

# Document Prepared Based on 1.8.08 Information

## **Ohio Department of Education Office of Career-Technical and Adult Education**

### **Ohio Perkins IV Questions and Answers**

The following Questions and Answers (Q&A) are designed to assist with understanding the Ohio Five-Year Plan (FY2009-2013) for Career-Technical Education. For ease of understanding, the Q&A is organized into seven categories with the first (I.) addressing the plan as a whole; the next five (II. to VI.) pertaining to the key sections of the Ohio plan: Program Administration, Provision of Services for Special Populations, Accountability and Evaluation, Tech Prep Programs/Services and Financial Requirements; and the final category (VII) addressing specific but miscellaneous questions. Responses are relevant to draft versions of the plan, subject to revision based on ongoing research, conversation and direction from state and federal leadership.

#### **I. OHIO PERKINS IV GENERAL QUESTIONS**

##### **Q1. What is Ohio Perkins IV?**

A1. Perkins IV is the working title of the Carl D. Perkins Career and Technical Education Act of 2006 – legislation that authorizes federal grants for career-technical education within states. The current plan for FY2008 is the one-year, Perkins IV transition plan. Ohio Perkins III, the previous plan for Ohio career-technical education, served as the Ohio plan from FY2003 through FY2007 and was based on 1998 federal legislation, known as Perkins III. Ohio Perkins IV is the state’s plan for the career-technical education system from the 2008-2009 school year through the 2012-2013 school year.

##### **Q2. How was Ohio Perkins IV developed?**

A2. The Perkins IV plan was created under the leadership of the Ohio Department of Education’s Office of Career-Technical and Adult Education in collaboration with the Ohio Board of Regents. The development involved more than a year (summer 2006 to autumn 2007) of research and study; seven months (spring to autumn 2007) of external and internal stakeholder dialog, including five public hearings; and review and input from the Governor’s Office and other state education leadership, including the State Superintendent of Public Instruction and the Chancellor at the Ohio Board of Regents. In January 2008, the latest draft was reviewed by the Achievement Committee of the State Board of Education. The plan must be submitted to the U.S. Department of Education, Office of Vocational and Adult Education, by April of 2008.

##### **Q3. Who was engaged in the Ohio Perkins IV process?**

A3. Engagement of multiple stakeholders was led by the director for the state Office of Career-Technical and Adult Education (CTAE) under the guidance of the executive director of secondary education and workforce development at the Ohio Department of Education and in collaboration with the vice chancellor at the Ohio Board of Regents. Members of the Ohio Perkins IV Steering Committee consisted of a dozen staff members from the Office of CTAE and the Regents who met weekly for seven months (June through December 2007). At the same time, 100 members of five planning teams were

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engaged in regular face-to-face, phone conference, electronic surveys and email discussions related to the five key sections of the legislation. Information from the planning team members as well as that from public hearings and other stakeholders, including the Governor's office, informed the work of the steering committee. There were 194 persons total attending the hearings, which had 29 total pieces of testimony with 18 oral and 11 written. Additionally, there were 64 questions and miscellaneous comments (most from persons who commented more than once) that were not audio taped as formal testimony at the hearings.

### **Q4. How was the Ohio Perkins IV process communicated?**

A4. Beginning in the summer of 2006, the Ohio Perkins IV process was communicated to thousands of stakeholders in more than a dozen audience types (comprehensive schools, career centers, colleges, organizations, etc.) through such channels as newsletters, emails and presentations, including multiple sessions at the Fifth Annual Policy and Leadership Forum in February 2007. Communications was stepped up in early summer of 2007 with the launch of an Ohio Perkins IV Web site that hosted the latest drafts of the plan, team member lists and minutes from meetings of the five teams and the steering committee. The objective was to make the Perkins IV plan information as immediate and transparent as possible. Following the public hearings, all written and spoken testimony was posted on the Web along with steering committee responses to issues in 11 key areas.

### **Q5. What are the primary differences between Ohio Perkins III and Ohio Perkins IV?**

A5. The primary differences between Perkins III and the Perkins IV (January 2008 draft version) are:

- Vision of high quality programs for all students;
- Programs of Study for all programs;
- Quality program standards with monitoring and a program approval/renewal process;
- Technical skill assessments for all programs;
- Performance indicators and the accountability system;
- Funding distributions and allocations;
- Funds targeted for student success; and
- New roles and responsibilities for Tech Prep.

While much of the one-year transition plan for FY2008 was unchanged from Perkins III, the one-year plan does include some changes in the CTE accountability system with even more accountability changes proposed in the five-year plan.

### **Q6. What is the Ohio Perkins IV vision?**

A6. The Ohio Perkins IV vision is that the highest possible quality career-technical education programs will be available to all students (including those in charter schools that have access to Perkins-supported programs through their resident career-technical planning district) so that they graduate from high school ready for work and further education. The vision, crafted with input from multiple state and local stakeholders, is that by FY2014:

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- All state-approved secondary career-technical programs will be based on a state-approved Program of Study that includes, 1) the Ohio Core and technical coursework based on Ohio academic and career field technical content standards; 2) secondary/postsecondary linkages such as nonduplicative sequences of courses, articulation agreements and dual enrollment opportunities; 3) preparation for industry credentials where appropriate; and 4) access and support for special populations, among other criteria.
- All state-approved secondary career-technical programs will meet Quality Program Standards that include factors such as 1) inquiry-based curricular and instructional strategies; 2) use of state-of-the-art industry and educational technology; 3) work-based learning opportunities; and 4) alignment with economic/workforce development needs, among other program characteristics.
- All educators, especially teachers, will have adequate support and professional development to assist with 1) integration of academic and technical content standards; 2) understanding and application of business/industry needs and trends; 3) strategies for differentiated instruction and inquiry-based applied learning; 4) use and application of technology in the classroom; and 5) access and use of data, among other knowledge, skills and resources.
- Tech Prep programs will be characterized by open admission to all students. All students will be able to enter the best curriculum career-technical has to offer.
- Effective academic/career counseling and effective Individual Education Plan (IEP) development will be available in schools to ensure that students are in appropriate programs for their individual needs.
- High expectations for students as they exit Tech Prep programs will mean that the successful “completer” of a Tech Prep program will have demonstrated a high level of academic and technical achievement and will seamlessly be prepared to move to postsecondary Tech Prep programs.

### **Q7. What is the Ohio Perkins IV implementation plan?**

A6. On a parallel track with the state plan finalization to meet federal requirements is the work of a Tech Prep implementation team of 16 Career-Technical Planning District (CTPD) superintendents/CTE directors and college presidents/senior leadership. From January through March 2008, this group will study the plan and make recommendations regarding consortia operations and other TP needs related to the Perkins vision. Subsequently, implementation teams for other aspects of the plan will be assembled.

## **II. PROGRAM ADMINISTRATION**

### **Q1. What is the purpose of the Program Administration section of Ohio Perkins IV?**

A1. The primary purpose of the Program Administration section of the Ohio Perkins IV plan is to set standards and identify activities for the delivery of career-technical education programs.

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### **Q2. What are Programs of Study (POS)?**

A2. A POS is a pathway of secondary and postsecondary non-duplicative course sequences that culminates in a diploma, credential(s) and/or degree(s).

### **Q3. Under Ohio Perkins IV, what are the POS requirements?**

A3. A POS must span at least Grades 9-14, meet Ohio Core graduation requirements and include secondary articulation to postsecondary to enable all students to complete high school ready for further education without need for remediation and, if applicable, earn proper industry credentials for work. The POS, which must include provisions for special populations, will be designed to eliminate duplication of high school and college coursework and meet business/industry needs, including in Science, Technology, Engineering and Mathematics (STEM) and other high-skill, high wage and/or high-demand occupations.

### **Q4. How are Family and Consumer Sciences and Technology Education addressed in the plan?**

A4. Family and Consumer Sciences, including the GRADS program for pregnant and parenting teens, is a permissive use of Perkins funds that can be addressed as an elective in the POS. While Technology Education is not addressed in the federal Perkins legislation, it is recognized as a valued partner in providing effective preparation for students in a CTE Program of Study, particularly in Grades 7-10.

### **Q5. What initiatives are in place to support the Ohio Perkins IV POS requirements?**

A5. In addition to the Ohio Core (SB 311) and Tech Prep, other initiatives that support the Ohio Perkins IV POS requirements include federal No Child Left Behind legislation, statewide credit transfer (HB 95-Transfer Assurance Guide; HB 66-CT<sup>2</sup>; HB 699-stackable certificates) and dual credit/postsecondary enrollment options.

### **Q6. How are secondary CTE students assessed under Perkins IV?**

Q7. Ohio CTE students, as with all Ohio high school students, are assessed academically using the Ohio Graduation Tests. Perkins IV also requires that all programs have valid and reliable technical skill attainment assessments. Further guidance regarding technical skill assessment requirements will be forthcoming through the US Department of Education and in the stakeholder implementation stage.

### **Q6. What is the POS implementation time line?**

A6. In the first year of Perkins IV – in FY2009 – CTPDs must have at least one state-approved POS. In FY2010, all new programs must have a state-approved POS. By 2014, all career-technical education programs must have a state-approved POS. Professional development and other technical assistance will be provided to assist districts with POS compliance.

## **III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS**

### **Q1. What is the Perkins IV definition of “special populations?”**

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A1. The Perkins legislation identifies special populations in six categories: 1) individuals with disabilities; 2) individuals from economically disadvantaged families, including foster children and migrant students; 3) individuals preparing for nontraditional training and employment; 4) single parents, including single pregnant women; 5) displaced homemakers; and 6) individuals with limited English proficiency. Because the federal Perkins legislation focuses on students in workforce development programs, students in career-based intervention are not part of this definition.

### **Q2. What is the purpose of this section?**

A2. Historically, the Perkins legislation has emphasized equal access and the provision of appropriate services to members of special populations served by career-technical programs. Perkins IV continues this tradition by requiring states and local recipients to provide assurances of equal access and non-discrimination aligned with providing programs and services designed to overcome barriers to participation and success for special populations' students.

### **Q3. Who was involved in the development of this section?**

A3. Internal and external teams that represented state agencies, high schools, career centers, the corrections system and colleges were involved in the development of this section. Members were selected based upon their high level of expertise in service to special populations' students in career-technical programs. Staff within the Office of CTAE and the Office for Exceptional Children were represented on the teams.

### **Q4. What is the one percent corrections set-aside?**

A4. State-approved career-technical programs are delivered to inmate students at the adult and secondary levels within state institutions operated by the Ohio Department of Youth Services (ODYS) and the Ohio Department of Rehabilitation and Corrections (ODR&C). The plan calls for an amount equal to no more than one percent of the Title I allocation (from the leadership allocation) to be used to support and modernize career-technical programs delivered within adult and juvenile secure facilities statewide.

### **Q5. What is meant by non-traditional fields?**

A5. Perkins IV is committed to closing the wage gap between males and females and in reducing sex-role stereotyping in occupational decision making. To those ends, recipients are required to encourage underrepresented gender participation in and completion of career-technical programs deemed to be non-traditional. Non-traditional CTE programs prepare students for occupations or fields of work in which individuals from one gender comprise less than 25 percent of the individuals employed in those occupations or fields of work. In 2007, welding and cosmetology are examples of careers dominated by males and females, respectively.

## **IV. ACCOUNTABILITY AND EVALUATION**

### **Q1. Who is career-technical education accountable for?**

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A1. Career technical education is accountable for students in eight groups within four distinct levels as follows:

- Secondary – CTE participant (secondary student who has earned credit in one or more courses in any CTE workforce development program area); CTE concentrator (secondary student who has completed a minimum of half of the high school credits allowed for a single CTE workforce development program and has enrolled for additional secondary credit);
- Postsecondary/colleges – CTE participant (postsecondary/adult student who has earned one or more credits in any CTE program); CTE concentrator (postsecondary/adult student who completes at least 12 CTE program credits in a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree);
- Postsecondary/adult workforce education – CTE participant (postsecondary/adult student who has completed a minimum of 10 percent of an adult workforce education career development program); CTE concentrator (postsecondary/adult student who has completed 20 percent of an adult workforce education career development program that terminates in the award of an industry-recognized certificate or license); and
- Tech Prep – secondary (student who has enrolled in two courses in the secondary education component of a Tech Prep program); and postsecondary (student who has completed the secondary education component of a Tech Prep program and has enrolled in the postsecondary education component of a Tech Prep program at an institution of higher education).

### **Q2. What is CTE accountable for?**

A2. Under the Ohio Perkins IV plan, CTE is accountable for federal and state indicators in four levels listed above. The following summarizes the accountability measures for each level.

#### **SECONDARY**

- Federal (8 indicators) – Academic attainment in reading/language arts and mathematics, technical skill attainment, secondary school completion, graduation rate, placement and nontraditional participation and completion
- State (17 indicators) – Academic attainment (both total attainment and on-time attainment) in reading/language arts, mathematics and science; academic assessment “retake” passage rate (includes only those students who did not pass the assessment in 10<sup>th</sup> grade) in reading, mathematics and science; graduation rate; participant and concentrator retention rate; technical skill assessment participation rate; placement status known; postsecondary enrollment and advanced training; postsecondary credit; and industry certificate or license.

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### **POSTSECONDARY/COLLEGES**

- Federal (6 indicators) – Technical skill attainment; credential, certificate or degree; student retention or transfer; student placement; and nontraditional participation and completion.

### **POSTSECONDARY/ADULT WORKFORCE EDUCATION**

- Federal (6 indicators) – Technical skill attainment; credential, certificate or degree; student retention or transfer; student placement; and nontraditional participation and completion.
- State (1 indicator) –Academic attainment (WorkKeys passage).

### **TECH PREP**

- Federal – Secondary (5 indicators) – Postsecondary education enrollment, postsecondary education enrollment in same field or major, state or industry-recognized certificate of license, completion of course awarding postsecondary credit and enrollment in a postsecondary education remedial course.
- Federal – Postsecondary (4 indicators) – Employment in related field, state or industry-recognized certificate of license, on-time completion of two-year degree or certificate and on-time completion of baccalaureate degree.

### **Q3. How are state performance targets determined?**

A3. Each state negotiates performance targets for Perkins (federal) core indicators of performance with the USDE. Additionally, each state sets targets for state indicators of performance and informs the USDE and local recipients of these targets. In addition to alignment with federal legislation such as No Child Left Behind (NCLB), Ohio's CTE performance targets, to the degree possible, are aligned with the Local Report Card (LRC) expectations. For example, the federal Perkins graduation rate is 73.6 percent, which aligns with the state's NCLB graduation target, whereas the state Perkins graduation rate target is 90 percent, which aligns with the LRC graduation rate expectations.

### **Q4. How are local performance targets determined?**

A4. Locals negotiate local targets with the Office of CTAE, ODE, for Perkins core indicators of performance and use state targets for state indicators of performance.

### **Q5. Are there sanctions for not meeting performance targets?**

A5. State and locals may be financially sanctioned if targets are not met for Perkins core indicators of performance. The Tech Prep consortia may have to renegotiate a contract with ODE if targets are not met for the Tech Prep indicators of performance.

### **Q6. Why is there accountability for Tech Prep consortia?**

A6. Perkins IV requires accountability for Tech Prep if states decide to maintain Tech Prep in a separate funding stream from other Perkins deliverables. Since Ohio is maintaining Tech Prep separately as Title II, there are now accountability requirements for Tech Prep consortia for secondary and postsecondary Tech Prep indicators of performance.

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## V. TECH PREP PROGRAMS/SERVICES

### **Q1. Under Perkins IV legislation, how is a Tech Prep student defined?**

A1. Throughout the Perkins IV planning process, internal and external stakeholders from secondary and postsecondary educational institutions helped define a Tech Prep student in terms of completion. That completer would demonstrate high-level academic and technical achievement and be well prepared to move seamlessly to postsecondary Tech Prep programs. Further details will evolve in the implementation phase.

### **Q2. How will Ohio define a successful completer of a Tech Prep program?**

A.2. High expectations for students as they exit Tech Prep programs will mean that the successful “completer” of a Tech Prep program will have demonstrated a high level of academic and technical achievement and will seamlessly be prepared to move to postsecondary Tech Prep programs. The successful completer of a postsecondary Tech Prep program is defined by performance indicator outcomes. The Tech Prep implementation team, convening in January through March of 2008, is working on this definition based on exit requirements for the secondary student who completes a Tech Prep program.

### **Q3. Under Perkins IV, what is a Tech Prep program?**

A3. The Tech Prep program is one that meets POS and Quality Program Standards (QPS) expectations. A POS is a pathway of secondary and postsecondary non-duplicative course sequences that culminates in a diploma, credential(s) and/or degree(s). QPS expectations will be determined in the implementation phase of Ohio Perkins IV.

### **Q4. In Perkins IV, how does Tech Prep interface with CTE?**

A4. Tech Prep programs will be characterized by open admission to all students. All students will be able to enter the best curriculum career-technical has to offer. All state-approved career-technical programs will meet Quality Program Standards that include factors such as 1) inquiry-based curricular and instructional strategies; 2) use of state-of-the-art industry and educational technology; 3) work-based learning opportunities; and 4) alignment with economic/workforce development needs, among other program characteristics. Therefore, all CTE will embody the standards of Tech Prep by 2014.

### **Q5. Under Perkins IV, what are the identified Tech Prep services?**

A5. Through state (Ohio Department of Education and Ohio Board of Regents) and local collaboration of secondary and postsecondary stakeholders, Tech Prep services will include, but not be limited to, diagnostic assessment and intervention, transition support from middle school to high school, transition support from high school to postsecondary, Program of Study implementation and expansion of CTE programming.

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### **Q6. How will Tech Prep programs continue to challenge the highest performing students while also meeting the needs of struggling students?**

A6. The State Superintendent of Public Instruction and the Chancellor of the Board of Regents believe that the vision of Tech Prep opportunities for all students is an important part of meeting the state's goals for 100 percent high school graduation, 230,000 more postsecondary learners in 10 years and a strong connection between education and the economic/workforce needs of the state. The plan calls for state support to ensure success for all students, including product and instructional support for teachers. Field-based implementation teams will address how to support student success through discussions of Individual Education Programs (IEPs), Least Restrictive Environment (LREs), differentiated instruction and individualized learning plans, among others.

### **Q7. Under Perkins IV, what will be the role of the Tech Prep Consortia?**

A7. Beginning in January 2008, a Tech Prep (TP) Implementation Team comprised of leaders from secondary education comprehensive, compact and joint vocational school districts and postsecondary leaders from two-year colleges will work together to design processes and procedures for the requirements and expectations of consortia under Perkins IV.

### **Q8. Will the 23 Tech Prep consortia be reduced to 12 to align with Ohio's economic development regions?**

A8. The plan does not require a specific number of consortia. College Tech Prep (TP) is currently implemented in Ohio through 23 consortia representing employers, community and technical colleges, universities and secondary schools. Ohio TP is jointly managed by the Ohio Board of Regents and the Ohio Department of Education's Office of Career-Technical and Adult Education. The implementation team (addressed in V.Q1. above) will study and recommend how consortia can best connect to the economic regions. Final decisions on the consortia structure will be made by state leadership in adherence to how this fits with the success of the total plan while avoiding disruption of already existing successful work between secondary and postsecondary institutions and business/industry contacts.

## **VI. FINANCIAL REQUIREMENTS**

### **Q1. What is the purpose of the Financial Requirements section of Perkins IV?**

A1. The Perkins IV Financial Requirement section spells out how federal funds are distributed and sub-recipient allocations are made.

### **Q2. How is the Perkins money distributed?**

A2. Eighty-five percent of the Title I Perkins funds are administered for local use by secondary and postsecondary education. The remaining 15 percent is used to support the administrative and leadership functions of the state office. Of the 85 percent distributed locally, 79 percent goes to secondary, 11 percent goes to two-year colleges, and 10 percent goes to Adult Workforce Education. The 11 percent recommended in Ohio

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Perkins IV reflects a three percent increase over the two-year college allocation in the previous Perkins III state plan.

### **Q3. What is the reason for recommending a three percent increase in the allocation for postsecondary education?**

A3. After consultation among the State Superintendent of Public Instruction and the Chancellor of the Board of Regents, it was decided that the economic distribution in the Plan was appropriate for addressing the state's goals related to high school graduation and to more college students. While the plan recommends a three percent shift in allocations from secondary level to colleges, that three percent still is considered to be a benefit to the secondary student because it is earmarked to be spent for "student success activities." One example of such an expenditure might be for resources and tools that will help students be successful in college-level coursework as they transition to postsecondary education. Considerations influencing this change in distribution are: 1) increased expectations for postsecondary involvement in performance reporting and technical assessment; 2) realization that Ohio has traditionally given colleges one of the smaller allocations from the Perkins grant relative to the distributions of other states; and 3) demonstration of commitment toward collaboratives with colleges. Colleges will be required to spend the three percent increase to ensure learner success and will be asked to plan the spending of the three percent after discussion with secondary partners in the Tech Prep consortia.

### **Q4. Is the three percent shift to colleges a fixed number for all five years of the plan?**

A4. Draft #4 of the Ohio Perkins IV Plan requests allocation review for possible revisions after the first two years of the plan. The review will determine if there are any changes.

### **Q5. Will the Adult Workforce Education (AWE) allocation remain the same when the administration of this program moves from the Ohio Department of Education to the Ohio Board of Regents?**

A5. The plan distributes 10 percent of funds for AWE. However, since this unit will be moving to the Ohio Board of Regents during FY2009, recommendations regarding changes in the proportion of funds for AWE will be at the discretion of the Regents.

## **VII. OHIO PERKINS IV MISCELLANEOUS QUESTIONS**

### **Q1. What is the role of Adult Workforce Education in Perkins IV?**

A1. Adult Workforce Education is addressed throughout the plan, including in the vision and in the implementation of the plan. Adult Workforce Education activities remained focused on longer-term coursework resulting in credentials or applicable to degrees. This type of programming best addresses the state's goals for 230,000 more postsecondary learners and recognizes that Ohio is building a University System that will align Adult Workforce Education with higher education. This focus on career development

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programming rather than short-term, customized employer training is consistent with past uses of Perkins funds. Ohio will continue to support incumbent worker training through Workforce Investment Act federal dollars as well as available and appropriate state dollars.

### **Q2. How is teacher licensure addressed in Perkins IV?**

A2. The Ohio Perkins IV plan states that the quality of educator preparation programs will be maintained through a collaborative effort of the Ohio Department of Education (ODE) and the Ohio Board of Regents by supporting:

- Teacher and administrator licensure program standards for career-technical teacher preparation programs;
- Licensure standards for career-technical teachers;
- Regional, flexible, competency-based and electronic opportunities to earn licenses; and
- Approval processes for teacher preparation programs under the Regents and ODE with accreditation earned from appropriate credentialing bodies.

Another section of the Ohio Perkins IV plan addresses how Ohio will increase the quality, quantity and diversity of CTE educators. This section calls for time- and cost-effectiveness of licensure preparation; the need for experience in business and industry; skill with various learners, including those with special needs; pedagogical knowledge and skill; and a system of standards-based professional development.

### **Q3. Are labor market data part of the plan?**

A3. Federal Perkins legislation doesn't specify how labor market data will be used. However, it is anticipated that competitive/shortage labor markets, wage placement standards for adults and the use of a variety of Ohio labor market tools, including those that are available through the Ohio Department of Job and Family Services, will be among discussions within implementation teams making recommendations for various parts of the plan.