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## High-Quality Program of Study Stakeholder Workgroup

Wednesday, July 31, 2019 | 1PM-3PM | Ohio ACTE Connections to Education Conference

- Graham Wood, *Facilitator*, Ohio Department of Education
- Jerome Brockway, ATECH
- Loleta Collins, Edison State Community College
- Kyle Copley, Scioto County Career Center
- Ryan Curtis, Ohio Department of Education
- Shane DeGarmo, Ohio Department of Higher Education
- Carrie Fife, Pickaway Ross Career Center
- Marcy Green, Cuyahoga Valley Career Center
- Danielle Kauser, Ohio Department of Higher Education
- Robert Kornack, Ohio Department of Education
- Anthony Landis, Ohio Department of Higher Education
- Verda McCoy, Ohio Department of Higher Education
- Michelle Patrick, Springfield Clark CTC
- Sonya Pluck, Madison Local Schools
- Frits Rizor, Ohio Department of Education
- Julia Sanford, Sylvania City Schools
- Nikki Wearly, Ohio Department of Higher Education
- Roger Wright, Four Cities Compact

The High Quality Programs of Study Workgroup met at the Ohio ACTE conference to review the definition of the term “program of study” and identify gaps and misalignments within the definition. The term of “program of study” is defined in the Perkins V law.

Definition of “Program of Study”:

Workgroup members determined that Ohio’s Career Pathways largely aligned with the definition in Perkins V, with the following exceptions:

- Section C: *“aligned with the needs of industries in the economy of the State, region, Tribal community, or local area.”* Workgroup members determined that this facet needed additional supporting documentation on the CTE-26 application.
- Section E: *“has multiple entry and exit points that incorporate credentialing.”* The workgroup noted that the current CTE-26 application does not explicitly identify adult education or Ohio Technical Center opportunities for students to enter or exit the pathway. Credentials are instead



limited to 2-year and 4-year degree program, with no entry and exit points for certificate programs and industry certifications.

- Section F: *“culminates in the attainment of a recognized postsecondary credential.”* Workgroup members again noted that this section of the definition required the program of study to identify transitions within the pathway. To remedy this problem, because post-secondary programs may not have a secondary program aligned locally in order to identify earlier entry points into the pathway, workgroup members expressed a desire for publicly available resources for post-secondary institutions identifying the pathways being offered at each secondary institution by region.
- Additionally, it was pointed out that many standards were created prior to the creation of the industry credential list, so many competencies and courses do not align with attainment of a credential. There is particularly a broad scope of academic courses that make the course stand alone, compared to a very direct route to receiving a specific credential. Even so, another issue arises in that some instructors may not feel that the aligned credential has industry value, which would dissuade them from encouraging their students to pursue the credential.

#### Quality Program Standards:

- Workgroup members expressed a desire to see pathways broken down to the teacher level in the Quality Program Review for more accurate identification of issues and gaps in the classroom.

#### Misalignment:

- The level of education identified in the Labor Market Information (LMI) data has inconsistencies that need addressed.
- There is no post-secondary alignment for Cosmetology/Human Services.
- Career-Technical Assurance Guide (CTAGs) do not exist for the core business courses: Accounting, Marketing, and Finance.
- Workgroup members suggested that there be entry point courses for grades 9 and 10 where semester courses may be offered as exploratory courses. If these “exploratory courses,” are included, it would exclude those student from becoming “concentrators” under the new definition in Perkins V until reaching grade 10.

#### Labor Market Information for In-Demand Jobs:

- Statewide data shows that 14 of 16 career fields have large numbers of in-demand jobs. However, major outliers include Arts and Communication and Human Services, which are underrepresented by the definition of “in demand jobs” as it relates to the state data. The number of annual openings and/or the median wage are limiting factors for these career fields.
- Statewide LMI data is great to have as a starting point; however, Career-Technical Planning Districts (CTPD) need flexibility and a set of criteria on collecting evidence indicating local demand. Thus, CTPDs will require more information on the state’s definition of an “in-demand job” to better understand LMI data.
- Workgroup members expressed a concern that programs not aligned with an in-demand job and without post-secondary placement would not be funded in the coming years. In future conversations and discussions, the Department and its stakeholders will have to determine how to justify programs that do not conform to the revised rules and definitions.



- Statewide LMI data shows that the need to explore additional pathways in Logistics, Biomedical Manufacturing, Social Services, Mental Health and in other emerging businesses and industries. Additionally, the data does not account for all types of business, most evidently entrepreneurship. Workgroup members expressed a desire to see such data including these pathways to better serve their student populations.

#### In-Demand Jobs Pathway Alignment Spreadsheet and Pathway Roadmaps:

- The workgroup felt that the “Roadmap” examples were confusing in their alignments and inconsistent along the pathways pertaining to entry/exit points. Many pathways did not align, especially those in the Health professions. While many pathways are in-demand, they do not align with existing pathways or courses. This was also true for the Construction Welding courses in the Construction pathway.
- Workgroup members expressed a desire to see a mechanism that might allow a course, when applicable, to be eligible for use in a different pathway from which it is listed. Such mechanisms might include Entrepreneurship courses within the Cosmetology/Human Services pathway.

The next meeting is scheduled for August 29, 2019. Workgroups members will discuss ideas for demonstrating and proving local demand, and additionally clarify the definitions surrounding “in-demand jobs.” Better definitions and clarifications on the pathway documents will also be presented for further review.

