PERKINS V STATE PLAN PUBLIC COMMENT

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WEDNESDAY, JANUARY 8, 2020

10:00 a.m.

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SANDUSKY HIGH SCHOOL
2130 Hayes Avenue
Sandusky, Ohio 44870

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OHIO DEPARTMENT OF EDUCATION
AND
OHIO DEPARTMENT OF HIGHER EDUCATION

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Leah Amstutz, Ohio Department of Education

Jeff Gove, Ohio Department of Higher Education

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1   **MS. AMSTUTZ:** We'll go ahead and get

2   started. So I would like to thank everyone for

3   coming today. Thank you for coming today to be

4   part of our second and last public hearing that

5   we are required to basically do under part of the

6   Perkins V development process for the State Plan

7   for Ohio.

8   My name is Leah Amstutz. I am the

9   Director in the Office of Bureau Technical

10   Education. I do have individuals in the back

11   from my staff here, ODE. And then we also have a

12   ODHE representative, Jeff Gove and his staff in

13   the back are here representing that agency as we

14   have done through the entire planning process.

15   Is that we have worked collaboratively and

16   probably have worked in a deeper connection of

17   collaboration in the last six months and truly

18   looked at how do we really thread, intentionally

19   integrate the work we're doing with our adult

20   training centers and community colleges, as well

21   as what we're doing in the K-12 space? And

22   really try to show kind of that moving forward in

23   the same direction. So we feel like the plan is

24   really developed with that true collaboration

25   intentionality from that standpoint.

1   Today we did not print agendas, because

2   the agenda is pretty simple. Jeff and myself

3   will do a short presentation, kind of a very high

4   level overview of the transition plan -- or not

5   the transition plan -- the draft State Plan that

6   has been posted for the last month or two from

7   that standpoint.

8   Then once we get done we'll basically

9   go into the public testimony portion of this

10 event. And so that will be the opportunity that

11 each of you can provide your public testimony if

12 you choose to.

13   The one thing that we do ask, is that

14 we are putting an official record for this, so we

15 do have a court reporter here today who is

16 recording all of the testimony and information

17 being provided. So when you choose to

18 participate and provide public testimony we need

19 you to provide your name and the organization

20 that you're representing before you provide your

21 testimony so we can get that accurately recorded.

22   We also have a sign up sheet in the

23 back of the room, that if you did not sign in

24 when you came in, please do that so that we have

25 all of those records to go along with this public

1 hearing.

2   And then once we get done with the

3 testimony, that is really the end of our

4 presentation from that standpoint. So we will be

5 here for most of the day, if we do get done with

6 the portion earlier, that if you have questions

7 and those type of things, we definitely can use

8 the time that we are here to ask any questions

9 that you have outside of the Perkins Plan from

10 that standpoint. Is there any questions on kind

11 of the objective of the day?

12   So we'll go ahead and get started.

13 Just to kind of give you a quick overview of the

14 State Plan. The one thing we just want to kind

15 of remind everyone, is that, you know, we have a

16 strategic plan for education, especially the K-12

17 side, that was developed and adopted by the State

18 Board of Education. And that really, this

19 graphic is really kind of an overview of what

20 that strategic plan is all about. And that

21 really is kind of one of the guiding lights in

22 this work. One thing that we heard in reference

23 to stakeholder engagement and the work groups

24 that we put together, is that alignment of

25 systems was very, very important from that

1   standpoint as we looked at the information that

2   we needed to put into the Perkins Plan. And so

3   we looked at where -- what components of the

4   strategic plan need to be aligned with the work

5   that we do with career-technical education within

6   the secondary space, which then aligns to one of

7   the goals of postsecondary, which is the

8   obtainment goal. And so it's very all seamless

9   and integrated from that standpoint, because

10   ultimately the entertainment goal is to ensure

11   that like 65 percent of adults have some type of

12   certificate or credential, which can be a variety

13   of things from that standpoint.

14   Strategy 10 within the strategic plan,

15   that if you have been one of those that have dove

16   into the strategic, there's been strategy. The

17   10 strategy is really about what career-technical

18   education is all about. It's about the idea of

19   ensuring that students, you know, are getting

20   that career infused education and they're being

21   set up to transition into something after

22   graduation from that point and working with the

23   business industry all of the key stakeholders and

24   ensuring that that have. And the key to this is

25   that it's each student in our educational system

1 and in looking at each student.

2   One thing, again, the goal, the one

3 goal that is in the strategic plan, as I've

4 already kind of talked about, is what we do in

5 career-technical education. And I think that's

6 why we play such an important role in our

7 educational space moving forward, because we've

8 been doing this for decades.

9   And what that is, is that we're setting

10 up our students for something after they

11 graduate. We're getting them transitioned.

12 We're following up with them. And that just

13 again aligns to and goes into what the

14 postsecondary career-technical education is

15 providing. That if we transition our students

16 and are providing them those seamless

17 transitions, whether that's into the workforce,

18 additional training through our adult centers, or

19 through our community colleges, or even into a

20 Bachelor's degree, we're meeting what the

21 postsecondary goal of that attainment piece from

22 that standpoint.

23   Jeff, do you have anything to add on

24 the attainment side from ODHE's perspective?

25   **MR. GOVE:** No, Leah. Other than we're

1   focusing on the 25 to 64 year olds. I know you

2   said everybody, but everybody for from management

3   purposes really are the 25 to 64 year olds.

4   **MS. AMSTUTZ:** As you've seen probably,

5   or heard, through the last 18 months of meetings

6   and conferences and presentations about "What are

7   the major themes of Perkins V when it looks at

8   the federal law?" Really it comes down to the

9   simple graph. It's looking at equity in a lot of

10   deeper lens than what we have had in the past

11   from our Federal legislation, which, again,

12   aligns with ESSA and some of the other Federal

13   Laws that have been passed recently. So how do

14   we truly ensure equitable access? And that

15   equitable access is for each student. And so

16   once we get them that access, how do we retain

17   them and how do we -- how are we able to measure

18   their performance and increase their performance?

19   And that really ties into the quality

20   of the experience, which is the quality of our

21   career-technical education program. So if we

22   provide that equitable access and we increase,

23   you know, we continue to look at what quality

24   means, then hopefully we're retaining those

25   students, we'll ultimately -- or, you know, leads

1 to what I would say is the full implementation of

2 Perkins V of what the course means around this

3 specific grant.

4   If you want to give a -- if you truly

5 want to kind of break down what is the core

6 changes in the Federal Law compared to what we

7 have in Perkins IV, it really comes down to four

8 things.

9   The first thing is the addition of the

10 comprehensive local needs assessment. That is

11 something that is significantly new in this

12 legislation, that our local recipients haven't

13 had to do that in the past. However, it is not

14 new to some of the newer Federal Education Laws.

15 So even in ESSA there's an assessment, a needs

16 assessment type piece. So it's kind of the new I

17 would say tool that's been added to a lot of the

18 Federal Laws that are around education.

19   The second piece is program quality.

20 It's really diving into what are indicators of

21 program quality. And for Ohio we've kind of

22 chosen that from a federal law's perspective and

23 we're really going to focus on work-base

24 learning. We have a lot of policy levers in

25 place already for credentials on the State level.

1   And what we hear from employers is that, you

2   know, credentials are important, but base

3   learning is also very important, too.

4   As I talked about it, equity, there's

5   expanded special populations for reporting in

6   Perkins that now aligns Perkins to ESSA from that

7   standpoint. And, again, it's all about that

8   equitable opportunities for students, because of

9   the -- we want each student to be able to have

10 that valuable experience.

11   And then encouraging innovation. And I

12 think that encouraging innovation really ties

13 into labor market alignment. Really diving into

14 what is the data in your local and regional area?

15 Telling you about the occupations that are

16 potentially, you know, the job openings and

17 posting from that type of thing. And how do we

18 be agile to be able to meet those labor demands

19 and workforce demands, but still setting up the

20 student to have success and have a breath of

21 skills that they can transfer? Because as we

22 know, and as industry has told us, the workforce

23 is going to have to continue to evolve their

24 skill set as technology comes in and is

25 integrated and changes the face of what the skill

1   might need to be on a, you know, a very quick

2   rotation compared in years before. So how do we

3   become agile in that conversation?

4   One of the other significant pieces of

5   the legislation that is different at the State

6   level that we're required to do that really

7   trickles down, and is also a local recipient

8   requirement, and that is stakeholder engagement.

9   There's a larger re -- I should say a

10 greater number of stakeholders that are required

11 to be involved in the process at the Local level,

12 as well as the State level to ensure that all of

13 the special populations and the subgroups are

14 represented, as well as all of the key

15 stakeholder areas from that standpoint.

16   And so in Ohio this is kind of our

17 State State stakeholder, that's a double state,

18 plan, engagement plan from that standpoint, is

19 that we developed four kind of topical work

20 groups. And those work groups were comprised of

21 postsecondary and secondary CTE administrators,

22 facilities that hold those positions that were

23 involved in a lot of what I would say rolling of

24 up their sleeves and getting involved in actually

25 the work itself and producing product that then

1   an internal working group within our agency would

2   review and then that we would take to our larger

3   stakeholder committee that's meets on more of a

4   monthly basis.

5   And that stakeholder committee would be

6   kind of the ultimate committee that would review

7   things. And if they provided feedback, we would

8   take that back to the topical work group that it

9   would correlate with and kind of run it up

10   through the chain.

11   So we were very intentional in ensuring

12   that a breath of stakeholders were engaged the

13   entire processes. And I think that from a

14   postsecondary and a secondary lens we would say

15   that we believe the product, like the

16   comprehensive local needs assessment, the local

17   application, and a lot of those components we

18   think are really high quality documents and

19   resources. And that is because they were truly

20   created for the collaboration of the educational

21   community involved in the processes.

22   But there's lots of vergence and lots

23   of redos, and I think that was why we got to such

24   a high quality product from that standpoint.

25   The other thing is that Governor

1 DeWine. In the past Ohio has been part -- has

2 submitted a combined plan. And what a combined

3 plan is, is basically through WIOA, the Workforce

4 Innovation --

5   **MR. GOVE:** Innovation and Opportunity

6 Act.

7   **MS. AMSTUTZ:** Opportunity Act. The O

8 is what I was forgetting.

9   And then that's where a lot of the

10 programs that are ran through Job and Family

11 Services fall under the Federal Laws, WIOA.

12   But basically during a couple of

13 federal administrations ago the idea was, was

14 that workforce development agencies within the

15 State would all work together and submit a

16 combined plan, and Perkins was part of that

17 conversation of being a combined plan.

18   States could choose whether they wanted

19 to have Perkins involved in the WIOA combined

20 plan or if they did not. So it wasn't a

21 requirement for WIOA, but states had the option.

22   Ohio has chosen to, through the

23 Governor's leadership, to be part of combined

24 plan. So this is second time that we would have

25 submitted through the combined plan from that

1 standpoint. And so we have tried to show that

2 integration of collaboration with all the other

3 agencies that would fall under the WIOA Act. And

4 then as you look through the draft plan of the

5 Perkins, our Perkins Plan, you're going to see a

6 couple of questions where the exact answer is

7 coming from the development of WIOA, the combined

8 plan. So we'll be submitting as part of that.

9   And, again, the goals is really about

10 leveraging all of the workforce development

11 programs in the State of Ohio and how do we

12 become the ability to leverage resources more

13 efficiently? How do we use technology? How do

14 we expand opportunities? How do we empower

15 programs and people to reach that 21st work

16 skills that need to be accomplished in today's

17 workforce?

18   When we talk about Perkins V, I said

19 that the comprehensive local needs assessment was

20 really a new component of it. As part of that

21 comprehensive local needs assessment, if you have

22 been familiar with what we've done under Perkins

23 IV. Under Perkins IV, basically local

24 recipients, career-tech planning district

25 proportionable on the postsecondary side would

1   provide us a local plan that really would just

2   narratively describe what they were going to do.

3   And Perkins V is asking for a more data

4   driven decisionmaking processes. And so the idea

5   is, is through the needs assessment you're going

6   to identify your strengths, your weaknesses

7   through a series of required kind of components

8   and questions, identify your weaknesses, your

9   gaps. And then also to ensure that there's that

10 required set of stakeholders that are engaged in

11 that comprehensive local needs assessment and

12 looking at those gaps and those strengths and

13 weaknesses, and basically using the data to make

14 the decisions on then what are going to become

15 the priority areas that you're going to fill in

16 your local application with.

17   And so your local application is really

18 going to be based on the data decisions that you

19 make in the comprehensive local needs assessment.

20 You're going to set goals to those areas that you

21 have decided as a, you know, and get stakeholder

22 engagement kind of consensus of "These are the

23 areas we're going to focus on. Here's our

24 goals." And then what's also significantly

25 different, is "Here's the strategy that we're

1 going to use to close the gaps to reach our goal.

2 And here's the amount of money that we're going

3 to spend to each of those strategies."

4   That direct correlation of an

5 allocating funds to a strategy that is going to

6 close this gap is not what has happened in the

7 past with Perkins IV.

8   So that's kind of a really significant

9 difference in how we look at the local

10 application side of the Perkins V. So it's

11 really diving into -- in most of the gap, I mean,

12 there's a lost equity type questions to the

13 entire comprehensive local needs assessment.

14   And as I said, there's five required

15 components of the comprehensive local needs

16 assessment: The first one is the evaluation of

17 student performance, and that's getting down into

18 the subgroups and special population. There's

19 the evaluation of program quality, that really

20 dives in labor market alignment, is one of the

21 key components of that. The progress for

22 implementing a program of study, and then there's

23 the recruitment retainment of faculty and staff.

24 And then the last one is approving access to

25 equity.

1   In Ohio we have chosen, through the

2 work that we've done with our topical workgroup,

3 that we've actually, even though equity is

4 prescribed in law as the fifth component of the

5 comprehensive local assessment, we have an

6 intentional integration of equity through the

7 four components prior to.

8   So in student performance we have

9 questions that specifically equity focused from

10 that standpoint, because we feel that's a really

11 important component as we look at every one of

12 those components that are prescribed in law.

13   If you look at our guidebook, or have

14 had the opportunity to look at our Comprehensive

15 Local Needs Assessment Guidebook, all of these

16 material are on our Perkins V web page from that

17 standpoint. So if you haven't dove into these

18 things, please go to that web page, along with

19 our Perkins Plan or job plan is on that page,

20 too.

21   But one thing we got from our

22 workgroup, is they wanted an actionable step

23 process on how to complete the comprehensive

24 local needs assessment and local application.

25 And so this is kind of the seven step process

1 that was developed in the topical workgroup to

2 help you move through the process from that

3 standpoint.

4 And we -- the first is, basically we

5 think it's really important, because the local

6 recipient area can be a critique planning

7 administrative, as well as on the postsecondary.

8 They have some of them that are large enough

9 that's it's one entity, wherein other areas they

10 might have the three entities coming together to

11 form a courtship.

12 The key is that the comprehensive local

13 needs assessment needs to be a representation of

14 all of the CTE delivery within that geographical

15 area from that standpoint. So we thought it's

16 really important that there's to be a leadership

17 team that's kind of managing the processes all

18 the way through to ensure that the breath of the

19 CTE system is being analyzed, as well as ensuring

20 all of stakeholders are accurately being engaged

21 in meeting the federal law requirements.

22 And then once that leadership team is

23 formed, that they developed that stakeholder

24 engagement plan, similar to the one that we have

25 posted on our website, that we have developed

1   though the State planning process.

2   And then once you get the engagement

3   plan created, is then to be begin to start

4   gathering all the data and the materials that you

5   need to be able to really go through the

6   comprehensive local needs assessment.

7   And then step four is bringing the

8   stakeholders and engaging them. And once you do

9   that, then you start going through discuss,

10   record your findings, merge your findings, and

11   then set your priorities, and then complete the

12   local application.

13   What we have said, and as guidance

14   through some of our technical assistant calls

15   that we have with the field prior to the holiday

16   break, we said that if you brought -- local

17   recipients probably really need to be kind of up

18   through step three before the holidays. So after

19   the holiday break you can start with step four

20   and move through the last four steps before

21   May 1st, because that will be the deadline in

22   which the local application and the comprehensive

23   local needs assessment is submitted to the two

24   agencies.

25   I will share that this is not

1 necessarily going -- you won't see this in the

2 Perkins Plan, but as through part of our work

3 that we had done with the data and accountability

4 workgroup, especially on the K-12 side. One

5 thing that, as we talk about some of the data,

6 just because our concentrator population is going

7 to change drastically and we're looking at "How

8 do we provide more opportunities for students to

9 get some of the career-technical coursework in?"

10   We've heard that there's barriers

11 sometimes for that, those sophomores, in getting

12 a full-year course and those types of things.

13 And so something that will be implemented for

14 next school year, is that the VM curriculum code

15 will be provided for 10th graders. So it's

16 always been 7 through 9 in the past. We will be

17 providing it 7 through 10. However, nothing else

18 changes in terms of we're -- we are going to

19 probably look at the transportation pathway,

20 because there is no VM's for the transportation

21 pathway.

22   But in reference to the courses that we

23 have in the other pathways, we have no intent in

24 expanding those courses, because really the whole

25 idea of the VM code is exploratory, and the

1 courses we have identified up to this point are

2 those exploratory type courses.

3   And we are going to expand the hour

4 limit to 90 hours, but we will not be going to

5 120, because if they can sit in a 120 course then

6 they should be in a full-year VT course from that

7 standpoint. So that is part of kind of as we

8 work through that data and accountability, that

9 is something that came up and that is a change

10 that we wanted to share.

11   Equity initiatives. Our staff, along

12 with ODHE, I know the Department of Ed, we

13 completed seven equity labs and I know

14 postsecondary had two equity labs. Those were

15 all done right before the holiday break. We

16 engaged, I believe, almost all of the CTPD's. I

17 believe that was everyone found them very

18 valuable from that standpoint.

19   And so as we look at what we plan to do

20 in the future and as what you see in the Perkins

21 Plan that we drafted, the goal is to kind of look

22 at what equity labs 2.0 looks like. We've done

23 the pilot labs that we said we were going to do

24 in our transition plan. But then we've also

25 increased staff from a secondary staff.

1   We have one person that is really

2   focusing on coordinating all of the work with

3   equity. But then we're also looking at "How do

4   we build equity tool kits? What other resources

5   can we get districts to be able to utilize as we

6   continue to work with each other?" Because we

7   know that the equity initiative is -- it's not

8   going to be something that happens overnight and

9   we're going to have to support each other as we

10   look at "How do we move this forward?" And were

11   looking at potentially having quarterly webinars

12   and other professional development opportunities.

13   So the Perkins Plan kind of goes

14   through some of those type of things as we look

15   at "How do we continue the equity work that was

16   started in the transition plan?"

17   These are the performance indicators.

18   We are required by the law to report data on the

19   concentrators from that standpoint. And these

20   are the indicators that are required under

21   Perkins V.

22   I would say some of the most

23   significant differences between the data on

24   Perkins V and Perkins IV is, A, the concentrator

25   definition as defined in the Federal Law, where

1   under Perkins IV State defines the concentrator

2   definition.

3   So for Perkins V the concentrator is a

4   student who has completed two courses. That is

5   significantly different than what our definition

6   was under Perkins IV. We typically have about

7   35,000 concentrators on the secondary level. Our

8   simulation of data is showing that we'll have an

9   upwards of 76,000 concentrators now, which is a

10   huge jump from that standpoint. So we are still

11   working through a lot of these data pieces from

12   that standpoint.

13   Graduation rate. An extended

14   graduation rate, that is very similar to what

15   we've done in Perkins IV. And basically what we

16   have done, because the data and accountability

17   workgroups that was made up of -- especially on

18   the secondary side, was CTE stakeholders from the

19   community. They were very much about alignment.

20   And so wherever we could align to other things

21   that were happening in the educational system in

22   the State of Ohio, they wanted that.

23   So our targets with graduation are

24   aligned to be at the target from that standpoint.

25   And we feel pretty confident that our -- that's

1 the one thing in career-technical education that

2 we do extremely well, is our graduation rate from

3 that standpoint. And actually if you look at our

4 Perkins IV targets for graduation, we are a

5 little lower than what we have done under Perkins

6 IV, but we also recognize with thirty some

7 thousand more concentrators we're not quite sure,

8 we couldn't simulate graduation data, so we used

9 the -- we thought it was best to align to our

10 ESSA targets from that standpoint.

11   In terms of the academics. The

12 greatest change is that they are basically -- the

13 three disciplines are individual now, so we have

14 ELA and math and science. Science is new and

15 we've never had science in the past.

16   The other thing, too, is that we've

17 aligned to ESSA in terms of and the State report

18 cards for CTPD. We're using PI, the performance

19 index, instead of like the indicators met. And I

20 think that is a welcomed change from the field

21 from that standpoint.

22   I will tell you, these targets,

23 I -- this is where we still probably have some of

24 the most uneasiness about in terms of in the

25 feedback that we've gotten up to this point. I

1 do look for these academic targets to change and

2 then as we go through the next few weeks, from

3 that standpoint. But just giving you

4 methodology, we don't expect them to change from

5 a PI standpoint. What we expect is, is we're

6 probably going to be potentially lowering them,

7 but we're looking at that.

8   Postplacement, that is the same as what

9 it's been in Perkins V. However, we have lowered

10 our baseline to 70 percent just because of that

11 extra population. Postplacement is probably

12 going to be one of the more challenging things to

13 do, especially with some of our students that we

14 have, that we would have becoming a concentrator

15 as a freshman or a sophomore, and they might not

16 have taken career-tech in their junior and senior

17 year.

18   Nontrad is same as what it was in

19 Perkins IV. And those are the data that we have

20 and the targets we have here are baseline with

21 simulated data from that standpoint. So we were

22 able to simulate that.

23   Program quality. We have the

24 opportunity to choose between workplace learning,

25 industry credentials, and college credit. And

1   what we got in terms of the feedback over the

2   last 12 months, that was base learning, was

3   equitable to all career fields. And I'll dive

4   into a little bit more of how we are going to

5   define work-base learning and what's going to be

6   available from that after we get through the

7   postsecondary data target.

8   And then the last one is technical

9   skill attainment. And again, that's a simulated

10   data that we were able to simulate. We have

11   lowered it a little bit just because of that

12   increased population of students from that

13   standpoint.

14   And so that is the data side of things.

15   I am going to turn it over to Jeff,

16   because Jeff's going to alk to the postsecondary

17   data, which they only have three indicators.

18   **MR. GOVE:** Thank you, Leah. Wow.

19   Let's all take a deep breath.

20   Leah, excellent job. I had my track

21   shoes on trying to keep up with you. Well done.

22   I'm going to slow it down just a little bit.

23   I'm Jeff Gove, with the Ohio Department

24   of Higher Education. I'm the director of Perkins

25   reporting and compliance. I'm here on behalf of

1 Tony Landis, our Senior Director, my two

2 colleagues in the back, Theresa Bryant and Verda

3 McCoy, make up our foursome in the Department of

4 Higher Education.

5   And I want to re-enforce something that

6 Leah said early on in her introduction. She's

7 used the term "collaboration" a number of times.

8 And I think everybody in this room has had the

9 experience of using that term. And many people

10 use this term interchangeably with "coordination,

11 communication," a number of words that start with

12 "C." But for those of us who have been, you

13 know, in this effort long enough, we know that

14 collaboration is easy to say, it's also

15 relatively easy to spell. It is much more

16 difficult to actually do.

17   In my experience, having been in the

18 world of Perkins IV, as well as other federal

19 grant initiatives where the remrick of

20 collaboration is always present, including the

21 Workforce Innovation and Opportunity Act, or the

22 Every Student Succeeds Act.

23   The Department of Education, and much

24 of this is through Leah's leadership and her

25 team, also sitting in the back, is a result of

1　walking the talk of that term.

2　　　　　We have a minimum of at least two

3　meetings a week that have been going on for over

4　a year between our two agencies involving more

5　people than I've ever seen involved together over

6　the last year between the two agencies trying to

7　get this right, and not just in Columbus, Ohio.

8　But really, as Leah was describing, explicitly

9　and purposely involving people, some of

10　yourselves in this room, other of your peers

11　across the state, and different stakeholder

12　constituents to you in a very, very meaningful

13　way to get your input as to what should go in

14　print into this Plan.

15　　　　　And I have to stop and ask, how many

16　people here today have actually read the Plan,

17　who are not State staff? Once you read the Plan,

18　what Leah and are I describing will make much

19　more sense. And I would strongly encourage, as

20　Leah would, everybody to read the Plan, because I

21　just did it again recently, and, you know, I

22　think I know it all. So what can I learn that I

23　don't already know?

24　　　　　Reading the State Plan and being

25　familiar with previous State Plans lends me to

1 believe that this Plan is as well written as it

2 was intended to be. And it's as easy to

3 understand for the layperson as it should be. So

4 as you engage your stakeholders, which you will

5 or already begun to do, in "What is Perkins?"

6 and "What is Perkins V?" and "What is this all

7 about?"

8   I think you're going to find that there

9 are a wealth of information and resources on the

10 Department of Education's website and the

11 Department of Higher Education's website that you

12 can direct your stakeholders to to get a very,

13 very clear understanding of "What is Perkins?

14 What is Perkins V? What is my role? What is

15 this all about?"

16   And as he Leah said in the beginning,

17 "What is this all about?" It's what congress

18 intended it to be about. Which is to upskill

19 people of all ages, which in our case an emphasis

20 on 25 to 64 year olds, to get career-tech skills

21 and credentials of value so they can move in not

22 just jobs, but actual careers. And that's

23 something that I suspect that everybody in this

24 room is involved with in some meaningful way.

25   Perkins V gives us the opportunity to

1   all engage in that work and to elevate that work,

2   you know, to a level that in my numerous years of

3   State Government experience I haven't seen

4   before.

5   You know, workforce development is

6   really in the crosshairs nationally and in the

7   State of Ohio. And we have an opportunity to do

8   things right and to do things the right way with

9   people that can help make a difference. And

10   Perkins V is going to take us a long way in

11   getting to that point.

12   A quick tutorial about what we do in

13   relationship to the Perkins Grant. The

14   Department of Education receives the Federal

15   Perkins Grant and the Department of Higher

16   Education administers the postsecondary portion

17   of that.

18   The majority of the resources go to

19   secondary, which are appropriate. And what is

20   left for postsecondary goes to 63 institutions in

21   the State of Ohio. There are 41 career centers

22   that participate with an adult Perkins Grant,

23   including Sandusky City Schools. And then there

24   are 22 of the 23 community colleges in Ohio who

25   also receive adult Perkins funds.

1   So we've got 63 institutions that add

2   to the CTPD's that are doing the secondary

3   Perkins work. And Ohio is one of the largest

4   Perkins Grant states in the country. So that's

5   not just based upon population, that's also based

6   upon how well we use our resources and how smart

7   we are with how we do it.

8   And, again, I want to just keep being a

9   pitch person for Perkins V. I think that it's a

10 wonderful opportunity to really walk the talk of

11 career-tech education in the State of Ohio.

12   Now, our performance measures are very,

13 very similar. To the few of you who are in the

14 room representing adult Perkins, this will look

15 very familiar. In Perkins IV we had five

16 performance measures. We no longer have five.

17 We are reduced to the three. But the three, the

18 postprogram placement, that is very similar to

19 what we had in Perkins IV. That is for persons

20 who have left adult training, and two quarters

21 after they had left adult training have they

22 basically gotten a job? It doesn't have to be in

23 the field that they have been trained for, per

24 the Department of Labor, but in almost all cases

25 the adults who are trained in career-tech

1   programs are working in the field of study that

2   they have.

3   The second one is earned recognized

4   postsecondary credential. That is ongoing. That

5   is goes back to one of the Department of

6   Education and Higher Education State goals. It's

7   in the Workforce Innovation and Opportunity Act

8   State Plan. Credentials are important.

9   What is important for Ohio is, industry

10 recognized credentials is almost an endless list.

11 Almost an endless list, which is changing daily.

12 But the point being, that as employers identify

13 skill sets that are needed and need to be

14 validated by credentials, Perkins V can support

15 that kind of effort.

16   And as Leah said, the workplace is

17 going to continue to evolve. The needs of

18 employers will continue to evolve, as will the

19 need for credentials and certificates that we may

20 not even be aware of yet. Perkins V allows for

21 that flexibility.

22   And then the third one, nontraditional

23 program participation, is similar to Perkins IV,

24 and it is for students that are nontrad students

25 in nontrad training areas. And Perkins IV it was

1   nontrad enrollment, as well as nontrad

2   completion.

3   Perkins V has dropped the completion

4   aspect and is more focused on who is

5   participating. And as Leah said, equity and

6   increasing access and equity is important. And

7   one of our ongoing gaps we know in postsecondary,

8   our students increasingly being encouraged to and

9   enrolling in and completing nontraditional

10   programs of value.

11   The only other thing that is

12   structurally different between our measures for

13   Perkins V, as related to Perkins IV, we have

14   continued to identify the eligibility for

15   postsecondary Perkins in the college institutions

16   as those students who are Pell eligible, and

17   that's defined in legislation.

18   What is different for the Ohio

19   technical centers, the adult career-tech

20   programs, is in Perkins IV we allowed eligibility

21   to be any student who identified any special

22   population category, and there were seven in

23   Perkins IV. There are nine now in Perkins V.

24   What we have changed the eligibility

25   expectations for the career centers to be, is

1 that they can also be Pell eligible, Title IV

2 eligible, if it's a full-time program, and/or

3 they have to be economically disadvantaged. And

4 that has to be identified at the institutional

5 level. That is the difference, because, again,

6 if Perkins IV, they could be economically

7 disadvantage, they could also be number of other

8 special population categories and be counted for

9 Perkins reporting.

10   So what we have done, is we have taken

11 the new definitions of the three Perkins V

12 postsecondary performance measures, we have

13 looked at the last three years of data using the

14 new methodology and the new definitions, and we

15 have identified these sets of data for those

16 three performance targets.

17   Since we put these in the State Plan,

18 we have also identified different metrics that we

19 need to recalculate, which will tweak these

20 performance targets just a bit. It won't change

21 the integrity of any of three, but we've gotten

22 new and even more accurate data now than we had

23 when these were identified. And so we will run

24 those calculations. We'll certainly get those

25 back to and through the Department of Education,

1   and those will be -- if there are edits to the

2   State Plan, those will be included in those

3   edits.

4   And that's what I have.

5   Thank you, Leah.

6   **MS. AMSTUTZ:** So just to go back to

7   work-base learning from the secondary side. One

8   thing again about alignment of systems.

9   Work-base learning is one of the components of

10 looking at how a student in the State of Ohio can

11 graduate in 2023 if they choose to use the career

12 focused route of meeting some of those graduation

13 requirements. And so what we looked at is, we

14 worked with the committee that were working with

15 graduation requirements, because we wanted to

16 ensure that whatever decisions we were making in

17 regards to work-base learnings from Perkins V

18 would align to the graduation requirements for

19 the 2023 class.

20   So I can say, that if you look at any

21 of documents that have been posted up to this

22 point on work-base learning relative to the

23 graduation requirements and work-base learning

24 from a career-tech lens, and even the work that

25 we have done through Success Bound and Career

1 Connections, the definition of work-base learning

2 in any of that documentation is the exact same.

3 It is actually the definition that comes right

4 from the Federal Law from that.

5   (Microphone got turned off and came

6 back on.)

7   I think I just turned it off.

8   Okay. Sorry. So, again, the alignment

9 of that definition of what the expectation of

10 work-base learning is. So the definition is

11 what's coming right from the Perkins Law that we

12 have included in the State Draft Plan and got a

13 census from all of the State quarters that we

14 have engaged up to this point.

15   I think the key is, is that when we

16 went out and did our regional meetings over the

17 last 12 months, when we did talk about work-base

18 learning, we know that there are some barriers

19 depending on where you live, from a geographic

20 standpoint. They're also thinking that students

21 have a driver's license. Every student that

22 turns 16 gets a driver's license. That no longer

23 is the case.

24   So there's a lot of different things

25 that still are barriers and so we tried to be

1   really conscious of what we heard in those

2   regional meetings as we kind of development,

3   like, what's the framework that could be

4   acceptable for work-base learning in the State of

5   Ohio when it comes to any of the things that

6   work-base learning can be accounted for?

7   And so I think the key is, is that when

8   you look at any research about work-base learning

9   and look at what high quality work-base learning

10   is, what is really comes down to is that there's

11   an employer and an instructor involved in the

12   process.

13   There's a lot of preplanning that goes

14   into a work-base learning experience where

15   there's some type of agreement that has been

16   established between the employer, the instructor,

17   the student. Often students' parents will be

18   involved in that. That really is going to be a

19   clear, kind of a clear indication of what the

20   student is going to learn within the employment

21   opportunity. And then what does the student

22   still need to learn in the classroom and that

23   type of thing? And then also to ensure that

24   student is accurately recording those hours from

25   that standpoint. And then there's an evaluation

1 that is done at the end or throughout that

2 experience that is showing, you know, evidence of

3 a positive evaluation.

4   So if you look at kind of that frame

5 work. We have looked at what are the different

6 ways that students could get these types of

7 experiences?

8   The first box, job site placement and

9 internship. That is an articulable one that we

10 always think of. That's these opportunities of

11 the students go on site, they have, you know, an

12 employment. It can be paid. It can be unpaid.

13 And all of those bullets are basically part of

14 that experience.

15   The second one is very similar to the

16 first one, it's just our formal apprenticeship

17 and pre-apprenticeship programs. And, again, the

18 key is, and if you see the themes as you go

19 through this document, is that there's an

20 employer, an instructor involved in a preplanning

21 process.

22   That really there's an agreement put in

23 place as specifically a training agreement. The

24 students journaling the hours from that

25 standpoint. And so that's the same thing with

1   the apprenticeship, and that's there's also as an

2   ends a positive evaluation, which that is coming

3   directly from the Graduation Law from that

4   standpoint.

5   I think the last one on the top row,

6   this is where I think we have to begin to think

7   about how business and industry are employing

8   their employees. There is a lot of remote work

9   done in the business world. And so we thought

10   that that was an opportunity that we need to

11   pro -- you know, if a student could have remote

12   experience where it would be virtual placement,

13   where they were doing their work. And I think

14   this is really key for the IT fields and some of

15   those type of career fields. And this can also

16   help us with some of our geographical barriers,

17   where, you know, in some counties there's not

18   many industries and that type of thing. So the

19   student potentially could get, you know, a remote

20   placement site and work virtually from that

21   standpoint. So that counts.

22   Again, the key is, is that there's an

23   employer, an instructor, a training agreement,

24   and so on from that standpoint.

25   When you go down to the bottom. We

1 also recognize that we have students that are

2 very entrepreneur driven. They want to own their

3 own businesses. And we have a lot of students in

4 some of our career fields where they own their

5 own businesses while they're in high school.

6 Well, that's a really good experience. They're

7 learning some skills that probably a student on a

8 placement site would not be learning from the

9 management of expenses and those type of things.

10 So we didn't want to discount that opportunity.

11   And so as part of work-base learning,

12 we're saying that if the student has an

13 entrepreneurship project, what we're saying, that

14 they don't have an employer, but they should have

15 a business mentor and the instructor.

16   And, again, there's a mentoring

17 agreement put in place and the structure is kind

18 of there the same way as the job placement. The

19 different is, is in an entrepreneurship they're

20 not journalling their ours of work. They would

21 be having a business plan, a balance sheet. They

22 would be doing their expenses, income, you know,

23 their gross earnings and some of those type of

24 things that they -- so the criteria would be

25 related to "What if you owned your own business?"

1 And then, again, the mentor would be involved in

2 evaluating the student in that experience.

3   So this is an opportunity, again,

4 students could own their own business, lawn

5 mowing, a fabrication. I means, there's all

6 kinds of different opportunities from the

7 standpoint.

8   The last two come from what we've heard

9 from -- a lot of our career-tech programs are

10 able to simulate work environments within their

11 facilities. The first one is school based

12 enterprise. This is really where, for example,

13 I'm going to use like a greenhouse. Let's say a

14 program is utilizing a greenhouse. A student

15 could potentially, you know, if there's a

16 cooperative, let say, a co-op built where

17 students basically let's say own the plants and

18 the greenhouse and they work together to have a

19 plant sale and those type of things, where

20 they're involved in the ownership of maybe the

21 product that's coming forth from that standpoint.

22   We're saying that when that teacher is

23 not directly instructing those students and

24 there's a business mentor involved, it's just

25 like building an entrepreneurship project,

1 however, they're using the school facilities to

2 do that.

3   For example, when I was at Wauseon and

4 taught, we had an 80 acre school farm. We had

5 lots of students that had a cooperative

6 experience where they owned two acres, rented two

7 acres of that land. And whereas involved in

8 developing a garden or whatever and they sold a

9 product and that type of thing. So that's kind

10 of the school base enterprise component from that

11 standpoint.

12   The simulated work environment, this is

13 where we know that some of our districts have

14 culinary programs that run restaurants out of

15 their career centers. They might have animal

16 science programs that run some type of pet store

17 out of the district.

18   There might be opportunities that --

19 especially for our fire students. They are not

20 going to get a job placement in fire, because of

21 all of the restrictions with what we have in

22 fire, but they do live burns, where the local

23 fire departments come down and they'll do a live

24 burn with those students in the fire program.

25   So what we're saying is, is that when

1   the teacher is not directly instructing those

2   students in those simulated work environments and

3   the student is interacting with businesses or

4   customers, that those experiences could count as

5   part of the simulated work environment, but

6   there's that same criteria.

7   There's some type of an agreement or

8   plan in place that's showing what the student is

9   learning during those experiences, and then

10   there's some type of journaling that's happening

11   that's providing what the students are doing on

12   an hourly basis. And then there's an evaluation.

13   So, for example, if the fire department

14   is coming down to work with the fire students,

15   they're in charge of the students during that

16   live burn. So that we would ask those

17   firefighters to do an evaluation of those

18   students during that live burn and that those

19   firefighters are actually driving the -- that's

20   the customer that's being served in that type of

21   atmosphere.

22   In the restaurants I think the key is,

23   is that when the students are interacting with

24   the customers and it's an environment where

25   they're independent of the teacher may be

1   providing that direct instruction, that's the

2   type of things that would count in the school, in

3   the simulated work environment.

4   So we believe that we provided an

5   inverse set of categories to help students engage

6   in high quality work-base learning.

7   The hour requirement is aligned to the

8   graduation requirement. So for the 2023 it

9   specifically says in law that if they use that

10 career foundation on supporting pathway, that

11 they would have to have 250 hours of work-base

12 learning. So for a student concentrator in a CTE

13 program would have to have 250 work-base learning

14 for them to have -- to be pulled into the

15 calculation as meeting the work-base threshold.

16 So 250 hours is the requirement from that

17 standpoint.

18   The last piece for those of you that

19 read the Perkins, you know is the financial

20 section. I will tell you that, as Jeff talked a

21 little bit about it, there's not really a

22 significant difference in terms of how we're

23 allocating dollars. As Jeff shared, ODE is the

24 physical agent for Perkins Grant and we work very

25 collaborative with the postsecondary in terms of

1   in getting the dollars to them so they can get

2   those dollars out to their partners and that type

3   of thing.

4   But the budget is there so that you can

5   see how our grant is broken down. This past year

6   our grant was 46 million dollars, and 85 percent

7   of that goes to the field. So there is

8   dollar -- a majority of it does go to Jeff's 61

9   local recipients, right?

10   **MR. GOVE:** 63.

11   **MS. AMSTUTZ:** Oh, I missed it. 63.

12   And on the CTPD side we actually --

13 when this Perkins -- when -- for the next fiscal

14 year we'll only have 89 career-tech planning

15 districts.

16   That is the end of the presentation in

17 terms of maybe that was a deeper dive than a

18 quick review from that standpoint. There's a lot

19 of information in the Plan from standpoint.

20   At the point we do want to just

21 transition into the public hearing testimony side

22 of things. So if you want to provide public

23 testimony just raise your hand and I can give you

24 the microphone and you can provide the

25 information that you would like to share.

1   No volunteers? Anyone? This is going

2   to be really --

3   **MS. HALL:** I have one.

4   **MS. AMSTUTZ:** Make sure -- please state

5   your name and organization before you start.

6   **MS. HALL:** It's Nancy Hall, Sandusky

7   City Schools.

8   For the work-base learning hours, my

9   understanding is they can be accumulated over

10   years. What about within different pathways? I

11   have a student that starts out in the 9th grade,

12   he thinks he's on the business pathway, and by

13   the time he graduates he's landed in engineering.

14   **MS. AMSTUTZ:** So that's a good

15   question. And actually our data and

16   accountability workgroup is coming in next

17   Wednesday, because I shared a little bit earlier

18   that we're probably looking at just things on

19   targets. We're going to talk a little bit about

20   the question that you just asked.

21   We're probably looking at allowing

22   potentially all of those hours to accumulate over

23   time, to count all of them, even if that student

24   changes program of concentration through that

25   time. That's the recommendation that we're going

1 to be pushing forward, but that's not official

2 from that standpoint.

3   **MS. HITE:** Lisa Hite from State Support

4 Team.

5   So my question is about the work-base

6 learning. That 250 hours, could that be part of

7 traditional lab time or does it have to be

8 outside of school time?

9   **MS. AMSTUTZ:** So the one thing that we

10 have -- as we work through that committee, we

11 really wanted to draw a line on what high quality

12 work-base learning is. And the key to high

13 quality work-base learning, is that the teacher

14 is not providing direct instruction during that

15 time.

16   So for example, if a student is

17 participating in the restaurant that is open

18 during school time, and if the teacher in not

19 directly instructing and those students are

20 interacting with community customers, and the

21 structure has been put in place to follow that

22 simulated work environment, those hours would

23 count.

24   What would not count, is if the

25 students are in the restaurant, there's no

1   community customers coming in, and the teacher is

2   providing direct instruction. So we're really --

3   the customer interaction without teacher

4   direction is really the different leading factor

5   on the hours that can and cannot count.

6   We thought that was a -- and we

7   got -- that was -- I would say that the entire

8   data and accountability workgroup that we worked

9   with to really work through that frame work, they

10   were all -- there was a consensus they all agreed

11   that that was a good differentiation.

12   Any other?

13   **MR. SULONEN:** Brett Sulonen,

14   Cardington-Lincoln Local Schools.

15   So my district is looking to add and

16   increase our career-tech programming. So one of

17   the questions we've been talking about recently

18   was, what possibilities of additional funding are

19   coming in the future through the Perkins V Grant?

20   Because we're an extremely small district, so

21   it's one of those.

22   **MS. AMSTUTZ:** So I think that that

23   question really is probably one that doesn't

24   necessarily tie to the Plan itself. So I'm going

25   answer it to the best of my ability.

1   **MR. SULONEN:** Okay.

2   **MS. AMSTUTZ:** In terms of the Perkins

3   dollars that are allocated through the Federal

4   Grant, that goes through the career-tech planning

5   district. So if you're at Cardington, what's

6   your --

7   **MR. SULONEN:** Tri-Rivers.

8   **MS. AMSTUTZ:** So Tri-Rivers would be

9   your lead for your career-tech planning district.

10   The goal is, is to get comprehensive

11   local needs assessment. All of, especially in a

12   joint vocational school district, are joint

13   vocational schools career-tech planning district.

14   As part of the comprehensive local needs

15   assessment, that is an evaluation of the entire

16   career-technical education system within the area

17   that Tri-Rivers covers.

18   And so really all the districts that

19   feed Tri-Rivers should be involved in the

20   conversations through that comprehensive local

21   needs assessment to really look into where the

22   gaps in access, where is the gaps in programming,

23   and those type of things. And then it should be

24   a collaborative effort to the stakeholder

25   engagement process to define the priorities of

1 where those gaps are going to be closed.

2   So I think that's a process in which

3 your district can get involved in with Tri-Rivers

4 to really look at "How do we expand the

5 opportunity?"

6   Through that, there potentially could

7 be, you know, if it looks like there's a need to

8 increase programming to align for the labor

9 market data that is in that area, you know, that

10 could lead to the conversation of "How is that

11 done?" Which then could lead to the strategy

12 that might be putting programs in other places

13 than just Tri-Rivers.

14   So that's really is what the

15 comprehensive local needs assessment is kind of

16 driven to do in terms of looking holistically

17 from that standpoint. The challenge with the

18 -- I would say, is that, you know, in reference

19 to State career-technical education funding,

20 we've always, you know, for the past eight years

21 career-technical education programs, if they meet

22 all of the business rules that we have for

23 career-technical education, those programs --

24 students enrolled in the career-tech education

25 courses would generate State career-technical

1   education supplemental dollars, depending on your

2   State chair, and there's that whole equation that

3   goes into that. Which is probably a really good

4   avenue to help, you know, programming and that

5   type of thing. Because 75 percent of those

6   dollars have to be spent on the program and 25

7   can only be spend on salary.

8   However, under this current budget, the

9   State CTE supplemental funds are frozen. So if

10 you start a new program and did not have a

11 program last year, you're not going to receive

12 any State CTE supplemental funding.

13   So I would say, you know, as a

14 career-technical education, that that, you know,

15 as the education and community, that would

16 probably be something that might be important to

17 pay attention to from that standpoint as we move

18 into the future. But I would say those are a

19 couple of the opportunities.

20   **MR. SULONEN:** Okay.

21   **MS. AMSTUTZ:** Is there any other

22 questions or just want to provide testimony?

23   **MS. KERNS:** I just have a follow-up

24 question.

25   Why was the funding frozen?

1   **MS. AMSTUTZ:** So that's Christina Kerns

2   from Penta Career Center.

3   **MS. KERNS:** I'm sorry.

4   **MS. AMSTUTZ:** That is a lawmaker.

5   **MS. KERNS:** Okay.

6   **MS. AMSTUTZ:** You would have to ask the

7   general assembly on why they chose to freeze the

8   State career-technical funding in this budget.

9   Any other?

10   **MS. STARRETT:** Is it frozen for a

11   certain amount of time?

12   I'm sorry. I'm Beth Starrett from

13   Canton City School District.

14   **MS. AMSTUTZ:** It would be frozen for

15   this budget cycle. So it's this school year and

16   next school year.

17   **MS. STARRETT:** Thank you.

18   **MS. AMSTUTZ:** Yes.

19   Does anyone have any just testimony

20   that they want to provide on the Plan?

21   Well, that is all we have for this

22   morning. As I said -- oh, Frits.

23   **MR. RIZOR:** Just a comment. I don't

24   know if you've mentioned it or not, but they can

25   still provide public comments up until Friday via

1 the link on the website.

2   **MS. AMSTUTZ:** Yes. That was Frits

3 Rizor from the Department of Education.

4   Just to reiterate what he said. If you

5 go to our Perkins V web page, the top of it,

6 there's a box, that's where you can access our

7 job plan. There's also a link that we do have an

8 online survey. And that will be open. We left

9 it intentionally open for a few days after our

10 last public hearing from that standpoint. So if

11 you want to go in and give written survey

12 feedback, you have that option until the close of

13 business on Friday.

14   Well, that's all we had. So we will be

15 here for a little while. So if you have

16 questions that you want to ask or have on any of

17 Perkins V or anything other than Perkins V that's

18 CTE related, or industry credential related,

19 we'll be here so we can answer those from that

20 standpoint.

21   Again, thank you for taking the time to

22 come this morning to participate in this Public

23 Hearing. And we will -- the goal is, is that

24 probably by the end of February that the Plan

25 will be hopefully final and will be submitted,

1   along with the WIOA Plan through the Job and

2   Family Services and the Office of Workforce

3   Transformation. Basically March 1st is what our

4   target date is from that standpoint.

5   THEREUPON, the meeting concluded at 11:15 a.m

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1                    CERTIFICATE

2    STATE OF OHIO    )
                      )  ss.
3    COUNTY OF OTTAWA )

4
        I, Lori L. Delhees, Stenotype Reporter and
5    Notary Public within and for the State aforesaid,
     duly commissioned and qualified, do hereby
6    certify that the foregoing, consisting of 53
     pages, is a true and complete transcript as taken
7    by me in stenotype and later transcribed under my
     direction of the proceedings conducted of the 8th
8    day of January, 2020.  I do further certify that
     I was personally present in the room during all
9    of the proceedings.

10
        IN WITNESS WHEREOF, I have hereunto set my hand
11   and seal of office at Sandusky, Ohio this
     day of                       , 2022.
12

13

14
                        HUNTLEY REPORTING SERVICE
15                      Lori L. Delhees
                        Notary Public
16                      P. O. Box 1067
                        Sandusky, Ohio  44870
17
                    My commission expires 11/24/2022
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