

# Quality Program Review Guidebook



**Office of Career-Technical Education**  
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**Department of  
Education &  
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# Overview

Ohio legislation requires the Ohio Department of Education & Workforce and the lead district of each secondary Career-Technical Planning District to conduct an annual review of each career-technical education program within the planning district.

The intent of the Career-Technical Education Quality Program Review is to maximize the use of resources and continuously improve career-technical education. The Career-Technical Education Program Review is a one- to five-year process. The district conducts a self-review and creates and implements improvement strategies for areas identified as noncompliant. This work is completed in collaboration with the Career-Technical Planning District and the Ohio Department of Education.

## Quality Program Review

The Career-Technical Education [Quality Program Standards](#) offer Ohio an opportunity to drive local program improvement with a common vision. The tool employs standards, indicators and criteria for an understanding of what is specifically needed for a pathway to reach exemplary levels. The benefits of this concept will be far-reaching, as students will be better prepared for careers and connections to post-secondary education. Moreover, this instrument is aligned with the work of the Office of Career-Technical Education and Ohio's 16 career fields.

The Quality Program Standards can be employed in any career-technical pathway, regardless of size or program delivery model. The Office of Career-Technical Education believes that the versatility of this document will lend itself to continuous program improvement for years to come.

These standards are the foundation of the Quality Program Review and are imbedded in the self-assessment survey process. Understanding these standards and using best practices in program application is important to student success.

## Definitions

This section covers key terms in Perkins V legislation and Ohio's career-technical education accountability system. The definitions include information, guidance and business rules not found in the Education Management Information System (EMIS) Manual.

## Program of Study

The term "program of study" refers to a coordinated, nonduplicative series of courses spanning secondary and postsecondary levels with multiple entry and exit points that culminate in a diploma, credential and/or degree. All programs of study must:

- Include at least four courses within the career field pathway;
- Include all aspects of the industry-identified career-technical content standards for the chosen courses;
- Include the opportunity for students to earn postsecondary credit in the technical area;
- Include the opportunity for students to earn relevant credentials of value as appropriate for the technical area;
- Integrate academic content as appropriate for the course;
- Integrate career and technical student organizations;
- Integrate work-based experiences; and
- Assess the attainment of technical skills within the program using the appropriate technical assessments, as identified in the program and assessment matrix.

## Participants

The term “Career-Technical Education Participant” means an individual who completes not fewer than one course in an approved career-technical education pathway or program of study of an eligible recipient.

## Concentrator

Perkins V defines “Career-Technical Education Concentrator” as follows: “at the secondary school level, a student served by an eligible recipient who has completed at least two courses in a single approved career-technical education pathway or program of study.” In Perkins IV, states were allowed to define “Career-Technical Education Concentrator” through the state plan development process. For examples of determining concentrator status please refer to the [Concentrator Reporting Examples Matrix](#).

## Course Completion

To consider a student as having completed a course, the student must have been enrolled for at least 90 percent of the scheduled hours and/or earned full or partial credit in a state-approved career-technical education workforce development course (curriculum element VT, VP, VN [JTC], PS), including job training coordination programs.

Awarding full or partial credit is a local decision. The local district credit policy must reflect what is happening in the local program.

**When calculating the percentage of scheduled hours, keep in mind this is based on student enrollment in the course, not student attendance. Please see the following examples:**

Student A was enrolled in a course scheduled for 60 minutes a day for 180 days. During that time, Student A was absent 21 days while enrolled for the entire school year. Student A failed the course and was not awarded any credit. ***This student met the completion definition because they were enrolled for at least 90 percent of the scheduled course hours.***

Student B was enrolled in a course scheduled for 60 minutes a day for 180 days. During that time, Student B was absent one day, but moved to a different district at the beginning of March and was therefore only enrolled for 120 of the 180 days. Student B was not awarded any credit. ***This student did not meet the completion definition because they were not enrolled for at least 90 percent of the scheduled course hours, and they did not earn full or partial credit.***

Student C was enrolled in a course scheduled for 60 minutes a day for 180 days. During that time, Student C was absent 18 days, but moved to a different district two weeks before the end of the school year and was therefore only enrolled for 170 of the 180 days. Student C was awarded full credit for the course. ***This student met the completion definition because they were enrolled for at least 90 percent of the scheduled course hours, and they earned credit.***

Student D was enrolled in a course scheduled for 60 minutes a day for 180 days. During that time, Student D dropped the class after the first semester and was therefore only enrolled for 90 of the 180 days. Student D was awarded partial credit. ***This student met the completion definition because they were awarded partial credit.***

## Career-Technical Education Course

Funded VT, VP, VN (JTC) and PS curriculum-coded courses that can be counted toward completion of a workforce development pathway:

- Excludes FCS and CBI;
- Includes Job Training Coordination Programs (M3 pathway);
- Utilize course filters to identify a course at a minimum of 120 hours;
- Two 60-hour courses are equivalent to one course;
- Course completion counts across districts and years;
- Can be delivered to students in grades 7-12; and
- Do not include VM curriculum code courses.

## Career-Technical Education Exploratory Course (VM)

VM courses are introductory-level courses linked to business, industry and labor that enable seamless pathways from middle school to college and careers. Career-technical education exploratory courses may be offered for any pathway with an approved CTE-26 on file for students in grades 7-10. VM courses do not count toward a student's concentrator status, and students in VM courses are not subject to career-technical education technical assessments. Therefore, **VM courses do not affect compliance in the Quality Program Review.**

# Education Program Specialist

All Career-Technical Planning Districts (CPTDs), lead districts and associate schools are assigned an Education Program Specialist (EPS) to serve as their primary point of contact and support for implementing high-quality career-technical education pathways.

One of the primary functions of support provided by the EPS is assistance in understanding and completing continuous improvement activities related to the QPR. The assigned EPS will work with the district team to determine an appropriate schedule for ongoing technical assistance. This will vary greatly depending on the size of the district, the number of non-compliant pathways, the familiarity of the team with the QPR process, etc.

The timeline below describes the process of the QPR, and the technical assistance support required of the EPS:

## Horizon & Timeline

### Year 1-3 (Intensive Supports)

November 4 <sup>th</sup>	Nov4 <sup>th</sup> - Dec 15 <sup>th</sup>	January 6 <sup>th</sup> - 31 <sup>st</sup>	Feb 1 <sup>st</sup> - March 14 <sup>th</sup>
Data Release	EPS and CTPD/District Initial Meeting	In-Person Workshops (4)	Follow-up Meeting EPS and CTPD/District
Notification Email	Survey Completed/Updated by pathway	Action Plan Development	Action Plan Approval
EPS & CTPD Contact	Action Plan Development	EPS and CTPD/District ongoing technical Assistance	

Year 4 - Same steps as years 1-3, but QPR team and other appropriate staff will conduct on-site review/workshop.

Year 5 - Same steps as years 1-3 and 4, but appropriate staff will review next steps with CTPD.

# Measure and Cohorts

## **Technical Skill Attainment**

Technical Skill Attainment measures the percentage of CTE Concentrators in the reporting year who participated in and received a cumulative score of proficient or higher on the technical assessments aligned to their pathway. If less than 90% of the concentrators take a required technical assessment (participate), the pathway receives a demotion for the Technical Skill Attainment measure.

## **Work-based Learning**

Work-based Learning measures the percentage of career-technical education concentrators who were graduates in the graduation cohort and participated in a minimum of 250 hours of work-based learning.

## **Post-Program Placement**

Post-Program Placement measures the percentage of status known CTE Concentrators who left Secondary Education the previous year and were enrolled in postsecondary education or advanced training, in military service, a service program, an apprenticeship or employed. If the status known is less than 85%, the pathway receives a demotion for this measure. If the status known is 95% or more, the pathway receives a promotion for the Post-Program Placement measure.

**For specific details on each component and calculation, please reference the [Career Technical Planning District \(CTPD\) Report Card Technical Documentation](#).**

Below is a table showing the Quality Program Review performance indicator components, thresholds and student groups represented in each data set.

Measure	Performance Levels and Component				
	QPR 2023 Data	QPR 2024 Data	QPR 2025 Data	QPR 2026 Data	QPR 2027 Data
Technical Skill Attainment 70%					
	2022-23 Concentrator	2023-24 Concentrator	2024-25 Concentrator	2025-26 Concentrator	2026-27 Concentrator
Work-Based Learning 15% <i>Hold Harmless through QPR 2024 Data</i>					
	2022 Graduation Cohort Graduates	2023 Graduation Cohort Graduates	2024 Graduation Cohort Graduates	2025 Graduation Cohort Graduates	2026 Graduation Cohort Graduates
Post-Program Placement 84%					
	Concentrators who left Secondary Education Academic Year 2021-22	Concentrators who left Secondary Education Academic Year 2022-23	Concentrators who left Secondary Education Academic Year 2023-24	Concentrators who left Secondary Education Academic Year 2024-25	Concentrators who left Secondary Education Academic Year 2025-26

## Survey & Action Plans

Each non-compliant pathway will be required to complete a self-assessment survey, based on [Ohio's Quality Program Standards for Career-Technical Education Programs](#), and develop an action plan identifying steps for completing continuous improvement activities as a team to improve the non-compliant indicator. It is important to complete the survey, root cause analysis and action plan as a team.



Beginning this year, non-compliant pathways will be required to submit one Action Plan for **each** non-compliant performance measure. Action Plans will no longer require approval from the assigned EPS; instead, the District Superintendent will approve the submitted Action Plans by March 14, 2025.

If the pathway is in **Year 2 or Year 3** of non-compliance:

- Teams do not need to create additional Action Plans, unless the pathway is non-compliant in an **additional** performance measure in the current year, **or**
- If there was only one Action Plan written in Year 1, but the pathway was and remains non-compliant in more than one performance measure, the team will need to develop and submit an **additional** Action Plan for whichever measure(s) were unaddressed previously.
- If no additional Action Plans are needed, the team will review and update the existing Action Plan with support from the EPS.

Team members for Quality Program Review continuous improvement planning and implementation will vary based on identified root causes and identified strategies. At a minimum, the team should include a building administrator and the pathway instructor(s). Other possible team members may include EMIS coordinators, instructional support staff, district superintendent, or CTPD lead district representatives.

## Resources

[CTE Quality Program Review Homepage](#)

[CTE Planning, Funding and Accountability Homepage](#)

[CTE Data & Accountability Homepage](#)

[CTE Standards, Assessments and Licensure Homepage](#)

[Career Technical Planning District \(CTPD\) Report Card Technical Documentation](#)