

# The Future of Perkins Accountability

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# Session Overview

- National discussions and initiatives on the future of CTE accountability
- National standardization of accountability definitions
- What should we be accountable for, nationally?
- Are Ohio's HB 153 Rankings issues related to this discussion?

# National Discussions

**Very different approach than in the past.  
Many groups/organizations are actively  
discussing this.**

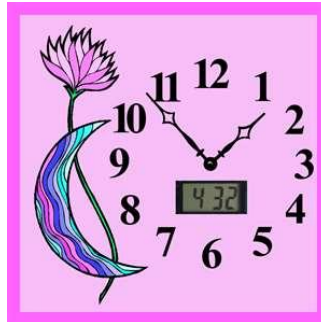
- Office of Vocational and Adult Education (OVAE), U.S Dept. of Education – Engaging states.
- ACTE – National working group.
- National Association of State Directors of CTE.

# Ohio HB 153 Rankings

## Different Discussion –

- Ohio only
  - Public school districts (including JVSDs), community schools, e-schools, STEM schools.
- Rankings are on:
  - Student performance (mainly academic performance; also CTE performance)
  - Expenditures

# Standardization



**Nationally, there is no standardization for Perkins accountability. We cannot tell a national story about CTE.**

# Perkins Accountability is Standardized in Ohio

- Within Ohio, we have standardized student definitions and standardized definitions for all CTE indicators of performance. This allows:
  - Aggregation of local data at the State level, to tell a “state story” about CTE.
  - Each Local to compare its performance results with those of other Locals.
- Imagine what it would be like if Ohio was NOT standardized for Perkins accountability...

# Perkins Accountability Needs National Standardization

## **National standardization will allow:**

- All states to have the same definitions for CTE students, for Perkins indicators of performance.
- States to be measured in the same way.
- Aggregation of data of all states, to tell a “national story” about CTE.

**Standardization is a national goal, one that OVAE and the states are actively working to achieve.**

# We need to have a **NATIONAL STORY** about CTE

- **National definitions of student populations:**
  - CTE Participants
  - CTE Concentrators
- **Indicators of Performance**
  - Measurement Definitions (Numerator and Denominator definitions)

# What should CTE be accountable for in the future?

Your School Name Here  
Your School Address  
Name: Your Name  
ID# / Your Student ID  
DOB: Your Date of Birth

ACADEMIC TRANSCRIPT

Year	Course	Grade	Score	Grade Point Average
JUNIOR - 2009	ENGL 110	Introduction to Speech Communication	3.5	3.5
	ENGL 111	Introduction to Business Computers	3.5	3.5
	ENGL 112	Business Composition	3.5	3.5
	ENGL 113	Marketing, French I	3.5	3.5
	ENGL 114	Marketing, University of California I	3.5	3.5
SENIOR - 2010	ENGL 210	Chemical System	3.5	3.5
	ENGL 211	Mathematical Working and Reading	3.5	3.5
	ENGL 212	Marketing, French II	3.5	3.5
	ENGL 213	Marketing, University of California II	3.5	3.5
	ENGL 214	Marketing, University of California III	3.5	3.5
UNIVERSITY CREDIT	ENGL 215	Introduction to Business	3.5	3.5
	ENGL 216	Introduction to Business	3.5	3.5
	ENGL 217	Introduction to Business	3.5	3.5
	ENGL 218	Introduction to Business	3.5	3.5
	ENGL 219	Introduction to Business	3.5	3.5

Signature: *Thomas Alan Galtman*



**ROI**  
ITS ALL ABOUT  
RETURN ON  
INVESTMENT



# National Discussion

- Next Perkins will likely focus on Programs of Study (POS)
  - In Ohio, this is our “Tech Prep for all” vision
- Accountability outcomes:
  - Program outcomes?
  - Student outcomes?
  - Both?

# CTE POS Framework

**“Program Outcomes” might be based on these 10 components.**

- Legislation & policies
- Partnerships
- Professional development
- Accountability & evaluation systems
- College & career readiness standards
- Course sequences
- Credit transfer agreements
- Guidance counseling & academic advisement
- Teaching & learning strategies
- Technical skills assessments



**We want a Local perspective on what CTE should be accountable for in the future.**

**Who are your local stakeholders?**

**What questions do your stakeholders ask?**

**What data are they most interested in?**