

# EMIS Advisory Council: Career Tech Workgroup



February 26, 2020

# Today's Agenda

- Introductions
- Workgroup overview
- Current CTE reports
- Perkins V overview

# Introductions

- Represent JVSDs, Compact, Comprehensive
- Represent non-lead LEAs
- Both EMIS and policy staff
- Pick one:
  - One item I hope is discussed in this workgroup,  
or
  - One lesson RE CTE data that I wished I had learned earlier in my career

# CTE Workgroup

- Much has changed about CTE data and processing over the last several years
- Many changes are in the pipeline
  - Level 2 accountability reports
  - Perkins V rule changes
- Time to review where we have been and give feedback to improve
- Time to provide input on the implementation of reports and other items related to new policy

# CTE Workgroup

- Current Status
  - FTE reports
    - Do we have the right reports?
    - How can we make the data and reports easier to use?
  - Accountability reports/files
    - Mostly through files- will be moving to Level 2
    - How can we best meet the needs of CTPDs?

# CTE Workgroup

- Coming soon- Perkins V
  - State plan development
  - How does it translate into new reports?
  - Is there new data required?

# CTE Workgroup

- New definitions- Concentrator
  - How is data used to support new definition?
  - What reports are needed?
  - How will the new definition be transitioned in for March (D) reporting?
- Report Card changes
  - Perkins V is not the same as the report card
  - Post-Perkins V, will there be changes in the CTE report card, and how will data processing change to match?

**Questions?**

# Current Report Review

- Present and briefly describe current reports by area/topic
- Report explanations on table
- Recording sheet
  - What works well?
  - What are the challenges?
  - Questions and ideas for improvement?

# Current Report Review

- Work on own- record ideas
- Discuss as a group
- Report out for the group
- General discussion of the report area
- We would like to collect the recording sheets
- If have more thoughts through end of March, please use recording sheet to send

# FTE Reports

- All Level 2 reports

- CTE FTE Detail
- CTE Student Error Detail
- CTE Course Error Detail
- CTE Staff Error Detail
- CTE FTE Summary by Category
- CTE Approved Overrides
- CTE FTE Daily Summary Report – Students District is Educating
- CTE FTE Daily Summary Report – Students Initially Funded at District
- CTE FTE Daily Summary Report – Transfers

# Accountability Reports

- Level 2: CTE Accountability Program of Concentration Tech Assessment Results
- Files
  - CTPD Report Card Nontraditional Participation (6S1) Measure
  - 2019 CTPD Achievement Component
  - 2019 CTPD Career & Post-Secondary Readiness Component
  - 2019 CTPD Graduation Component
  - 2019 CTPD Overall Grade
  - 2019 CTPD Performance Index Measure
  - 2019 CTPD Technical Skill Attainment Measure

# Accountability Reports

- Files

- 2019 CTE Program Technical Skill Attainment
- 2019 CTPD Report Card 4 and 5 year Graduation Rate Measures
- 2019 March D Follow-Up Academic Attainment Reading (1S1) Indicator
- 2019 March D Follow-Up Academic Attainment Math (1S2) Indicator
- CTPD Report Card Post-Program Outcomes Measure
- 2019 March D Follow-Up Concentrator Credentials Earned
- 2019 March D Follow-Up Post-Placement Measures

# Accountability Reports

- Files

- 2019D March D Follow-Up Concentrator Post-Program Comprehensive
- 2019 March D Follow-Up Secondary Completion (3S1) Measure
- 2019 March D Follow-Up Concentrator District Technical Assessment
- 2019 March D Follow-Up Concentrator District Technical Assessment Proficiency
- 2019 March D Follow-Up Concentrator CTPD Technical Assessment
- CTPD Report Card Enrollment
- CTE Report Card District Enrollment

# Discussion: CTPD Lead

- How are the needs of CTPD lead districts different?
- SSID-level vs. LEA-level information
- Role of the lead LEA with member LEAs around EMIS data reporting
- Reflect-Discuss-Report Out

**Questions?**  
**Other Comments?**

# Perkins Update



EMIS Advisory Committee – CTE Workgroup  
February 26, 2020

# Data & Accountability

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Ready for **careers**. Ready for **college**. Skills for a **lifetime**.

PERKINS **V**

#CareerTech**Ohio**

# Agenda

- Concentrator and Completion
- Reporting
- Measures
- Work-based Learning

# Perkins V Concentrator

Perkins V defines ‘Career-technical Education Concentrator’ in the law as “at the secondary school level, a student served by an eligible recipient who has completed at least two courses in a single career and technical education program or program of study.” This is a departure from Perkins IV – which allowed states to define ‘Career-technical Education Concentrator’ through the state plan development process.

# Completion

For a student to have completed a course they must have participated in at least 90% of the scheduled hours and/or earned full or partial credit, and the course must be a state approved Career-Technical Education workforce development course (curriculum element VT, VP, VN (JTC), VC, PS).

# Reporting & Quality Program Review

Transition to Perkins V data will shift based on this year's reporting, so will appear in FY21 data.

- This year's students will be reported under new concentrator definition
- Targets are being finalized by Perkins V Data and Accountability workgroup

# State Determined Performance Indicators and Levels

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<p><b>1S1 Student Graduation Rate - 4 Year</b></p>	<p><b>Numerator:</b> Number of career-technical education concentrators who graduated within four years of the fiscal year in which they were first reported as ninth-graders (including summer graduates) in alignment to the graduation rate described in the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act.</p> <p><b>Denominator:</b> Number of career-technical education concentrators who were ninth graders in the same fiscal year as the numerator in alignment to the graduation rate described in the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act.</p>
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The draft performance levels begin with a baseline of 85.3 percent and increase to 91 percent in Fiscal Year 2024. 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 (ESSA) plan for the 'All Students' group. More information on the ESSA interim and long-term goals can be found online [here](#).

# State Determined Performance Indicators and Levels

<p><b>1S2 Student Graduation Rate - Extended</b></p>	<p><b>Numerator:</b> Number of career-technical education concentrators who graduated within five years of the fiscal year in which they were first reported as ninth-graders (including summer graduates) in alignment to the graduation rate described in the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act.</p> <p><b>Denominator:</b> Number of career-technical education concentrators who were ninth graders in the same fiscal year as the numerator in alignment to the graduation rate described in the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act.</p>
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The draft performance levels begin with a baseline of 85.9 percent and increase to 93 percent in Fiscal Year 2024. 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 ESSA plan for the 'All Students' group. More information on the ESSA interim and long-term goals can be found [here](#).

# State Determined Performance Indicators and Levels

<p><b>2S1</b> <b>Academic Attainment – Reading/ Language Arts</b></p>	<p>The weighted average of individual student performance levels on each achievement test in all subject areas for grades three (3) through eight (8), plus the English language arts alternate assessment for students in grade ten (10), and the applicable end of course assessments in English language arts for any student taking the end of course assessment for the first time. For the purpose of creating the Performance Index score, all applicable assessments (both standard and alternate) are included.</p>
<p><b>2S2</b> <b>Academic Attainment - Mathematics</b></p>	<p>The weighted average of individual student performance levels on each achievement test in all subject areas for grades three (3) through eight (8), plus the Mathematics alternate assessment for students in grade ten (10), and the applicable end of course assessments in Mathematics for any student taking the end of course assessment for the first time. For the purpose of creating the Performance Index score, all applicable assessments (both standard and alternate) are included.</p>
<p><b>2S3</b> <b>Academic Attainment - Science</b></p>	<p>The weighted average of individual student performance levels on each achievement test in all subject areas for grades three (3) through eight (8), and the applicable end of course assessments in Science for any student taking the end of course assessment for the first time. For the purpose of creating the Performance Index score, all applicable assessments (both standard and alternate) are included.</p>

# State Determined Performance Indicators and Levels

The draft performance levels are aligned to the method of measurement for academic achievement described in Ohio's approved ESSA plan. The Performance Index measures performance levels using a score range of 0 – 120, and the goals mirror this calculation. The baseline noted is a combination of all student actual performance and career-technical student simulations, adjusted based on public comment and stakeholder input. The measures increase annually similar to the ESSA interim goals increase for English language arts and math.

<b>Academic Indicator</b>	<b>Baseline</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>FY 2023</b>	<b>FY 2024</b>
2S1: Academic Proficiency in Reading Language Arts	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0)	86.0 (71.7%)
2S2: Academic Proficiency in Mathematics	54.0 (45.0%)	56.0 (46.7%)	58.0 (48.3%)	60.0 (50.0%)	62.0 (51.7%)
2S3: Academic Proficiency in Science	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0)	86.0 (71.7%)

# State Determined Performance Indicators and Levels

<p><b>3S1</b> <b>Post-Program Placement</b></p>	<p><b>Numerator:</b> Number of status-known career-technical education concentrators who left secondary education the previous year and, in the second 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.</p> <p><b>Denominator:</b> Number of status-known career-technical education concentrators who left secondary education the previous year.</p>
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While Post-Program Placement has been a consistent measure from Perkins IV to Perkins V, the new definition of career-technical education 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 calculation. Under Perkins IV, the performance levels for Post-Program Placement ranged from 87 to 90 percent. The draft performance levels for Perkins V begin at 70 percent and increase to 74 percent by Fiscal Year 2024.

# CTE Follow-Up Survey

- CTE student follow-up is a survey of CTE Concentrators who left secondary education the prior year.
  - 1) placement status
  - 2) obtained an industry certificate or license
  - 3) GED has been earned by students who dropped out of school.
- [CTE Follow Up Survey Resources](#)

# State Determined Performance Indicators and Levels

<p><b>4S1</b> <b>Non-Traditional Program Enrollment</b></p>	<p><b>Numerator:</b> The number of career-technical education concentrators, in the reporting year, enrolled in programs that lead to employment that is non-traditional for their gender.</p> <p><b>Denominator:</b> The number of career-technical education concentrators, in the reporting year, enrolled in programs with non-traditional designations.</p>
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Non-traditional program enrollment (previously called non-traditional participation and completion) has been carried over from Perkins IV to Perkins V, however, the change in the definition of career-technical education concentrators also will impact this measure and should be considered when setting the performance levels. Under Perkins IV, the performance levels ranged from 18.5 percent to 35 percent (between the targets and the actual percentages at the state level). With the shift in the career-technical education 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 percent and increase to 19 percent by Fiscal Year 2024. These draft performance levels were simulated using any student identified as a Perkins V concentrator by EMIS in 2019.

# State Determined Performance Indicators and Levels

<p><b>5S3</b> <b>Program Quality -Work-based Learning</b></p>	<p><b>Numerator:</b> Number of career-technical education concentrators who, in the reporting year, participated in a state-defined work-based learning experience.</p> <p><b>Denominator:</b> The total number of career-technical education concentrators in the reporting year.</p>
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While many Career Technical Planning District's across Ohio have been offering work-based learning opportunities for their students, the approved definition, requirements, and calculation of work-based learning is a new focus with Perkins V. With the increasing value placed on work-based learning and the known transition to implement opportunities for students, the Perkins V performance levels range from 12 percent to 15 percent by Fiscal Year 2024. There is no 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

<p><b>5S4</b> <b>Program Quality-Technical Skill Attainment</b></p>	<p><b>Numerator:</b> Number of career-technical education concentrators, in the reporting year, who passed the state-recognized technical skill assessments aligned with their programs of concentration.</p> <p><b>Denominator:</b> Number of career-technical education concentrators, in the reporting year, who took the state-recognized technical skill assessments.</p>
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Technical Skill Attainment has been measured throughout Perkins IV and as part of Ohio's Career-Technical Planning District report cards. The performance levels established in Perkins IV ranged from 74 percent to 77 percent. As the new definition for career-technical education concentrators also impacts this measure, the performance levels for Perkins V have been established at 66 percent to 70 percent by Fiscal Year 2024. The Department worked with the testing vendor to establish a simulated baseline taking the new definition into account.

# State Determined Performance Indicators and Levels

Secondary Indicators	Baseline Level	Performance Levels			
		FY 2021	FY 2022	FY 2023	FY 2024
1S1: Four-Year Graduation Rate	85.3%	88.0%	89.0%	90.0%	91.0%
		2021 Graduation Cohort	2022 Graduation Cohort	2023 Graduation Cohort	2024 Graduation Cohort
1S2: Extended Graduation Rate	85.9%	90.0%	91.0%	92.0%	93.0%
		2020 Graduation Cohort	2021 Graduation Cohort	2022 Graduation Cohort	2023 Graduation Cohort
2S1: Academic Proficiency in Reading Language Arts	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0)	86.0 (71.7%)
		2020-21 Concentrator	2021-22 Concentrator	2022-23 Concentrator	2023-24 Concentrator
2S2: Academic Proficiency in Mathematics	54.0 (45.0%)	56.0 (46.7%)	58.0 (48.3%)	60.0 (50.0%)	62.0 (51.7%)
		2020-21 Concentrator	2021-22 Concentrator	2022-23 Concentrator	2023-24 Concentrator
2S3: Academic Proficiency in Science	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0)	86.0 (71.7%)
		2020-21 Concentrator	2021-22 Concentrator	2022-23 Concentrator	2023-24 Concentrator
3S1: Postsecondary Placement	70.0%	71.0%	72.0%	73.0%	74.0%
		Concentrators who left Secondary Education in FY2020	Concentrators who left Secondary Education in FY2021	Concentrators who left Secondary Education in FY2022	Concentrators who left Secondary Education in FY2023
4S1: Non-traditional Program Enrollment	17.0%	17.5%	18.0%	18.5%	19.0%
		2020-21 Concentrator	2021-22 Concentrator	2022-23 Concentrator	2023-24 Concentrator
5S3: Program Quality – Participated in Work-Based Learning	12.0%	12.0%	13.0%	14.0%	15.0%
		2021 Graduation Cohort	2022 Graduation Cohort	2023 Graduation Cohort	2024 Graduation Cohort
5S4: Program Quality – Technical Skill Attainment	66.0%	67%	68.0%	69.0%	70.0%
		2020-21 Concentrator	2021-22 Concentrator	2022-23 Concentrator	2023-24 Concentrator

# Work-based Learning



## Job Site Placement and Internship

- Employer and instructor
- Employment agreement
- Hours journaled
- Income received, if compensated
- Competencies performed
- Evidence of positive evaluation



## Apprenticeship and Pre-Apprenticeship

- Employer and instructor
- Outlined in Ohio State Apprenticeship Council Policy, Rules of Procedure
- Evidence of positive evaluation



## Remote or Virtual Placement

- Employer and instructor
- Employment agreement
- Hours journaled
- Income received, if compensated
- Competencies performed
- Evidence of positive evaluation



## Entrepreneurship

- Business mentor and instructor
- Mentoring agreement
- Business plan
- Competencies performed
- Evidence of positive evaluation
- Inventory
- Reports of receipts and expenses
- Financial summary



## School-based Enterprise

- Business mentor and instructor
- Mentoring agreement
- Partnership agreement
- Business plan
- Competencies performed
- Evidence of positive evaluation
- Inventory
- Reports of receipts and expenses
- Financial summary



## Simulated Work Environment

- Business Mentor and instructor
- Mentoring agreement
- Plan of practice
- Competencies performed
- Evidence of positive evaluation
- Simulated work summary

# Perkins Resources

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## QUICK LINKS

- » Perkins Resources
  - Carl D. Perkins V State Plan
  - Carl D. Perkins IV State Plan
  - Career-Technical Education (CTE) Accountability Briefs
  - JVSD Access to Student OGT Data
  - Perkins IV Secondary
  - Perkins IV Secondary CTE Follow-Up
  - Perkins IV Secondary Nontraditional CTE Program Lists
  - State CTE Performance Targets and Perkins Core Indicators
- » Career-Technical Education Accountability Manual
- » Career-Tech Data and Accountability FAQs

## Carl D. Perkins V State Plan

On July 31, 2018, the Strengthening Career and Technical Education for the 21st Century Act, or Perkins V, was signed into law. This legislation requires states to submit a transition plan to the US Department of Education before a final plan is developed.

- » [Carl D. Perkins V Transition Plan](#)
- » [Strengthening Career and Technical Education for the 21st Century Act - Stakeholder Engagement Plan](#)

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# Questions?





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