

What Ohio's Five-Year Plan for Career-Technical and Adult Education supports

- Programs of study that create a sequence of courses addressing what students should know and be able to do to progress seamlessly from at least grade 9 through an associate degree
- Quality Program Standards that are monitored for attainment
- Technical skill assessment for all programs and students
- New/more performance measures for accountability
- Expanded system of Tech Prep
- And more

Following approval by the State Board of Education in March 2008, the plan was submitted in April 2008 for review by the U.S. Department of Education, Office of Vocational and Adult Education.

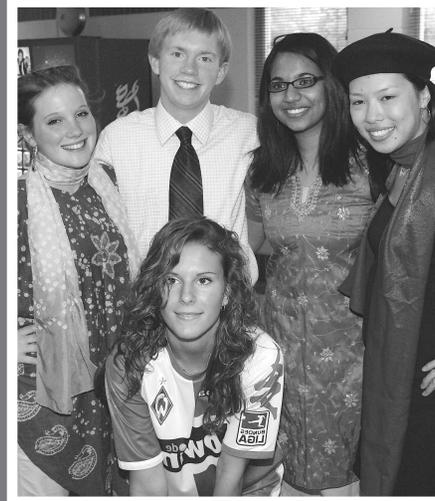
The Ohio Plan is in compliance with the Carl D. Perkins Act of 2006.

For more information on the Ohio Five-Year Plan for Career-Technical and Adult Education, including implementation detail and a question and answer document, go to www.ode.state.oh.us and keyword search: **Perkins IV**.

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OHIO FIVE-YEAR PLAN CARL D. PERKINS ACT OF 2006

Ohio Five-Year (FY2009-2013) Plan for Career-Technical and Adult Education



What it means for:

- ★ Students
- ★ Middle/High School Educators
- ★ College Faculty/Administrators
- ★ Business/Industry

The Ohio plan, known as Perkins IV, was developed by state leadership, including the Ohio Department of Education, Office of Career-Technical and Adult Education, and the Ohio Board of Regents. Multiple local and state stakeholder input informed the plan.

Ohio Perkins IV supports academic and technical integration, secondary and postsecondary linkages, preparation for high-skill, high-wage and high-demand occupations, business/industry connections and serving disadvantaged students.



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What the Ohio Five-Year Plan means...

For Students

- Open entry to Tech Prep programs
- Added individualized academic and career planning/counseling
- More assistance for all to meet higher expectations
- More opportunities for dual credit
- Industry-linked, academic and technical knowledge and skills
- Emphasis on innovation and problem solving
- On-time and/or accelerated graduation
- Better, faster, less expensive credentials and college credit

For Middle/High School Educators

- Quality program standards
- Seamless programs of study for each career-technical education program
- Collaboration with business/industry representatives and postsecondary faculty
- Support in identifying and providing remedies for student learning needs
- Higher career-technical education enrollment
- Assessment of technical attainment
- New performance expectations
- Data requirements
- More diplomas



For College Faculty/Administrators

- Better prepared learners
- More collaboration with high school teachers and business/industry
- Increased Tech Prep articulation
- Larger student body, including more dual enrollment students and first generation students
- More degrees
- More credentials

For Business/Industry

- Involvement with high school and college educators
- Better skilled workers – academic and technical
- More diplomas, credentials and degrees for workers
- More credentials
- More degrees
- Stronger pipeline of educated, trained workers
- Emphasis on high-wage, high-skill, high demand occupational preparation