#CareerTechOhio Updates

Leah Amstutz, *Interim Director*

*October 16, 2019*
In Ohio, each child is challenged, prepared and empowered.

**Vision**
In Ohio, each child is **challenged** to discover and learn, **prepared** to pursue a fulfilling post-high school path and **empowered** to become a resilient, lifelong learner who contributes to society.

**Four Learning Domains**
- **Foundational Knowledge & Skills**
  - Literacy, numeracy and technology
- **Well-Rounded Content**
  - Social studies, sciences, languages, health, arts, physical education, etc.
- **Leadership & Reasoning**
  - Problem-solving, design thinking, creativity, information analytics
- **Social-Emotional Learning**
  - Self-awareness & management, social awareness, relationship skills, responsible decision-making

**One Goal**
Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:
- Enrolled and succeeding in a post-high school learning experience, including an adult career/technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

**Three Core Principles**
- **Equity**
- **Partnerships**
- **Quality Schools**

**10 Priority Strategies**
1. Highly effective teachers & leaders
2. Principal support
3. Teacher & instructional support
4. Standards reflect all learning domains
5. Assessments gauge all learning domains
6. Accountability system honors all learning domains
7. Meet needs of whole child
8. Expand quality early learning
9. Develop literacy skills
10. Transform high school/provide more paths to graduation

Ohio Strategic Plan For Education: 2019-2024
High School Success and Postsecondary Connections

**Strategy 10:** Ensure high school inspires students to identify paths to future success, and give students multiple ways to demonstrate the knowledge, skills and dispositions necessary for high school graduation and beyond.
Ohio’s Career Focus Goals

To ensure Ohioans are ready to succeed in this rapidly changing economy, our state is in the midst of 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 a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program; serving in a military branch; earning a living wage; or engaged in a meaningful, self-sustaining vocation; and

2) Ensure that 65 percent of Ohioans ages 25-64 have postsecondary credentials by 2025.
Ohio’s Stakeholder Engagement Plan

Ohio departments of Education and Higher Education internal working group: Using work from workgroups, drafts sections of the state plan

Stakeholder committee: Reviews and provides feedback on state plan
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Perkins V Requirements

Needs Assessment

• Identify areas of strength in CTE systems/programs
• Identify areas of weakness and gaps in CTE systems/programs
• Informed/validated by stakeholders and partners
• Data driven decision making

Local Application

• Lay out eligible recipient’s vision/theory of action for CTE
• Identify strategies, solutions, and investments to sustain and scale strengths in CTE systems/programs
• Identify strategies, solutions, and investments to address weaknesses and gaps in CTE systems/programs
Perkins V Core Themes

Equity

Quality

Full Implementation of Perkins V
Guidebook and Workbook

• Located on Ohio Department of Education website

Guidebook Link
Workbook Link
Tentative Perkins V Timeline

CLNA Timeline: October 2019 through April 1, 2020

State Plan Timeline: April 1, 2020

CLNA and Local Application Deadline: May 1, 2020
# Regional Equity Labs

<table>
<thead>
<tr>
<th>Date</th>
<th>Region</th>
<th>Location</th>
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| Tuesday, October 22, 2019 | Southwest  | Great Oaks (Scarlet Campus)  
Cincinnati, OH  
[Register Now Southwest] |
| Thursday, October 24, 2019 | West       | Miami Valley Career Technology Center  
Clayton, OH  
[Register Now West] |
| Thursday, November 7, 2019 | Central    | Career and Technology Education Centers of Licking County  
Newark, OH  
[Register Now Central] |
| Tuesday, November 19, 2019 | Southeast  | Washington State Community College  
Marietta, OH  
[Register Now Southeast] |
| Thursday, November 21, 2019 | Northeast  | R.G. Drage Career Technical Center  
Massillon, OH  
[Register Now Northeast] |
| Tuesday, November 26, 2019 | Northwest  | Toledo Electrical Joint Apprenticeship Training Building (JTAC)  
Rossford, OH 43460  
[Register Now Northwest] |
We need your feedback!

- Perkins V CLNA Questions?
- Perkins V Equity Questions?
- Click these links to send an email

Comprehensive Local Needs Assessment
Revised Quality Program Standards

• Still 10 Standards
• Additions for Equity throughout
• More responsibility for administrators
• Perkins V themes throughout
Program of Study Alignment

• Program of Study
  – Perkins V: Must align to high skill, high wage, in demand jobs
    • Statewide vs. Local
    • Opportunity to prove local demand
• Labor Market Information Tab
  – Opportunity to review labor market information
  – Some new information required - TBD
Data & Accountability

CTE Delivery System

• All students in grades 7-12 must have access to Career-Technical Education

• Districts must provide at least 12 programs in 8 different career fields, and middle grade programming

• Districts and community schools are organized into Career-Technical Planning Districts (CTPDs)
CTPD Structure

• Comprehensive
• Contract/Compact
• Joint Vocation School District
Shared Delivery System

CTPD A

CTPD B

CTPD C

Example:

- District A
- District B
- District C
- District D
- District E
- District F
- JVSD

CTE
Program of Study

The term ‘program of study’ means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that:

• Include at least four courses within the program of study
• Include all aspects of the industry identified career-technical content standards for the chosen courses
Program of Study

• Include the opportunity for students to earn postsecondary credit in the technical area
• Integrate academic content as appropriate for the course
• Integrate work-based experiences, to the extent possible
• Assess the attainment of technical skills within the program using the appropriate technical assessment, as identified in the program and assessment matrix
Program of Study Examples

Engineering and Design Pathway Student A

7-8 District A
Engineering and Design Pathway

9-10 District B
Engineering and Design Pathway

11-12 District C
Engineering and Design Pathway

Agribusiness and Production Systems Pathway Student B

7-8 District A
Agribusiness and Production Systems Pathway

9-10 District A
Agribusiness and Production Systems Pathway

11-12 District A
Agribusiness and Production Systems Pathway
Recommending Expansion of Middle Grade Courses

• The Office of Career-Technical Education is recommending amending business rules to allow VM courses to be offered through 10th grade
State Determined Performance Indicators and Levels

**1S1 Student Graduation Rate - 4 Year**

**Numerator:** Number of CTE concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in ESEA.

**Denominator:** Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan, pursuant to section 8101 of the Elementary and Secondary Education Act of 1965.

The draft performance levels begin with a baseline of 85.3% and increase to 91.0% in FY 2023. 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.
State Determined Performance Indicators and Levels

**152 Student Graduation Rate - 5 Year**

**Numerator:** Number of CTE concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in ESEA.

**Denominator:** Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan, pursuant to section 8101 of the Elementary and Secondary Education Act of 1965.

The draft performance levels begin with a baseline of 85.9% and increase to 93.0% in FY 2023. 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.
### State Determined Performance Indicators and Levels

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Numerator</th>
<th>Denominator</th>
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</thead>
<tbody>
<tr>
<td>2S1</td>
<td>Academic Attainment – Reading/Language Arts</td>
<td>Number of CTE concentrators, in the reporting year, at or above the proficient level on the Ohio End-of-course reading/language arts assessment adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.</td>
<td>Number of CTE concentrators who, in the reporting year, took the Ohio End-of-course reading/language arts assessment.</td>
</tr>
<tr>
<td>2S2</td>
<td>Academic Attainment - Mathematics</td>
<td>Number of CTE concentrators, in the reporting year, at or above the proficient level on the Ohio End-of-course mathematics assessment adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.</td>
<td>Number of CTE concentrators who, in the reporting year, took the Ohio End-of-course mathematics assessment.</td>
</tr>
<tr>
<td>2S3</td>
<td>Academic Attainment - Science</td>
<td>Number of CTE concentrators, in the reporting year, at or above the proficient level on the Ohio End-of-course science assessment adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.</td>
<td>Number of CTE concentrators who, in the reporting year, took the Ohio End-of-course science assessment.</td>
</tr>
</tbody>
</table>

The draft performance levels are aligned to the interim goals established in Ohio’s Every Student Succeeds Act Plan. The Performance Index uses a score of 0 – 120, and the goals mirror this calculation. The baseline noted uses the goal from the 2018-2019 school year and increases annually according to the ESSA interim goals for English language arts and Math. The science performance levels have been established using a simulation – as ESSA interim goals were not previously established for science.
## State Determined Performance Indicators and Levels

<table>
<thead>
<tr>
<th>3S1 Post-program Placement</th>
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<tbody>
<tr>
<td><strong>Numerator:</strong> Number of status-known CTE concentrators who left secondary education the previous year and, in the second (2nd) quarter following the program year in which they left secondary education, 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.</td>
</tr>
<tr>
<td><strong>Denominator:</strong> Number of status-known CTE concentrators who left secondary education the previous year.</td>
</tr>
</tbody>
</table>

While Post-Program Placement has been a consistent measure from Perkins IV to Perkins V, the new definition of CTE 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 the calculation. Under Perkins IV, the performance levels for Post-Program Placement ranged from 87% to 90%. The draft performance levels for Perkins V begin at 70% and increase to 74% by FY 2023.
# State Determined Performance Indicators and Levels

<table>
<thead>
<tr>
<th><strong>4S1</strong></th>
<th>Non-traditional Participation</th>
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<tr>
<td><strong>Numerator:</strong></td>
<td>The percentage of CTE concentrators, in the reporting year, in career and technical education programs and programs of study that lead to non-traditional fields</td>
</tr>
<tr>
<td><strong>Denominator:</strong></td>
<td>The total number of CTE Concentrators in the reporting year.</td>
</tr>
</tbody>
</table>

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 CTE concentrators will also impact this measure and should be considered when setting the performance levels. Under Perkins IV, the performance levels ranged from 18.5% to 35% (between the targets and the actual percentages at the state level). With the shift in the CTE 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% and increase to 19.0% by FY 2023. These draft performance levels were simulated using the Class of 2018 graduation cohort as the baseline.
State Determined Performance Indicators and Levels

<table>
<thead>
<tr>
<th>5S3</th>
<th>Numerator: Number of CTE concentrators who, in the reporting year, participated in a state defined work-based learning experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Denominator: The total number of CTE Concentrators in the reporting year.</td>
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While many CTPD’s 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, but also the known transition to implement opportunities for students, the Perkins V performance levels range from 25% to 28% by FY 2023. There is not 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.
State Determined Performance Indicators and Levels

<table>
<thead>
<tr>
<th>5S4 Program Quality-Technical Skill Attainment</th>
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<tr>
<td><strong>Numerator:</strong> Number of CTE concentrators who, in the reporting year, achieved the cumulative passing rate for the State-recognized technical skill assessment aligned with their program of concentration.</td>
</tr>
<tr>
<td><strong>Denominator:</strong> Number of CTE concentrators, in the reporting year, who took a State-recognized technical skill assessment.</td>
</tr>
</tbody>
</table>

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% to 77%. As the new definition for CTE concentrators also impacts this measure, the performance levels for Perkins V have been established at 66% to 70% by FY 2023. The Department worked with the testing vendor to establish a simulated baseline taking the new definition into account.
Public Comment

• State Determined Performance Levels
  – October 24, 2019 – December 1, 2019

• Draft Plan
  – Mid November 2019
  – Mid January 2020
Public Hearings

- South Region, Pike County Career Technology Center
  - December 4, 2019
- North Region, Sandusky Career Center
  - January 8, 2020
Questions?
Join the Conversation

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OhioEdDept
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Text "OHED EL" to 468311

Middle and High School Students
Text "OHED HS" to 468311