Data & Accountability External Stakeholder Workgroup

Thursday, September 5, 2019 | 9AM-12PM | Delaware Area Career Center

- Ms. Shelby Robertson, Facilitator, Ohio Department of Education
- Dr. Chris Woolard, Facilitator, Ohio Department of Education
- Ms. Aly DeAngelo, Facilitator, Ohio Department of Education
- Ms. Leah Amstutz, Ohio Department of Education
- Mr. Brian Bachtel, Six District Compact
- Ms. Brooke Click, Penta Career Center
- Ms. Tracy Dendinger, Ohio Department of Education
- Ms. Mary Beth Freeman, Delaware Area Career Center
- Ms. Krista Gearhart, Canton Local
- Mr. Robert Kornack, Ohio Department of Education
- Mr. Ron Matter, Penta Career Center
- Ms. Cheryl Mellen, Delaware Area Career Center
- Ms. Tamyra Plotts, Ohio Department of Education
- Ms. Amy Pogacsnik, Medina County Career Center
- Mr. Frits Rizor, Ohio Department of Education
- Ms. Marcy Roll, Upper Valley Career Center
- Mr. Matt Winkle, Ohio Department of Education
- Mr. Graham Wood, Ohio Department of Education

Dr. Chris Woolard welcomed everyone to the meeting and thanked Delaware Area Career Center for hosting. Dr. Woolard reminded workgroup members that this is the second meeting of this group, and that the previous meeting was a time to voice concerns, questions and ideas. He noted the purpose of today's meeting is to discuss information taken from the previous meeting, to put the language into the Perkins document, and to discuss the implementation aspects. The workgroup will review the Career-Technical Education delivery definitions as they relate to the Perkins Plan. The workgroup will review decision points and discuss.

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Ms. Leah Amstutz thanked Ms. Mary Beth Freeman for hosting the meeting. The first item for review is the Career-Technical Education Delivery System. All students in grades seven through 12 must have access to career-technical education. A career-technical planning district must have at least 12 programs in eight different career fields and middle school. These districts are made up of three core structures: comprehensive districts, contract/compact districts, and joint vocational school districts. Ms. Amstutz shared the delivery system showing complete geographic area and service area.

Ms. Amstutz explained the term Program of Study, which is documented using the CTE-26 form. Programs of Study must have:
- At least four courses;
- Industry identified career-technical education content standards for the course;
- A transition plan to postsecondary education;
- An integration of an academic course;
- Work-based learning opportunities; and
- Demonstration of skill attainment.

Ms. Amstutz provided examples of programs of study. She noted that programs of study must be continuous in grades seven through 12. District-offered approved programs of study must all be the same across the entire district. Ms. Amstutz explained that the Office of Career-Technical Education is recommending amending business rules to allow VM courses (Career-Technical Education courses typically reserved for grades 7-9) to be offered through the grade 10 and that students in VM are not counted as concentrators.

Mr. Brian Bachtel noted that he would like to see components defined to help with the report card. Dr. Woolard advised that Perkins makes the definition of concentrator clear. He noted that the workgroup must determine what the courses are and what students will count as concentrators, and then provide data for report card. As the workgroup doesn't have all the data yet, these details cannot be finalized. Ms. Shelby Robertson advised that as far as work-based learning, no data is available yet, so Perkins will align to the report card. Ms. Amstutz advised the Department must have an approved course of study on file. Concentrators will typically be counted for the last district the student attended, though there will be some differences.

Dr. Woolard advised the workgroup to describe career-technical education programs for four and five year graduation cohorts: program of study, course, concentrator, participant, reporting. The five-year graduation cohort will include technical skill attainment. The amended VM will take place in 2021. Ms. Amstutz advised the VM courses will probably be 90 hour courses. Dr. Woolard advised that the workgroup will make the transition as smooth as possible and clear, but it will take time to work through it. He further advised that current business rules will still apply in reporting. A workgroup member asked about the definition of participant as it pertains to credits. Ms. Amstutz stated that she will work with Ms. Kelsey Stephens to provide clearer guidance and federal reporting. Workgroup members discussed

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the definition of concentrator as it pertains to districts that would identify program concentration.

The workgroup then discussed report card measures and four-year student graduation rate. Mr. Ron Matter spoke of special needs students or those on individualized education plans who are eligible to be enrolled until they are age 22. Mr. Matter would like to know if there is allowance for those students. Dr. Woolard advised they have had multiple conversations with the United States Department of Education regarding this topic, and that these students are not considered dropouts. Dr. Woolard noted that there is not a significant number of students in the state who fall into this category, and that the number is less than one percent. Mr. Bachtel asked if there was a way to "tease out" these students as potential non-four-year graduates, but showing these students have access and equity. Dr. Woolard advised the challenge is there are so few of these students.

The workgroup agreed to spend additional time discussing five-year student graduation rates, as allowed by the Every Student Succeeds Act. The Department will see if there are any concerns or pushback, as this could be a civil rights issue.

The workgroup then discussed that per Perkins V, academic attainment must be aligned to the Every Student Succeeds Act. This impacts the career-technical education budget bill and refers to English language arts, mathematics and science. For math, Algebra I is primary for high school graduation. The Department is getting rid of the geometry test requirement for graduation. Students in grades three through eight take algebra, but it creates an issue in middle school. Mr. Matter asked what percent of districts use integrated math. Dr. Woolard responded that he thought perhaps 10 percent. The federal prospective is to use the same test – algebra and geometry combined, which would equal integrated math.

The workgroup discussed that for assessments for the report card, they will still use the business rule that concentrator counts for end of year. The assessments will pertain to the status when you take the program. A student is still considered a concentrator even if he or she is no longer taking a career technical education course. Ms. Amstutz will check with Ms. Stephens and other internal staff. English language arts I will be eliminated for the class of 2023. The class of 2022 and before will still need this requirement. Ms. Amstutz noted that the Department is currently working on guidance for this change.

Workgroup members inquired if students in AmeriCorps or the Peace Corps would be on the survey. The Department said it will not be on the survey in March, as that still pertains to Perkins IV requirements, but they will be on the next survey.

Workgroup members then asked about non-traditional concentration. They wanted to know if non-traditional concentrators are based on federal guidelines or state guidelines. The information was updated for the fiscal year 2021 program matrix on the Ohio Department of

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Education website, which was not dictated by the federal government. A communication will need to go out regarding this updated table.

Mr. Matter asked if the changes are the best practices in Ohio and will there be assistance by the local level. Ms. Amstutz responded yes, and the discussion will be continuing for the next three to four years to provide best practices beyond Perkins V with emphasis on equity.

Mr. Matt Winkle then spoke on work-based learning pathway options. There are six buckets/options:
- Remove/Virtual;
- Entrepreneurship;
- School Based Enterprise;
- Simulated Work Environment;
- Job Site Placement; and
- Pre-Apprenticeship.

Mr. Matter asked how to count lab time with a mentor or advisory committee. Ms. Amstutz advised the design is based on the last meeting. Ms. Amstutz noted schools can count hours when the teacher is not providing instruction. This will give real world experiences with industry partners and simulated environment. As far as graduation requirements, this has the same definition in Perkins. The workgroup is waiting for some feedback as to the 250 hours aligning to graduation requirements. The workgroup is proposing starting in grade nine to get the hours. Students can use several of these categories to earn 250 cumulative hours.

Mr. Matter asked about students on individualized education plans and those with no transportation to get work experience. Ms. Amstutz advised there have been conversations regarding barriers to some choices. The Department is trying to give choices for options that are equitable to all students in all pathways. The United States Department of Education will use the same graduation requirements.

The Department will seek more guidance/clarification as to business mentors, school enterprise and simulations. Under School Based Enterprise, business hours of operation must take place outside of student instructional time for the career-technical education program and should not be included as instructional hours and/or lab hours. The workgroup wants students to interact with customers. The workgroup will need an agreement set with a business mentor.

Dr. Woolard advised the workgroup to identify work-based learning opportunities to show data/goals with new data points. The workgroup will re-visit where the data outlook goes once it is collected and provide a clearer message to demonstrate all. As far as the Perkins perspective, at least one of these can be used for dual enrollment and credentials as indicators. You need at least one but could do more than one.   Students count in all indicators; all concentrators count in indicators. There will be 250 hours on the career-technical education report card, or whatever number the Department comes up with.

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The workgroup then discussed options. Technical skill attainment is an option but is used on the report card. There are measures that must be met. Program quality in the transition plan aligns to technical skill attainment. This should potentially be included. Participation is pulled into the calculations, but not shown in federal calculations. The workgroup will still use average point totals.

Dr. Woolard advised that based on the draft the workgroup has reviewed today, the next steps will be to have a state-drafted response for inclusion in the new federal template. The workgroup will need to base this draft on items outlined in the Every Student Succeeds Act and must include new items such as work-based learning. The Department will draft language to give back to the workgroup. With the guidance and questions from today, Dr. Woolard would like to have a narrative form and early baseline data created. He will send out a formal summary to the workgroup. Mr. Matter would like to have graduation pathway with work-based learning. Ms. Amstutz advised this will come out soon.

The next workgroup meeting is tentatively scheduled for September 25, 2019 from 9:00 am to Noon at the Ohio Department of Education. The Department will run simulations with performance target settings prior to the meeting. The Department is waiting for the report card to be released and will have statewide targets established. The workgroup wants to make sure everything is ready for Education Management Information System (EMIS) transition. For work-based learning, the workgroup needs to work on EMIS codes. Some pieces from work group have already been added; some will transition to new codes.

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