

OHIO

2018 SNAPSHOT

Ohio is one of the 10 states selected to participate in New Skills for Youth (NSFY), an initiative enhancing state efforts to increase the number of learners across the country who are prepared for success in both college and career. NSFY is a \$75 million national initiative developed by JPMorgan Chase & Co. in collaboration with the Council of Chief State School Officers, Advance CTE and Education Strategy Group.

Since the launch of NSFY, the Ohio team has worked to evaluate existing career pathways and lay the groundwork for new or enhanced college and career readiness initiatives. This work includes defining high-quality career pathways, developing new frameworks for work-based learning (WBL), and streamlining career pathways to align with postsecondary education requirements.

In 2018, Ohio's main areas of focus were:

- **Equipping local leaders to take advantage of credit flexibility:** The Ohio Department of Education (ODE) released guidance for local school districts to offer credit for WBL and coursework that simultaneously integrates academic and technical standards. The state is also working to help school districts better understand and use its credit flexibility policies.
- **Expanding access to high-quality WBL and in-demand career pathway course credit through the Personalized Professional Pathways (P3) program:** With the aim of bringing WBL opportunities to non-Career Technical Education (CTE) students, the NSFY team has breathed new life into a formerly popular state program and piloted the new version at nine schools statewide.
- **Leveraging federal funding to increase access to career pathways through the Expanding Opportunities for Each Child Grant:** Ohio is now taking advantage of the Direct Student Services component of the Every Student Succeeds Act (ESSA) to connect more students with Advanced Placement (AP), International Baccalaureate (IB) and CTE coursework.

The Ohio Context

Ohio has benefited from a strong vision and leadership around career readiness and workforce development. During his tenure, former Governor John Kasich spearheaded statewide efforts to strengthen talent development through OhioMeansJobs, a cross-agency initiative designed to give students, workers and educators access to information about the state's labor market needs and educational requirements.¹ Under NSFY, Ohio has worked to build upon and expand these efforts, bringing career pathways into the high school under the banner of SuccessBound.²

One example is the OhioMeansJobs-Readiness Seal, a high school diploma endorsement designed to recognize learners for carrying out professional duties required in the workplace.³ To earn a Readiness

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Seal on their diploma and transcript, students must work with at least three experienced mentors who validate the demonstration of these skills in school, work or the community.

Prior to the NSFY initiative, Ohio adopted new graduation requirements, which were scheduled to go into full effect during the 2018-19 school year. The policy allows high school students to meet graduation requirements by earning 12 points worth of state-approved, industry-recognized credentials and 13 points on the WorkKeys assessment in addition to completing core academic course requirements.⁴

Ohio also has a robust high school accountability system that values career readiness through the Prepared for Success meta-indicator, which includes measures of credential attainment, performance on the ACT or SAT exam, and attainment of an honors diploma.⁵ Additionally, ODE publishes a school report card every year specifically focused on CTE, which includes other measures of career readiness.

Equipping Local Leaders to Take Advantage of Credit Flexibility

Ohio has a history of providing school districts with a high level of curricular and instructional flexibility. Since 2006, the state's credit flexibility policy has permitted school districts to award credit toward high school graduation requirements through CTE, WBL and other career-focused experiences. Through NSFY, the state has focused on ensuring equity and consistency in implementing credit flexibility. It has developed guidance and provided training for local school districts and leaders to take full advantage of credit flexibility to expand access to high-quality career pathways.

In 2018, ODE released guidance on two types of credit flexibility: simultaneous credit and credit for WBL. This guidance was in response to a requirement in the previous year's budget act, House Bill 49 (H.B. 49).⁶ The guidance for awarding simultaneous credit demonstrates how school districts can make connections across multiple disciplines, allowing learners to earn full or partial credit for academic and technical courses from a single course. The ODE guidelines suggest establishing a multi-disciplinary planning team, among other approaches, to identify areas for integration.⁷ To further support the design of integrated coursework, ODE is developing sample lesson plans and a crosswalk tool that will identify overlapping standards between technical and academic coursework. These tools are expected to be released in 2019.

Similarly, ODE's guidance on awarding credit for WBL shows different ways learners can demonstrate subject-area competency through their placement. It includes a customizable WBL agreement to help students and supervisors identify competencies a student might demonstrate on the job in line with state-approved technical skills and OhioMeansJobs-Readiness Seal requirements.⁸

To encourage adoption and implementation of the credit flexibility guidance, ODE is working with the Educational Service Centers Association to deliver trainings to school and district leaders. The association coordinates a statewide network of educational service centers that each lend capacity and professional development to school districts in their region. By using a "train the trainer" model, ODE aims to extend its own capacity by equipping educational service center representatives to support local leaders. This model is helping to ensure the provision of consistent support throughout the state — particularly in rural areas, where more capacity and resources are often needed.

Credit Flexibility in Action

Cardington-Lincoln High School in Cardington, Ohio, offers a History of Microbiology class that explores the development of the field of microbiology. This course is an example of one through which students could earn credit for both their history and science requirements. Opportunities such as this give students the chance to explore their interests and still meet core academic requirements.

Many schools and districts have responded positively to the new guidance, and some are already finding ways to harness the benefits of credit flexibility.

Expanding Access to High-Quality WBL and In-Demand Career Pathway Course Credit Through the P3 Program

Another development from 2018 is the P3 pilot program. The P3 model was first launched in the 1970s to provide WBL opportunities for high school students, but it was eventually retired.⁹ Decades later, state leaders in ODE decided to dust off the program, make some slight adjustments, and launch a new pilot in select high schools. The newly reimagined P3 program is designed to extend career pathways to schools that do not have formal CTE programs by activating industry partners as worksite mentors and teachers. Through P3, participating learners meet the same standards and expectations they would in the classroom, but they do it through a more individualized, hands-on experience.

P3 on the Ground: Van Wert's CEO Program

Van Wert High School, one of the nine P3 pilot sites, launched the Career Education Opportunity program in the 2016-17 school year. The program allows high school seniors to take two periods out of their afternoon schedule to experience hands-on learning in a field of interest. To participate, students indicate their interest when they register for the fall semester, submit a resume, and interview with local business partners over the summer. The program started with only 17 students but has since grown to 55 students across three high schools. Van Wert joined the P3 pilot network this year and has been working to help other schools across the state launch similar programs.

The Ohio team originally developed the plan to relaunch the P3 program during a planning session at an NSFY convening. Not long after, Ohio launched the P3 pilot program in eight schools in the 2018-19 school year. Each pilot site has a WBL coordinator who works with schools and local industry partners to establish standards for student learning on the job. To ensure alignment between P3 placements and technical course competencies, schools build learning agreements with worksite supervisors. Learners play a major role in this component, helping to identify potential areas for further development in both their WBL and

technical courses. To receive course credit within their career pathways, learners must complete an end-of-course WebXam at the conclusion of their P3 experience.

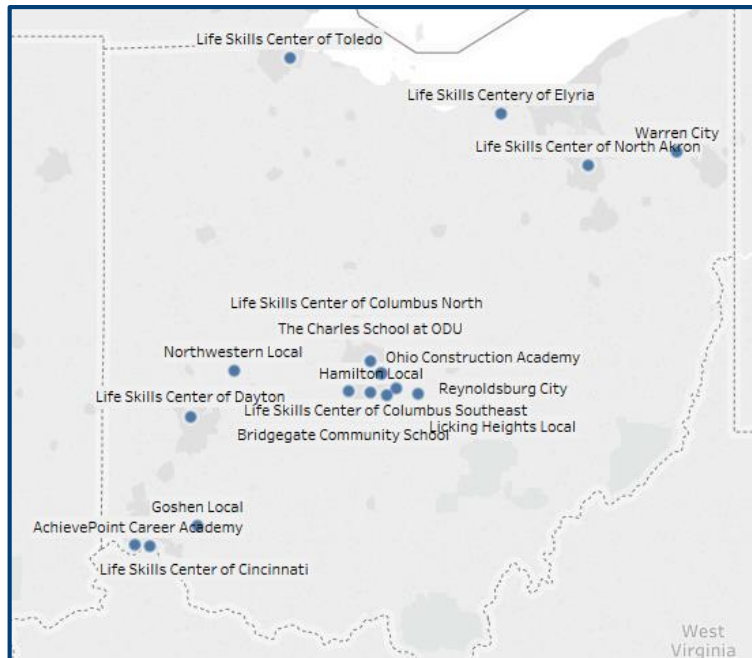
The P3 pilot has just gotten off the ground, but the Ohio team is already thinking about how to scale the program across the state. Since the program's launch, the NSFY team has made routine visits to pilot sites and kept detailed records of each site's P3 experience to identify promising practices and key design elements.

Leveraging Federal Funding to Increase Access to Career Pathways through the Expanding Opportunities for Each Child Grant

In 2018, the Ohio NSFY team launched a new grant program using federal funding to connect learners in remote and economically disadvantaged areas with high-quality career pathways. Under ESSA, states are permitted to set aside up to 3 percent of their basic Title I grants for Direct Student Services, which can include connecting learners with advanced coursework such as AP, IB, dual credit and CTE.¹⁰ The Direct Student Services provision is rarely used in other states, but the Ohio team saw a clear opportunity to draw on federal dollars to support learners in need. The NSFY team took advantage of this feature by creating the Expanding Opportunities for Each Child grant, which redirects critical federal funding to expand access to high-quality career pathways.¹¹

There are two primary objectives for the Expanding Opportunities for Each Child grant:

- **Career pathways development and expansion:** Using grant funds to develop new career pathways that lead to credentials in high schools or to strengthen existing career pathways by expanding services, providing professional development for school leaders, etc.
- **Advanced coursework (AP/IB) access and success:** Increasing advanced course offerings in schools with limited opportunities and helping low-income learners cover exam fees and other associated costs.



A total of 17 sites were awarded Expanding Opportunities for Each Child grants during the 2018-19 school year.

Grant recipients can receive up to three years of funding for work toward these two main objectives. The initial call for applications was issued in May 2018, and the first round of grantees for the 2018-19 school year was announced in July. More than \$7.2 million in three-year awards was distributed to a total of 17 recipients, 14 of which will be conducting career pathways development and three of which will be expanding access to AP and IB courses.¹²

While the idea for the grant was sparked at the spring 2018 NSFY convening, the Ohio team still successfully launched the grant by summer. However, since applicants had just one month to submit applications after the grant opportunity was announced, only those with “shovel-ready” action plans were able to put together an application in time. A second round of applications is expected to be issued later in the 2018-19 school year.

Looking Ahead

Ohio Governor John Kasich was term limited and unable to run for re-election in 2018. He was succeeded by Governor Mike DeWine, a Republican who previously served as Ohio’s attorney general. Despite the transition in executive leadership, ODE expects to continue the NSFY work without much interruption. During his campaign, Governor DeWine expressed commitment to strengthening CTE programs and continuing to expand career pathways for learners throughout the state.¹³ The NSFY team will continue to leverage its strong relationship with the Governor’s Office of Workforce Transformation and has immediate plans to connect with new leadership to ensure continued cooperation throughout the transition.

Throughout the NSFY initiative, Ohio has piloted and scaled various career readiness initiatives, including P3, credit flexibility, the OhioMeansJobs-Readiness Seal and more. In 2019, the last year of the NSFY initiative, Ohio aims to bring these initiatives together and set the foundation for sustainability through funding, policy and leadership.

Acknowledgments

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