

EMIS ADVISORY COUNCIL

Career Tech Workgroup Agenda

Location	Ohio Department of Education 25 South Front Street, Columbus, Ohio 43215
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Date	Wednesday, February 26, 2020; 1:00pm-4:00pm
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Facilitators	David Ehle**	Robert Kornack**	
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Attendees	Beardmore, Jeremy	Gibson, Jamie	Pogacsnik, Amy
	Belt, Teri	Glatz, Cathy	Reedy, Jennifer
	Blubaugh, Shelly	Hamilton, Kip	Ricker, Marie
	Bohman, Kathy	Hill, Kirsten**	Roush, Erik**
	Bondok, Samar	Kunesh, Tami	Sanford, Julie
	Click, Brooke	Lemmer, Laurel	Thoren, Timothy
	Freeborn, Sam	McCullough, Lisa**	
	Fritz, Vicki	Peters, Laura	

** Indicates the workgroup member is also on the EMIS Advisory Council.

Bold names indicate who was present.

Agenda Items	Approx. Start Time
Welcome/Roll Call/Introductions	1:00
Overview of Workgroup	1:15
Review and Focus: Current CTE data and reports	1:30
Break	2:30
Review and Focus: Upcoming changes for Perkins V	2:45
Next steps/Adjournment	4:00

Meeting Minutes

Welcome/Roll Call

- The meeting was called to order by David Ehle at 1:08pm.
- The first order of business was roll call. All members were present except for Kathy Bohman, Brooke Click, Sam Freeborn, Vicki Fritz, Jamie Gibson, Cathy Glatz, Tami Kunesh, Amy Pogacsnik, and Timothy Thoren.

Overview of Workgroup

- The EMIS Advisory Council was created in the fall of 2018 by ORC 3301.0713. Its charge is to make recommendations to the superintendent of public instruction to improve the operation of EMIS.
- Each workgroup of the Council addresses a subset of issues and will report to the EMIS Advisory Council on ways to improve the operation of the EMIS. Members of the EMIS Advisory Council sit on each workgroup and additional members were added to each workgroup based on nominations from the council members.
- Prior workgroups include: EMIS Manual and Data Requirements, District Software and EMIS Data Collector, Department Data Processing/ODDEX, Reports and Impact; who all completed their work and issued recommendations in spring 2019.
- Current workgroups include EMIS Professional Qualifications and Development Workgroup (fall 2019 through now), Career-Technical Workgroup, and Secure Data Center Workgroup.
- Much has changed about CTE data and processing over the last several years. Many changes are in the pipeline (i.e. Level 2 accountability reports, Perkins V rule changes). It is now time to review where we have been and give feedback to improve, as well as provide input on the implementation of reports and other items related to new policy.

Review and Focus: Current CTE data and reports

- Small discussion occurred around current reports and what works well, what challenges exist, and questions/ideas for improvement:
 - FTE Reports
 - Have to combine reports to get clear picture
 - Adding students names to all reports would be helpful
 - CCP courses that have CTE content that produce errors which creates stress
 - CTE errors for students who are enrolled in community schools
 - Funding report by category – possibility of allocating by career field
 - Challenge of when disagreement in the data between lead district and home district, could this be a module in ODDEX?
 - Accountability Reports
 - CTAC 100: Overwhelming with the amount of data all at once
 - Break things apart – home school vs CTPD, break down passed on who has met pathway and those that haven't
 - Why are some concentrators thrown out?
 - When ODE has calculated pathway score, missing data/historical documents
 - Better communication
 - Summaries are generally good but still a few gaps
 - Equity and local program evaluation so you don't have to merge data on your own
- 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

Review and Focus: Upcoming changes for Perkins V

- The Perkins V plan is basically written but everything is in draft status until approved by the feds in April.
- 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.

- 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).
- 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:

<p>1S1 Student Graduation Rate - 4 Year</p>	<p>Numerator: 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>Denominator: 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](#).

<p>1S2 Student Graduation Rate - Extended</p>	<p>Numerator: 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>Denominator: 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](#).

<p style="text-align: center;">2S1 Academic Attainment – Reading/ Language Arts</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 style="text-align: center;">2S2 Academic Attainment - Mathematics</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 style="text-align: center;">2S3 Academic Attainment - Science</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>

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.

Academic Indicator	Baseline	FY 2021	FY 2022	FY 2023	FY 2024
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%)

<p style="text-align: center;">3S1 Post-Program Placement</p>	<p>Numerator: 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>Denominator: 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 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](#)

<p style="text-align: center;">4S1 Non-Traditional Program Enrollment</p>	<p>Numerator: 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>Denominator: 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.

<p style="text-align: center;">5S3 Program Quality -Work-based Learning</p>	<p>Numerator: Number of career-technical education concentrators who, in the reporting year, participated in a state-defined work-based learning experience.</p> <p>Denominator: 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.

5S4
**Program Quality-Technical Skill
Attainment**

Numerator: Number of career-technical education concentrators, in the reporting year, who passed the state-recognized technical skill assessments aligned with their programs of concentration.

Denominator: Number of career-technical education concentrators, in the reporting year, who took the state-recognized technical skill assessments.

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.

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

Next steps/Adjournment

- Workgroup facilitators and ODE staff will review recommendations based on today's discussion. Eventually this workgroup will need to prioritize the list of recommendations and add details for the EMIS Advisory Council.
- The next workgroup meeting is scheduled for Wednesday, April 8, 2020 from 1:00pm-4:00pm.
- The meeting adjourned at 3:46pm.