OHIO DEPARTMENT OF EDUCATION

PERKINS V STATE PLAN PUBLIC COMMENT

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Piketon County Public Hearing

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December 4, 2019

Proceedings taken before me, Angela S. Moore, a Professional Reporter and Notary Public in and for the State of Ohio, at the Pike County Career Center, 175 Beaver Creek Road, Piketon, Ohio, on Wednesday, December 4, 2019, commencing at approximately 10:05 a.m., and concluding at approximately 11:02 a.m.

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P R O C E E D I N G S

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MS. AMSTUTZ: Good morning. We are going to go ahead and get started. From that standpoint, good morning. My name is Leah Amstutz, and I am the Director of the Office of Higher Education at the Ohio Department of Education. And we have here today with us Tony.

MR. LANDIS: I'm Tony Landis, Senior Director, College & Career Access & Success at Ohio Department of Higher Education.

And just wanted to say that we're excited you are all here today to present this plan. We bring you from our office, the Chancellor, as well as all of the staff there. I want to say that Perkins is one grant within the state that gives us an opportunity between secondary and post-secretary to really collaborate on initiatives around technical education. And program study is one of those mainstays within our state, connections we have been able to make with our secondary departments around credit transfer.

Just excited to be here, and we have a few things to talk to you about.

MS. AMSTUTZ: Again, we are thankful

for everyone that is here today.

Before we get started and to the agenda this morning, I do want everybody to go around and introduce themselves. Especially with the small group here.

MS. FRANKE: Noel Franke, Scioto Technical Center.

MR. SHOEMAKER: Josh Shoemaker, Scioto Technical Center.

MR. HILEMAN: Ed Hileman, Portsmouth West. Former employee of this fine place right here.

MR. MILLIKEN: JJ Milliken, Vinton County High School.

MR. WARD: Jeremy Ward, Vinton County.

MS. SALYER: Leslie Salyer, Vinton County.

MR. WOOD: My name is Grant Wood. I'm with the Ohio Department of Education, program administrator.

MS. GEARHART: I'm Krista Gearhart, Director of South Stark Career Academy.

MR. RISOR: Fritz Risor, Program Specialist, Department of Education.

MR. KORNACK: Robert Kornack, Assistant Director of Trade and Industrial Programs, Ohio Department of Education.

MS. GROFF: Amy Groff, Chillicothe City School District.

MR. GOVE: Jeff Gove, Department of Education, Higher Education Reporting and Compliance.

MS. BRYANT: Theresa Bryant, program analyst with the Department of Higher Ed.

MS. AMSTUTZ: Thank you, Everyone, for being here. We do have a court reporter here today. So with the acoustics in this room, I thought this room was fitting for what we are talking about today, career education, getting right to the heart of building and trade programs. The acoustics in this area is a little bit challenging to a volume standpoint. As everyone -- as we get into the part of the agenda where each of you have an opportunity to provide public testimony, make sure we speak up so we can record that from that standpoint.

And so just to give a little bit of agenda, kind of what the morning will consist of, first thing we will do, we will just provide a

short, kind of overview of the Perkins V Plan. We won't dive really deep into it, just some highlights from that standpoint. Then we will go into the opportunity of why you are here to provide public testimony. I do want to call everyone's attention to the smart board.

If you have not had an opportunity to access the draft plan of Ohio Perkins grant, you can go to the Ohio Education web page and find the page. In this gray box where my cursor is, is the draft of the state plan. And as well, if you leave here today and want to continue to provide more feedback on the plan, the survey is right underneath the link of the survey to the public comment period.

We also had that launched yesterday, the survey you had an opportunity to provide public comments through. We also have another public hearing scheduled on January 8th. And we will be in Stark County for that one, in the northern part of the state. You are more than welcome to attend that one as well.

From that standpoint, I do want to thank Pike County Career Center for allowing us to be here today, and hospitality they have shown us

this morning.

So just to share a little bit about some of -- I think when we talk about the educational system in the State of Ohio, as Tony kind of alluded to, Perkins is really an opportunity where we allow secondary education and post-secondary to work very collaboratively. And I think one of the greatest strengths happened in Ohio over the last few years is when the Department of Higher Education actually moved into the building the Department of Ed is in. Now we can just go between floors and the collaboration, I think, is stronger than it's ever been.

This product of the Perkins plan has been a collaborative effort. We have held meetings where it's secondary and post-secondary departments together. We do think it's so important in terms of the career education students that are currently in the secondary system as we transition them into our post-secondary advanced training, if they choose to go into that training, that kind of thing.

I think, you know, when we dive into the major themes of the Perkins legislation that came from the federal government. When you look at

the site, this is sort of a summary, the one-pager that is used a lot by our agency. And when we talk about the strategic plan in the State of Ohio in regards to the goals that have been set by our state board of education and state superintendent, and when you really look at what the vision that the strategic plan for each child, the future, the vision really comes back to the common goals for career education already. And that is setting up all students, specifically looking at each student, transitioning them after graduation to something. As we are looking at that transition into military, post-secondary, the workforce. Setting them up for success after graduation if they choose to enter the workforce. That we have properly prepared them for that transition, as well as additional or advanced training. And so that's really what, you know, is the core of what we do with career technical education. And really is one of the core themes that comes through the Perkins work.

The other thing is that a city is really a topic and core of secondary education in the State of Ohio. And for anyone that has attended any of the regional meetings up to this point on the Perkins legislation, heard

presentations at any of the CTE conferences in the State of Ohio, equity is a major theme of the new Perkins legislation as well. And looking at how do we get to this equitable access and engagement. We really take it down to how does it look for each student. And that concept was aligned with what was set for the strategic plan in the State of Ohio.

And when you look at the strategies that are identified in the CTE plan, Strategy 10 is really the work that we do in career technical education. And the strategy that our office and higher department of education really works for. That's setting up students for multiple ways to transition into something after graduation.

Again, that transition can look different for each student. Because we know each student's career pathways look a little different. And how do we do that and continue to use career technical education as one of the vehicles to hit Strategy 10 within the strategic plan of Ohio.

The other really important piece I think that comes out of the strategic plan, as well as post-secondary education is, you know, the first bullet here is kind of talking about what the

vision of the strategic plan is, transitioning our secondary students into that next step, which then aligns to the post-secondary attainment goals.

I will let Tony speak a little bit more about the attainment goal for post-secondary.

MR. LANDIS: So the attainment goals for post-secondary in the state, 65 percent of Ohioans ages 25 to 64 have post-secondary credentials by 2025. And so when we say credentials we are talking about anything from certificate, certification, licensure to degrees, applied associate degrees, applied associate degree or a bachelorette degree even on into Master's and Ph.D. and beyond.

And right now in the state, the thing about Perkins is some of our performance measures, and we will talk about some of those a little bit later. Is that on the post-secondary side, our measures are really focused on trying to make sure individuals within our state can obtain some type of credential. Because we know that helps us all out in the long-run as a state, as that strengthens our economic base and helps us in many ways attracting not only talent to our state, but also attracting companies and businesses to our

state so we can continue to grow Ohio.

Right now, we are about 44 percent of that 65 percent. So it's a lot of work that still needs to take place. A lot of work that is taking place at many of our institutions to try to help individuals meet this goal.

As, you know, in our state right now, the Governor has put out the tech cred, which is looking at opportunities for employers to train their employees. So those employees can be in a position to have more skills and also have a credential to go along in tow. And so programs like that are short-term certificate programs. Many of those things that we are trying to do within the state now to hopefully get us to that mark, even beyond, so we can be attractive as a state to companies.

MS. AMSTUTZ: Thanks, Tony.

So as if you look at Perkins V, and dive into just a little more of the federal legislation, there are two real core themes you see integrated in the entire law itself. And the first one is equity. And it really dives into really looking at the disproportionality between our subgroups and our special population. It even

expands the reporting for special population. And really all of that is aligned to ESA.

ESA has expanded the special populations in terms of additional subcategories of potential students in these areas. And so Perkins aligns with ESA and this whole idea of looking at how we have equitable access to all students. Once we have equitable access to those students, how we are engaging them, how we are enrolling them in the programs, and what is their performance.

And those facts really tie into the next piece of the entire legislation, which is quality. Maintaining that quality component of career technical education. And the quality pieces are kind of built off of the previous legislation in Perkins IV and expanded, I think, to meet today's workforce from that standpoint.

And that really -- when we talk about it, it really -- these two themes are interchangeable. If you think of secondary and post-secondary, it's for all career technical programs from that standpoint.

And if we dive down just a little bit more granular to what are the major takeaways of kind of these new themes with equity and quality

within the legislation. The very first component, which is probably the most significant new piece to really impact career technical education in these, in relation to the work we do around Perkins, is this idea that is articulated to the law, which is that all local recipients of Perkins funds will need to complete a comprehensive local needs assessment. And just to let you know this is not unique. If you look at any of the federal laws on the state level -- or on the federal level that have been re-authorized in past three or four years, all of them in special education, all of them have some type of local needs assessment or some type of needs assessment that needs to be completed. And what it is really getting to is driven decision-making. How do we take a look at what is the lay of the land in some core areas, and diving into looking at where those gaps, which then tie back to the equity conversation. We identify the gaps through the local needs assessment, then how do we tackle the gaps with federal dollars. That's really, I think, the number, if you talk to anyone within the technical career field, I think they will tell you the local needs assessment is the biggest change between Perkins IV and Perkins

V.

The other piece is program equality. In the past, the program equality was really on the federal level just driven through one measure, which was skill attainment. And Perkins V is really an opportunity to make some decisions on how to look at program equality from that standpoint. And based on the feedback we have received over the past year and a half through the different meetings we have had, we have proposed the program equality indicator for phase learning from an equitable standpoint. And we will talk a little bit more about that in a few slides.

And we talk about the expanded populations, expanded subgroups, and then really targeted of being really intentional of how you are going to spend your Perkins funds related to closing gaps.

And then the last piece is really encouraging innovation. And it's really aligned to that 21st workforce. And again, through the local needs assessment, there is a requirement for local market data to be analyzed and looked at, as we are looking at the Perkins offered in a particular area, and determining if there's gaps in

programming. So if we have business and industry, and have a large population of jobs in healthcare, and only one healthcare program, that's potentially a market gap. Because we don't have a workforce to fill some of those job openings. So I think that the innovation piece is really coming into the parts of the local needs assessment.

Just to give you an idea of how did the plan get developed that you saw, that I referenced, that was drafted and posted on the Perkins V web page. Is that there is a pretty extensive stakeholder engagement process in the State of Ohio between the two agencies. We worked collaboratively to truly develop the core pieces of legislation through work groups from that standpoint. And Perkins did require a broader set of stakeholders to be engaged at the state level. And that is also required at the local level through the local needs assessment.

So just to give you an idea, we started with the four boxes on top. We started with four topical work groups, is what we called them. And those four topical work groups aligned to the areas of where we saw the greatest change in the Perkins V legislation. So we had a group that

was really focusing on accountability and data, we had a group that was looking at the local needs assessment and application of local recipients, we had another group that looked at how quality programs of study, and then we had a group that focused on equity. Those four topical work groups were composed of individuals that represented the career technical education, second and post-secondary educational community.

We worked with the major career technical organizations in the State of Ohio. They submitted nominees that they wanted in terms of representing their associations on these work groups. And we held several meetings throughout -- the equity work group actually started a year and a half ago, and went all last year and into the summer. And some of these other groups started in the summer. That Perkins web page I took you to, if you want to review all of the minutes of all of those work group meetings, those minutes are there so you can review the conversations and discussions and decision points that occurred in those work group meetings.

As problems got completed or decision points got completed within those four

topical work groups, those then went to an internal working group between the Department of Higher Education and the Department of Education, And we kind of vetted the concepts, and some of the discussions we got out of those topical work groups.

Then we took everything to what we called our stakeholder committee. Which was required by the stakeholders by the law that we had to engage in through this process. And there is some individuals in this room that sat on that committee. That's been a good piece. We have a lot of broad conversations and discussions in that group.

And so as we, you know, local needs assessment was one of the very first things that that stakeholder group reviewed. They had a monthly meeting for several months that they took one of those major themes and comprehensive work group and presented information, discussions, dialogue, and took suggestions back. And so the plan that is now being presented, basically came through this work in engagement through stakeholders that started a year ago.

And again, like I said, we tried to

be very transparent in the whole process. But you can review the minutes of all of those meetings on the website.

Any questions about stakeholder engagement?

The other piece that we wanted to share that when we dove into the plan, and there's some questions in Section B that talk about the collaborative agency efforts with workforce development in the State of Ohio. If any of you are familiar with the compliance plan, that's kind of the federal legislation that really kind of brings together all of the agencies that work and workforce development. Whether that's through JFS, Jobs and Family Services agency, the veterans agency, it has a multiple prong approach in looking at workforce development. And one of the key pieces of the combined plan is to really start looking at our workforce development programs and looking at are there overlaps, where we can become more efficient, is there things that we can share, we can do a better job in terms of reaching more students, reaching more adults.

So the Governor, our newly elected Governor made the choice that he wanted the Perkins

plan to be part of the combined plan. Perkins V can be part of the combined plan. That would be in line with what the Kasich administration did. Under the Kasich administration, Perkins was part of the combined plan. So this is not a new piece of what we do with Perkins.

The one thing we want to share is that the vision articulated in our draft plan of Ohio where business, training and education are aligned to meet the needs of employees, individuals, and their communities, that is the vision that the Governor's office has on workforce development in the State of Ohio.

The whole goal is, like I said, about coordinating efforts across all of these entities to truly serve Ohio citizens to the highest degree when we start looking at workforce development. And how can we leverage technology and data to create efficiencies and improve services and outcomes. And also to really drive this idea of how can we have local programs that are going to meet some of these workforce needs in different sectors within the State of Ohio. Because Ohio has a very diverse landscape. Right now we are down in southeastern Ohio, it's a lot

different than northwestern Ohio. So what we do in northwestern Ohio might look a lot different than what we do in southeastern Ohio. So how do we ensure the flexibility and still meet the needs of the workforce and the employers.

Again, it's really about investing in this idea of education, jobs and setting our students and our adults up to be successful, setting them up for the success and 21st century skills. Sorry.

So just to dive into the local needs assessment a little bit as far as Perkins V requirements, the needs assessment, like I said, is really looking at the strength of CTE systems within a local area, and identifying the weaknesses as well. So what we are doing well at and where are the gaps and potential weaknesses. And then how do we begin to engage our stakeholders to really make data-driven decision-making on what do we need to do in ramping up strengths and then how do we close the gaps in our weaknesses.

And when you take a look at the local application, which is different from Perkins IV, and Perkins IV our local recipients really provided us a plan of what they were going to do in

terms of their federal funds, from that standpoint. Where now, the application is really looking at what's the result of your local needs assessment. And when the stakeholders engage, where are you putting your priorities and closing the gaps. And what are your goals in setting the targets for those identified areas, and then how do you take -- and then what strategies are you going to use to close that gap, or increase that strength. And that strategy then, again, has to have Perkins funding aligned to it. So that's aligning funding and strategies to basically identify and to close potential gaps to set a goal. That's a significant change from what we have done in the past with the Perkins legislation.

And like I said before, there are areas that are described in law what the comprehensive needs assessment has to cover. And that is student performance in relation to our Perkins indicators that we have to basically submit to the USDOE every three years. So every local recipient is held through those indicators as part of the data that's provided to the USDOE. We have targets that we have to basically hit on a yearly basis. And we will talk a little bit about those

targets in a couple of slides.

Evaluation of program quality. We really dive into the quality of the program, and that's kind of twofold. That's looking at the quality of the program, but then also the alignment labor market data, and are we aligning to what the labor market is telling us within that region or within that local area.

Targets for CTE programs of study. This is something that really in 2006, Perkins IV really started to create this program of study. And I think Ohio leads the nation in a lot of areas within our program of study and development. Because we have such a tight collaboration with post-secondary, that we have been able to put a lot of mechanisms in place, that students have the ability to transition very seamless, if they choose to, to go onto additional training. Whether that's a one-year certificate program, a two-year Associate's degree, or four-year degree. Those opportunities are there for the students to get.

And then recruitment, retention and teaching of faculty and staff, and then improving access and equity. Those are the five areas the competence local needs assessment really dives

into.

And if you go to that Perkins page, you will see the comprehensive local needs assessment draft guidebook, along with the application. That, again, has been a product of all of those work groups and all of the feedback that we have gotten. And in there is a seven-step process of how local recipients will complete this work. And from that standpoint, and this was all developed at that local needs assessment topical work group. I think we did five or six revisions of that guidebook. And it's really a product of that collaboration. And this was one of the biggest things our stakeholders told us we want to be actionable. We want to be able to walk through and know we have to complete this step, do this step. And so that's why it's a seven-step process. I am not going through all of those background, but --

So basically it walks through how to begin the process, how to engage stakeholders, and then once you engage them, discuss your findings and get that input into the local application.

The other thing that has come out of the whole conversation, where you are not going to

see this necessarily within the Perkins plan itself, because the Perkins plan doesn't dive into a lot of the operational details of some of the core themes. But we wanted to share as part of the work that we did with our data and accountability topical work group, something the CTE secondary educational community has requested over the last several years is the opportunity to have some ability to offer some exploratory CTE classes at the tenth grade level. Because a lot of our programs do start at the eleventh grade; so how can we get tenth graders who maybe have full schedules, and that kind of thing into some related type -- reporting type things. But we are providing -- we are providing the schools now the ability that if they want to offer some of those exploratory classes, before they could only do it up through the ninth grade, we are now allowing them to do it up through the tenth grade.

That is a piece of the conversation to know that we are offering this ability for schools to have more flexibility. And what they are doing in ninth and tenth grade programming aligns with the new data decisions around the accountability of Perkins. That will expand our

population of students that we have within our data sets.

As I talked, equity is a major theme throughout the entire legislation. And just to let you know what we have done up to this point and what you guys will see in the plan, where we go into some more detail is we actually just completed six piloted equity labs. We have one more on December 18th. I think 87 of 96 CTEs have signed up to attend those equity labs. So post-secondary, I know, is going to be having two equity labs yet this week. Right?

MR. LANDIS: Tomorrow and Friday.

MS. AMSTUTZ: Yep. So we have post-secondary and secondary have piloted some work with some equity labs. And that's really been looking at how do I analyze data, how do I identify a gap, how do I do a root cause analysis, and then how do I start planning based on that stuff.

We have also increased our secondary staff. So we have hired someone in our office just to work on equity initiatives because we understand the importance of it. We also will be putting together a tool kit of resources and continue to build on some of the foundational things we found

in a lot of the root causes identified in these pilot labs. We also again will have webinars and continue professional development through the span of this legislation and building on all of the work that we have started this year. So that's more detailed within the plan.

Then the last -- one of the pieces I also just want to visit a little bit about, as I said before, with Perkins, which is a little different than ESA, we are held to a set of indicators that we have to report to the USDOE on data. And that we have targets that we have to hit. If we don't hit those targets, then we have to go into improvement plan and that type of thing from a compliance standpoint with our Perkins grant.

And so with the secondary side, I visited just a little bit and said that something different in Perkins V versus Perkins IV, in Perkins IV, the legislation did not define concentrators. And concentrator is a student that basically -- through Perkins IV, was a student who took 50 percent of a career technical education program, and was enrolled in the next course.

So to simplify it, most of our

programs are four courses. It's a student that had completed two courses, and then enrolled in a third course. So that student would be identified as a concentrator on a local level. That student then -- those students are who goes into our data calculations. So if a student only took one CTE course or only took two CTE courses, they wouldn't go into our calculations under Perkins V for anything that had to do with a concentrator.

So the states had the ability to define concentrator definition on the state level under Perkins IV. In Perkins V, the federal law defines concentrator. So federal law says a concentrator is a student that completed two courses. So that's a significant difference between the two laws from that standpoint.

So with this new definition of concentrator, we are going to expect to have a larger population of students fall into our data and accountability matrix, from that standpoint.

So we have worked a lot with that data accountability work group. One thing we heard from that work group is alignment was very important. And actually, that's a theme we have heard over the last year and a half from the CTE

community, and both secondary and post-secondary. Is whenever we can align systems, it's align systems so that we are all coherent and moving in the same direction. And so we really looked at where can we align systems. And so where it made sense and these data indicators be aligned to some of the framework that's in ESA, which is for all students. Because these indicators really tie into graduation rates, academic performance, and then when I talk to you a little bit about the quality program, we said workforce, work-based learning was an indicator that kind of came back through the feedback we received. Because work-based learning is equitable for all career technical education pathways. We have 39 pathways in the State of Ohio, and some industries don't put a lot of emphasis on credentials from that standpoint. So we heard the work-based learning was more equitable and accessible from that standpoint.

And then also the post-program placement. Which post-program placement is following up with our students after six months of graduation to determine are they in the workforce, are they post-secondary, are they in the military. And then they added a category for Perkins V for

Peace Corps and those type of programs.

And then there is a non-track indicator where it's identifying basically gender within a non-track program. So, for example, a female student in a construction program. Because that would be -- construction, majority is a male-dominated field. So a female would be a non-traditional gender in a non-traditional program. And so that indicator we have in Perkins V. We have it under Perkins V, and we have it in Perkins V.

So I won't go into a lot of detail on this data, because there is a lot of data there, from that standpoint. Just to let you know, the targets were aligned where we could simulate data, we simulated data. Which the only one we were able to simulate data on was, like, the science academic measure. Everything else came from our ESA plan.

And then our technical skill attainment, we were able to simulate data on it from that standpoint. But that is a section -- is there any questions?

That's probably the most complicated section of the plan is the data component.

I will turn it over to Tony, and he

will talk about the post-secondary data, from that standpoint.

MR. LANDIS: So from the post-secondary side, it's very similar as what Leah was saying, if we don't meet particular measures, we have to go to performance improvement plan, and all of those things.

I know that within our Perkins plan a lot of this information is laid out so you can get deeper into and gain a better understanding on what the measures all entail, and who is all in the measures.

On the post-secondary side, we are looking at a couple of entities that participate within the Perkins program. For us, it's 22 out of our 23 community colleges participate in Perkins. As well as our Ohio technical centers, which are our adult career centers, non-degree institutions that operate in certificates and certifications. There are 40 of those institutions out of 52 that we have within the State of Ohio. So there are certain requirements that an institution must be able to meet in order to participate within the Perkins program. So roughly we have about 62 institutions in all on the post-secondary side that

are participating.

With the measures that we have, one, I already kind of alluded to, with our attainment goal, we are looking at post-program placement. Those students who are able to gain employment after they finish their program or continue their education on into maybe another post-secondary institution somewhere. As well as some of the others Leah mentioned, about the Peace Corps and service programs and the like.

The second one there is earned recognized post-secondary potential. Those are the individuals who complete the credentials and those credentials I laid out earlier in terms of certificate, certification, licensure, down to -- all the way into the degrees they may obtain. And the last one is the non-track measure Leah just mentioned.

So we also have that responsibility on the post-secondary side to make sure that we can do what is necessary in order to kind of shift the culture, shift the mindset of how we look at occupations, and who should be in particular occupations.

For us, we took three years of trend

data from using the current Perkins V methodology in order to take from the secondary -- or the college side, as well as the OTC side, and combined that in order to reach the baselines that we have. And so we looked at that trend data, and as you can see, for example, 2P1 is at 81 percent. Well, does that mean that my institution, if I'm only at 70 percent have to hit 81 percent. No, it doesn't mean your institution has to do that. But the expectation is that your institution continues to work to try to improve incrementally. And as you can see, the various years from FY-2021 to FY-2024 that there's an incremental increase every year. So as we got into trying to figure out how to set our baseline targets, again, looking at that trend data, we made sure we were looking at how often institutions would more or less likely increase over each year within their measurement. So really that's kind of the gist of it.

But again, I encourage you to look at the Perkins plan and go to our website, and that can fill in a lot of gaps if you have questions about that, or you can always contact us.

MS. AMSTUTZ: We did want to share that for the secondary side on the work-based

learning this was kind of the categories that we worked with the work group, identifying what would qualify for work-based learning when we looked at our secondary CTE students. So there is traditional things we think about when we think about job-based placement or internship, where students are actually with the employer. It can be paid or unpaid. And really the key to all six of these categories that we really are looking at students can do multiple of these categories, and like the common themes of how the experience CTE can be set up. And it's really coming down to the educator, the student, and whether it is the employer or a business mentor are involved in putting together some type of training agreement and plan that is going to really identify what the student is going to learn in the experience. And what the teacher may need to fill in in terms of competency mastery in the classroom, and what the work-based learning opportunity is going to be able to assist in terms of that skill development. And then the key is, and this is aligned to the graduation requirements for 2023, the idea is there has to be positive evaluation -- evidence of positive evaluation, which is done by the educator,

as well as an employer or mentor that was involved in that experience. And again, what our goal was if our students are doing work-based learning in the Perkins realm of career technical education that that would also fit a requirement if they need to use that for graduation. So we were purposeful in how we aligned and had conversations with the staff and the department of education that works with work-based learning and the graduation requirements so that we make sure we had that alignment piece, from that standpoint.

Then there is the apprenticeship and pre-apprenticeship, I think those are familiar with everyone. Those are the opportunities for our students to engage in those. This is where, as we began to listen to the feedback from regional meetings last year. There's challenges with work-based learning, and there's barriers in terms of transportation, not enough employers within a particular area to be able to provide those opportunities. So we really worked with that community to think kind of outside of the box, what are other ways those students can get the work-based learning experience, but not the traditional ones we think about all of the time in

terms of internship and apprenticeship. So one of the categories that we've provided is remote or virtual placement. Especially for our students that are in IT fields. A lot of that work is done remotely. And even in the workforce today, there is a lot of work done at home anymore. So that is a category where students can have a virtual placement. And the key is that the criteria are in place, that that training agreement, training plan, and the student has a set of competencies or skills that they are going to perform in that experience and that someone is monitoring that. And that's the key.

The other thing, too, is that we know students are entrepreneurials. And some of our students own their own businesses, and some own really robust businesses. And so that's another opportunity we felt was a category we needed to provide in this work-based learning framework, is if a student has their own business, how can they use that to fulfill this requirement. And really, instead of having an employer, be part of that group that works with that individual, we basically said if someone is in the business industry, within that area, they can be a mentor to that student and

help monitor that student as they work in that business that they own. And it's important that that student is taking and doing all of the business-type financials that you would do as entrepreneurial. Are they tracking their expenses, are they tracking their income, profit and loss, those type of things. And that's where we think a business mentor can be a really valuable piece, learning the skills and that type of thing.

Again, as long as there's that positive evidence of evaluation through that entrepreneurship program, there's an opportunity for students to have -- to be able to use hours in that type of experience.

And then the other two really came from our career technical education stakeholders community, and listening, because we know, for example, being here at Pike, they have a restaurant here. And so how can students, you know, through school-based enterprises also use that experience when they are actually open to the public and waiting on customers and running that restaurant as a full-fledged restaurant. We felt those opportunities should be able to count in the work-based piece.

And so there is a category for school-based enterprise, working at a restaurant, it can be, you know, a set of students have -- a school has a greenhouse and students have a co-op, they own so many flowers of that greenhouse and run it like a business. There is a lot of different ways school-based enterprises can be used.

The key is, and what we put through the framework in the work, for the student to count these hours, the teacher should not be providing instruction during that time. So it's not where the teacher is teaching. The student is interacting with the community, a customer, and they are doing this on their own, like they need to do in a regular job site. And there's definitely those opportunities that present themselves through an entire year within the secondary arena.

And then a simulated work environment is another key piece. Especially for some of our programs that because of age requirements, and students, like our fire and EMT programs, you know, our fire students probably aren't going to go to a job site, not going to get a job at a local fire department. But they definitely, as part of their program, do live burns

and they work closely with the local fire departments and those type of things.

So we are saying that when that simulated work environment, when those students are doing that live burn with the local fire department, that can count as part of the work-based learning experience. Again, the key is that the teacher is not providing the direct instruction of those experiences.

Basically, these six categories are ways that students can accumulate those hours. Our requirements that we have drafted up to this point is 250 hours of work-based learning. That aligns with what is prescribed in law with graduation requirements for the 2023 class. In terms of if a student chooses to demonstrate that confidence mastery within the career readiness, component of that 2023 requirement, one of those components is 250 hours of work-based learning. So again, that's where the other alignment comes in so that students can potentially use that.

And then the last piece of the plan is basically the budget and financial section. Just to let you know, the budget in those sections really represent largely the same as what we have

done through Perkins IV, from that standpoint. The most significant change that we've made on the financial side of things is last year, during the transition -- I should say, it's this year is the transition plan year, but the transition plan was approved last April, was the first time in Ohio the two agencies are working together. And we have set aside reserved funds. This is the first time the agencies have done that. So this year we have $1.4 million that has been set aside in a reserve fund. And what the goal is once we get through getting the plan done is we will have a competitive grant process for local recipients to submit grants around this idea of closing equity gaps in terms of programs that would align to the in-demand jobs in the State of Ohio, and that there is a strong collaboration between the secondary and the post-secondary institutions. And so again, that's the newest component of our financial section is the reserve funds.

So that was a quick run-through of the 80-some pages of the transition plan, from that standpoint, highlighting some of the core sections and some of the more important changes as you look at Perkins V from Perkins IV.

At this point, I think our plan is to transition to actually the public testimony component of the day. So I will turn it over to Graham Wood, and he's going to facilitate that component.

MR. WOOD: Thank you, Leah.

So essentially to ensure we can capture everything, I can take a speakers list, and as people want to share, ask questions, give comments, you can feel free to raise your hand, I will call on people. If there is more than one person at a time, I will make sure we call on folks.

We will respond if it's something, like, right now we have an answer to a question, if it's something we can provide more context for. And if not, it's going to get recorded word-for-word, we will take it back and make sure that comment, that feedback is included and responded to in the plan.

At this point, anybody have anything they would like to share in terms of the plan?

Yes. Go for it.

Before you speak, just your first and last name.

MR. GAMERTSFELDER: Thom Gamertsfelder, C-TEC, Licking County. First, I would simply say that we very much appreciate Leah and Tony's leadership in Perkins V process, and know your leadership is very much appreciated.

My first question is does the Ohio V, Perkins V have components that while in compliance with federal guidelines, go beyond federal guidelines, federal requirements? Is there any aspect of the plan that is more strict than the federal guidelines?

MS. AMSTUTZ: I guess up to this point, based on all of the work that we've done and work we've done with the USDOE and advanced CTE, I would say there is alignment -- the alignment is there with what is expected with the law. I think there is higher expectations in Perkins V law than what was in Perkins IV. And that's where you are seeing some of those core new themes. And those themes are what is within the law.

MR. LANDIS: To go along with that, I think it -- we are definitely aligned to the legislation. You know, the state could be a little more, could be as strict as they want to be, right. And the legislation provides that level of

flexibility. But I think our approach, we are definitely aligned with legislation and we haven't created anything we believe is outside of that goal.

MR. GAMERTSFELDER: One more question. How is Ohio Perkins V flexible as in means to address regional concerns and needs, what components in the plan, in your opinion, best allow for and foster flexibility?

MS. AMSTUTZ: I think how the conference local needs assessment and local application has been developed really is allowing all of the institutions to make choices that will best serve that local area or region, in terms of we have created a lot of flexibility, and not -- like Tony said, not being too restrictive, saying you have to do this, this, and this. We are saying there is a couple core pieces of application in terms of, you know, application we want to close an equity lab, we want to make sure we are aligned with the labor market, market piece. But outside of that, I think there is a lot of flexibility and choices in terms of the stakeholders, and how they want to utilize strategies and funds to really focus in on the local regional problem that came

from, through the analysis of local needs assessment. And the local needs assessment allows for some of those areas to dive into what's your local and regional data type.

MR. WOODS: Anyone else?

Leah and/or Tony, if no one has specific comments or questions, this was really the opportunity we wanted to provide today for folks to come in and provide specific reactions to the plan, components of the plan and anything along those lines. So if nobody has anything to say, we don't necessarily have anything more that we are planning to present today.

The plan is available online, if you would like to take some time to look at specific sections. We will be here to take any public comment for the rest of the morning and the afternoon. But, I guess in terms of the specific program we have, I believe that does it for today.

If anybody would like to share more comments?

MR. HILEMAN: I'm just saying, she mentioned about the cafeteria, I encourage everyone to go down to the cafeteria.

MR. WOOD: Thank you.

MR. MILLIKEN: The virtual component with the -- that is -- but one of ours is transportation, getting -- ours is Buckeye Hills and Rio Grande, and some of those kids have to get up at 4:45 in the morning to try to get to school. So that's a big deal. The virtual component for the work is helpful, I will say that.

MR. WOOD: Thank you.

MS. JONES: Crystal Jones. And I actually had the pleasure of being a part of the stakeholders meeting. And I'm here to support the work being done by ODE. And they put in a lot of time and make sure there is representation across the state to add into things. So I want to make that statement.

MR. WOOD: Yes.

MR. WARD: Jeremy Ward. One thing I will add, really as a middle school advocate, the connective piece with being enforced up through tenth grade, we have been involved in a lot of discussions with our career center and locally of what we do when we introduce those courses as electives in middle school, as we do, and then they take a break in tenth grade before they actually have the opportunity. That, for us, I think is a

very important piece, for sure.

MR. WOOD: Well, we will be here if anybody else would like to comment, if you think of something.

At this point, thank you for joining us today.

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Thereupon, the proceeding concluded at approximately 11:02 a.m.

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C E R T I F I C A T E

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THE STATE OF OHIO:
SS:
COUNTY OF FRANKLIN:

I, Angela S. Moore, a Professional Reporter and Notary Public in and for the State of Ohio, do hereby certify that the foregoing is a true, correct, and complete written transcript of the proceedings in this matter;

That the foregoing was taken by me stenographically and transcribed by me with computer-aided transcription;

That the foregoing occurred at the aforementioned time and place;

That I am not an attorney for or relative of either party and have no interest whatsoever in the event of this litigation.

IN WITNESS WHEREOF, I have hereunto set my hand and official seal of office at Columbus, Ohio, this 19th of December, 2019.

/s/Angela S. Moore_____
Notary Public, State of Ohio

My Commission Expires: February 28, 2021.

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/s/Angela [1] - 45:18

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