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# PERKINS V

#CareerTechOhio

Perkins V institutes several major changes to career-technical education. As the eligible state agency under Perkins V, the Ohio Department of Education is responsible for leading state plan development. A key tenant of Perkins V requires engaging stakeholders wherever possible to assist in developing Ohio's four-year state plan. Topics for review include data and accountability, local needs assessments and applications, high quality programs of study, and equity.

## Perkins V Comprehensive Stakeholder Engagement

Friday, June 28, 2019 | 10AM-1PM | Ohio Department of Natural Resources

- Emily Passias, Office of Career-Technical Education, Ohio Department of Education
- Paolo DeMaria, State Superintendent, Ohio Department of Education
- Kate Kreamer, Advanced CTE
- Alicia Hyslop, Association for Career-Technical Education (ACTE)

This meeting covered the core components of Perkins V and discussed concerns relevant to the group. Several general themes emerged from the discussion with stakeholders:

### Stakeholder engagement:

- Stakeholder engagement and cross holder connectedness are key to the development of Ohio's state plan, so that the voices of the education and business communities are heard together, rather than separately. Identification of the correct and required stakeholders in this process is critical.

### Funding:

- The Comprehensive Local Needs Assessment (CLNA) now provides Career-Technical Planning Districts (CTPDs) a framework for how funds are assessed and used. In using the CLNA, Ohio can incentivize strategies and activities that advance a vision of CTE in the state, such as expanding connections for work-based learning, with a variety of funding levers.
- Funding can now be used for marketing career-technical education to parents and counselors, and for use in recruiting special populations.
- As funds are now aligned with ESSA, funding may now be available for CTE programs starting in the 5th grade, rather than from the 7th grade.
- Perkins V provides an expanded reserve fund to locals, in which money is distributed focusing on expanded access for new populations, innovation, and programs of study. Flexibility to adapt to changing ideas and needs, \$1.4 million are reserved to be awarded to secondary and post-secondary institutions who put special emphasis on innovation and secondary/post-secondary connections and collaboration, especially in regard to special populations.
- Perkins V brings a leadership development budget expansion for corrections, which is a point of conversation for the future for stakeholders to consider.

**Comprehensive Local Needs Assessment (CLNA):**

- The biggest change between Perkins IV and Perkins V is the addition of a Local Application, supported by the Comprehensive Local Needs Assessment. These documents are meant to emphasize an invigorated focus on equity and quality programs of study, ensuring through data-driven processes that equitable access to local, high quality, in-demand career-technical education exists for all students within career-technical education.
- The CLNA focuses on three main points: data analysis and disaggregation, labor market alignment, and quality. Stakeholders emphasized that the focus should be on data analysis for the local districts, and not data collection, which could be provided by the state. As such, the state will assist local districts as much as possible in collection of: disaggregated data, equity analysis, quality engagement, support and advisement, and accountability, to ensure a focus on student outcomes, rather than data collection.
- A concern was raised about the the state's definition of "local." This is not a clearly determined definition at this point.
- Spell Out (WIOA's) similarities with the CLNA are important to note and are helpful in beginning to tackle the Local Application; however, it is important that districts assess long-term potential in changing careers and create a local plan that truly fits emerging careers in an area.

**High Quality Programs of Study:**

- Perkins V has updated the definitions of High Quality Programs of Study for both secondary and post-secondary programs of study. These shifted from their Perkins IV definitions to be more focused on quality content and seamless learning pathways aligning to industry needs.
- There is a demand for more "career-readiness" in leading to a recognized industry credential, or in meaningful work or post-secondary education upon completion.

**Equity:**

- Perkins V aims to expand equity for more special populations, as well maintain Perkins IV's focus on gender equity by aligning with the special populations definition as found in ESSA.
- There was a request that all schools: charter schools, public high schools, corrections facilities, and other non-CTE focused education centers, were all given equal access to CTE resources.
- The Department of Education has scheduled twelve equity labs in the fall with the goal of supporting schools in trying to understand the data required for the CLNA, assessing gaps in inequity, and strategizing action plans for how to close gaps.

**Performance Assessment:**

- There was a concern that District Report Cards and Prepared for Success measures are often dominated by college and credentials, and would not be reflected accurately moving forward. Other performance measures are being assessed to be included in Career Technical Report Cards to better reflect the new definitions.

**Work-based Learning:**

- A definition for work-based learning exists currently; however, it can be further adapted in this process. An emphasis on quality employer connections should be placed on implementing work-based learning to its fullest extent.

**Post-secondary:**

- There are different definitions for secondary and post-secondary concentrators. Thus, a need exists for secondary and post-secondary institutions to connect and collaborate on curriculum, especially with data. CTE courses and alignment with post-secondary credit is an avenue that will be assessed in this process.
- The Department of Higher Education, in collaboration with the Ohio Department of Job and Family Services, aims to work together in establishing eligibility for Perkins V funding.

The focus of the next meeting on August 27th is a deeper dive into local needs for the CLNA, and to set a baseline for where Ohio is now regarding CTE and where Ohio will go in the future. The Department will provide a document detailing the current work with stakeholders on the Comprehensive Local Needs Assessment to respond to and provide feedback for further review. In preparation for this meeting, stakeholders are asked to connect with their communities and planning districts and envision what might be most beneficial to their groups for accurate reflections in the Local Needs Assessment.