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Perkins V institutes several major changes to career-technical education. As the eligible state agency under Perkins V, the Ohio Department of Education is responsible for leading state plan development. A key tenant of Perkins V requires engaging stakeholders wherever possible to assist in developing Ohio's four-year state plan. Topics for review include data and accountability, local needs assessments and applications, high quality programs of study, and equity.

High Quality Programs of Study Stakeholder Engagement Input

Thursday, June 27, 2019 | 1PM-4PM | Ohio Department of Education, Conference Room 102

- Graham Wood, Ohio Department of Education
- Leah Amstutz, Ohio Department of Education
- Ryan Curtis, Ohio Department of Education
- Fritz Rizer, Ohio Department of Education
- Brett Visger, Ohio Department of Higher Education
- Tony Landis, Ohio Department of Higher Education
- Roger Wright, Four Cities Compact
- Michelle Patrick, Springfield Clark Career Technology Center
- Jerome Brockway, Ashtabula County Technical and Career Campus
- Kyle Copley, Scioto County Career Technical Center
- Lada Gibson-Shreve, Stark State Community College
- Loleta Collins, Edison State Community College
- Sonja Pluck, Madison Local Schools

This meeting participants reviewed the High Quality Programs of Study outlined in Perkins V and discussed concerns relevant to the committee members. Two groups of discussions with secondary and post-secondary members took place, as definitions varied between the two groups. Additionally, secondary stakeholders provided feedback and suggested revisions on current Program of Study Rubrics. Several general themes emerged from the discussion and engagement with stakeholders.

Program Performance:

- Members of the stakeholder group felt that the Programs of Study Rubrics provided by the Department were helpful and effective in measuring continuous improvement of successful programs. However, they noted that some elements of the Program Rubrics were more aligned with administrators and not within teachers' control.
- Workgroup members suggested implementing teacher effectiveness within program standards, in order to ensure high quality teaching within Career-Technical Education (CTE).

Continuous Improvement:

- In order to evaluate program quality within their districts, workgroup members shared that they dug into data beyond the standard metric value data, and studied funding, supply budgets, and enrollment.
- Administrators found performing cost-benefit analysis on students graduating discerned value effectively within their Career-Technical Planning Districts (CTPDs). Regional jobs were shown to be valued over state-wide needs, and programs that weren't cost effective were eliminated.
- Workgroup members shared that they would like to be able to track student growth over time in quality programs. It was suggested that Human Resources and Data Resources team members could effectively work together in order to especially track subpopulation growth, but stakeholders were unsure of how these elements were measured at the federal level.

Equity:

- Workgroup members shared that the Programs of Study were missing indicators for how to track subgroups within populations. There is a request for standards surrounding supports for data and resources as it pertains to special populations, as Perkins V was very explicit about a focus on data and equity.
- Especially with the Needs Assessment, there needs to be a reevaluation of how CTPDs continue to help subpopulations with issues such as culturally responsible classrooms, as standards currently don't reflect these pieces.
- There is currently no strand for equitable outcomes. With equity being a large part of the Perkins V legislation, it is vital that Ohio continues to strive for programs that are doing well and assist them in doing even better. It also may be beneficial to have equity interwoven throughout the standards, so that equity is always included in High Quality Programs of Study.

Academic Coursework:

- Workgroup members felt that a tool in order to show alignment of CTE standards to academic standards would be beneficial to ensuring High Quality Programs of Study. The Office of CTE is currently in the process of creating such a tool, and administrators can expect to have use of the tool in December.

Work-based Learning:

- Workgroup members expressed a concern that outside work-based learning did not have ensured location and safety measures. They expressed that work-based learning was essential to hands-on learning within Career-Technical Education, and that its importance should be stressed in creating High Quality Programs of Study.

Accreditation in Higher Education:

- The criteria for each accreditor are different and the cycle of review varies between accreditors. Program reviews are not uniform between institutional policy and procedures; however, most share similar elements. These are the guard rails of quality throughout 3-5-year peer review cycles. As such, there is a need from Perkins V for specific, measurable points to annually determine program quality and its review.
- Ohio Technical Centers (OTCs) are reviewed at the institutional and program level annually, which is the most stringent parameter. The Higher Learning Commission (HLC) puts an emphasis on the credentials of the instructor to maintain accreditation. There was a suggestion that HLC accreditation should become the key parameter, and only if an institution fails to maintain accreditation, other parameters would go under further review.
- Secondary to OTC transition alignment should be encouraged in order to strengthen the pathway.
- How can we encourage secondary to OTC transition alignment to strengthen the pathway?

The next meeting on July 31st will provide a document detailing the Department's revision of the Quality Programs of Study based on previous stakeholder feedback. These revised standards will be presented to members of the stakeholder workgroup for response and feedback for further review.