible people in the county compared to the eligible State population. For every authorized position, one or more individuals can receive services during the program year. For instance, when a participant exits the program for employment or when participants are on an approved break, a grantee may enroll a new individual based on remaining program funds.

Grantees may only enroll participants who reside in the county in which they have authorized positions. Ensuring SCSEP positions are equitably distributed is an ongoing effort. Movement of SCSEP slots occurs in consultation with ODA, with the approval of the ODA SCSEP administrator. ODA's SCSEP administrator will work with all SCSEP operators to balance and rebalance as needed throughout the duration of this plan.

To reach SCSEP eligible individuals within the project areas in isolated geographic communities, such as those in the Appalachian region, SCSEP providers have increased collaborative efforts with regional stakeholders to obtain and retain host agencies, employers, transportation providers
and other supportive services.

Ohio SCSEP providers have a long history of serving those eligible individuals who are most in need and; therefore, most at-risk. Ohio SCSEP providers will continue to build upon relationships
with organizations serving individuals with disabilities, the homeless, and other multi-challenged
groups. ODA's SCSEP administrator will continue to work with State agencies and community partners who represent special populations to ensure those in need of services are aware of SCSEP
and are actively recruited by SCSEP providers.

2. LIST THE CITIES AND COUNTIES WHERE THE PROJECT WILL BE CONDUCTED. INCLUDE THE NUMBER OF SCSEP AUTHORIZED POSITIONS AND INDICATE WHERE THE POSITIONS CHANGED FROM THE PRIOR YEAR.

3. DESCRIBE CURRENT SLOT IMBALANCES AND PROPOSED STEPS TO CORRECT INEQUITIES TO ACHIEVE EQUITABLE DISTRIBUTION.

There are no current slot imbalances.

4. THE STATE'S LONG-TERM STRATEGY FOR ACHIEVING AN EQUITABLE DISTRIBUTION OF SCSEP POSITIONS WITHIN THE STATE THAT:

A. MOVES POSITIONS FROM OVER-SERVED TO UNDERSERVED LOCATIONS WITHIN THE STATE IN COMPLIANCE WITH 20 CFR 641.365.

Ohio's SCSEP providers continuously monitor equitable distribution. Changes in enrollment occur throughout the program year, allowing providers to implement new strategies for recruitment when necessary.

B. EQUITABLY SERVES RURAL AND URBAN AREAS.

All Ohio SCSEP providers operate in both rural and urban areas. Although challenges vary by geographic location, providers are building relationships with local partners to ensure adequate participation throughout their service area.

C. SERVES INDIVIDUALS AFFORDED PRIORITY FOR SERVICE UNDER 20 CFR 641.520. (20 CFR 641.302(A), 641.365, 641.520)

SCSEP providers actively recruit individuals afforded priority service through outreach at OhioMeansJobs Centers and Local Workforce Development Boards.

5. THE RATIO OF ELIGIBLE INDIVIDUALS IN EACH SERVICE AREA TO THE TOTAL ELIGIBLE POPULATION IN THE STATE. (20 CFR 641.325(A))

According to the American Community Survey, there are 316,499 Ohioans age 55+ that are likely income eligible for SCSEP. With 1,752 slots, the State has approximately one position for every 181 eligible individuals.

6. THE RELATIVE DISTRIBUTION OF ELIGIBLE INDIVIDUALS WHO:

A. RESIDE IN URBAN AND RURAL AREAS WITHIN THE STATE

Ohio's SCSEP providers have the experience necessary to serve all populations within their service area. Except for the National Black Caucus and Center on Black Aging (serving Cuyahoga County), all SCSEP providers serve both urban and rural areas and use recruitment strategies that make the most sense for each specific community.

B. HAVE THE GREATEST ECONOMIC NEED

SCSEP providers form their recruitment strategies to engage older adults with the greatest social and economic need, and work to identify barriers to access by utilizing a variety of recruitment tools that include digital outreach, traditional print media, and word of mouth through partnerships with local community-based organizations.

C. ARE MINORITIES

Utilizing the Minority Report, Ohio SCSEP providers can ensure strategies are being deployed to ensure service to all older Ohioans. When there are gaps, the ODA identifies additional

resources
and partnership to better reach underserved populations. Based on Ohio's demographics, there will
always be areas that have hard to serve minority populations for a wide variety of reasons. There
are also instances in certain counties where there is not as much diversity. Ohio communicates these issues and all SCSEP provider collaborate to better serve our minority populations.

D. ARE LIMITED ENGLISH PROFICIENT

Individuals with limited English proficiency are most often located in specific regions and neighborhoods in the State. SCSEP providers identify networking groups, non-profit organizations
and social service agencies to identify the best points of contact. One successful strategy includes
developing materials in multiple languages for distribution at grocers, restaurants, and faith-based
organizations. Additionally, the ODA has made connections with other State entities that can assist
SCSEP providers, including the Ohio Commission on Latino Affairs and members of the Ohio Asian American Pacific Islander Advisory Council.

E. HAVE THE GREATEST SOCIAL NEED. (20 CFR 641.325(B))

Ohio's area agencies on aging (AAAs) serve as a resource for Ohio's SCSEP providers, referring clients that have both an
economic and social need for SCSEP. The 12 AAAs across the State have current partnerships that
align with the goals of SCSEP. Some also serve as host agencies for the program.

7. A DESCRIPTION OF THE STEPS TAKEN TO AVOID DISRUPTIONS TO THE GREATEST EXTENT POSSIBLE, WHEN POSITIONS ARE REDISTRIBUTED, AS PROVIDED IN 20 CFR 641.365; WHEN NEW CENSUS OR OTHER RELIABLE DATA BECOME AVAILABLE; OR WHEN THERE IS OVER-ENROLLMENT FOR ANY OTHER REASON. (20 CFR 641.325(I), 641.302(B))

The upcoming national competition may require SCSEP position redistribution. Every effort will be made to ensure seamless transition to the new SCSEP provider, if necessary. Where possible, placement of those currently enrolled in the program into unsubsidized employment before their
slot is moved to the new location; otherwise, those participants will continue to be served until the
exit the program through attrition. Over-enrollment in the affected area coupled with a cessation
of recruitment activities in non-affected areas should mitigate any disruption to individuals.

PERFORMANCE INDICATOR APPENDIX

ALL WIOA CORE PROGRAMS

Program	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Adults	TBD	81.5%	TBD	81.5%

Program	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Dislocated Workers	TBD	86.0%	TBD	86.0%
Youth	TBD	72.0%	TBD	72.0%
Adult Education	42%	TBD	42%	TBD
Wagner-Peyser	TBD	70.0%	TBD	70.0%
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 2. Employment (Fourth Quarter after Exit)

Program	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Adults	TBD	79.5%	TBD	79.5%
Dislocated Workers	TBD	84%	TBD	84%
Youth	TBD	70.5%	TBD	70.5%
Adult Education	42%	TBD	42%	TBD
Wagner-Peyser	TBD	69%	TBD	69%
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 3. Median Earnings

Program	**PY 2020 Expected Level**	**PY 2020 Negotiated Level**	**PY 2021 Expected Level**	**PY 2021 Negotiated Level**
Adults	TBD	$5,900.00	TBD	$5,900.00
Dislocated Workers	TBD	$8,400.00	TBD	$8,400.00
Youth	TBD	$2,800.00	TBD	$2,800.00
Adult Education	$4,000.00	TBD	$4,00.00	TBD
Wagner-Peyser	TBD	$7,100.00	TBD	$7,100.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 4. Credential Attainment

Program	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level

Program	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Adults	TBD	65.0%	TBD	65.0%
Dislocated Workers	TBD	69.0%	TBD	69.0%
Youth	TBD	50.0%	TBD	50.0%
Adult Education	21%	TBD	21%	TBD
Wagner-Peyser	TBD	TBD	TBD	TBD
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 5. Measurable Skill Gains

Program	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Adults	TBD	60.0%	TBD	60.0%
Dislocated Workers	TBD	60.0%	TBD	60.0%
Youth	TBD	37.0%	TBD	37.0%
Adult Education	62%	TBD	62%	TBD
Wagner-Peyser	TBD	TBD	TBD	TBD
Vocational Rehabilitation	26.4%		28.4%	

Ohio's Methodology for Assessing Performance against Negotiated and Adjusted Levels of Performance for Local Workforce Areas

For WIOA Adult, WIOA Dislocated Worker, and WIOA Youth programs, performance on an individual measure will be interpreted based on the position of the outcome relative to the local area adjusted performance standard using the Success and Failure criteria defined below. The adjusted performance standard will be defined the local area negotiated level of performance adjusted by the appropriate adjustment factor:

- **Performed Successfully**
- When the actual local area performance achieved against an individual performance measure is equal to or in excess of 90 percent of the adjusted performance standard for the measure.
- **Failed**
- When the actual local area performance achieved against an individual performance measure is less than 90 percent of the adjusted performance standard.

Note: There will be no general rounding up in interpreting performance results. Since negotiated performance levels and results are stated to the tenth of a percent, any rounding will be to the nearest tenth of a percent.

ADDITIONAL INDICATORS OF PERFORMANCE

Additional Indicators of Performance
Ohio has no additional indicators of performance therefore this is N/A.

OTHER APPENDICES

Perkins Career and Technical Education Program Appendices

- A.1 Local Application
- A.2 Local Needs Assessment Guidebook
- A.3 Local Needs Assessment Workbook
- A.4 Equity Lab Workbook
- A.5 Perkins Work-Based Learning
- A.6 Perkins Public Comment 12/4/2019
- A.6 Perkins Public Comment 1/8/2020
- A.7 Performance Index