

Administrator & Treasurer Workshop



Office of Career-Technical Education & Ohio Department of Higher Education
December 9, 2022

Topics

Introduction
Welcome Remarks

Think-Pair-Share
Grants Management & Procurement

Ed STEPS Perkins Plan Requirements
Perkins Monitoring & Risk Assessment

Career-Technical Education Funding
EMIS Updates

Summary & Evaluations
Adjournment

Welcome Remarks

Shell Nichols, Career-Technical Education Associate Director

- State Updates
 - FY22 Unspent funds reallocation with FY24 original allocation
 - Career-Technical Education Allowable Costs

Think-Pair-Share



Josh Coleman · December 9, 2022

When it comes to Perkins funding, what has been the greatest need on your campus(es) and how has Perkins funding assisted with that need?

Think

- 30 secs – 1 min
- Brainstorm on your own

Pair

- 2-4 minutes
- Partner up and discuss what you brainstormed

Share

- 5 minutes
- Share out with the rest of the group what you discussed

What has gone well with the Perkins Process on your campus this year?

Think

- 30 secs – 1 min
- Brainstorm on your own

Pair

- 2-4 minutes
- Partner up and discuss what you brainstormed

Share

- 5 minutes
- Share out with the rest of the group what you discussed



Parking Lot Questions

Write down questions throughout the Workshop

Post questions in the appropriate category

Perkins Planning and Funding Overview



Jonathan Beard, Assistant Director

Objectives

1. Understand the Perkins Needs Assessment-to-Funding Workflow
2. Understand the relationship between Needs Assessment and planning/funding systems
3. Understand “Required Uses of Funds” as ED STEPS Perkins strategies
4. Understand the ED STEPS Perkins Plan/Local Application approval process

Agenda

(30 minutes)

Perkins Planning Horizon

Review of the Planning and Funding Applications

Required Uses of Funds:
Coordination between planning and funding

The Treasurer's Role in ED STEPS Approval

Perkins Planning Horizons

State Plan: July 1, 2020 – June 30, 2024

CLNA: FY21 & FY22 (July 2020-June 2022)

CLNA: FY23 & FY24 (July 2022-June 2024)

Local Application/Perkins Plan: July 1, 2000 – June 30, 2024

Annual Funding Applications (May/June)

FY21

FY22

FY23

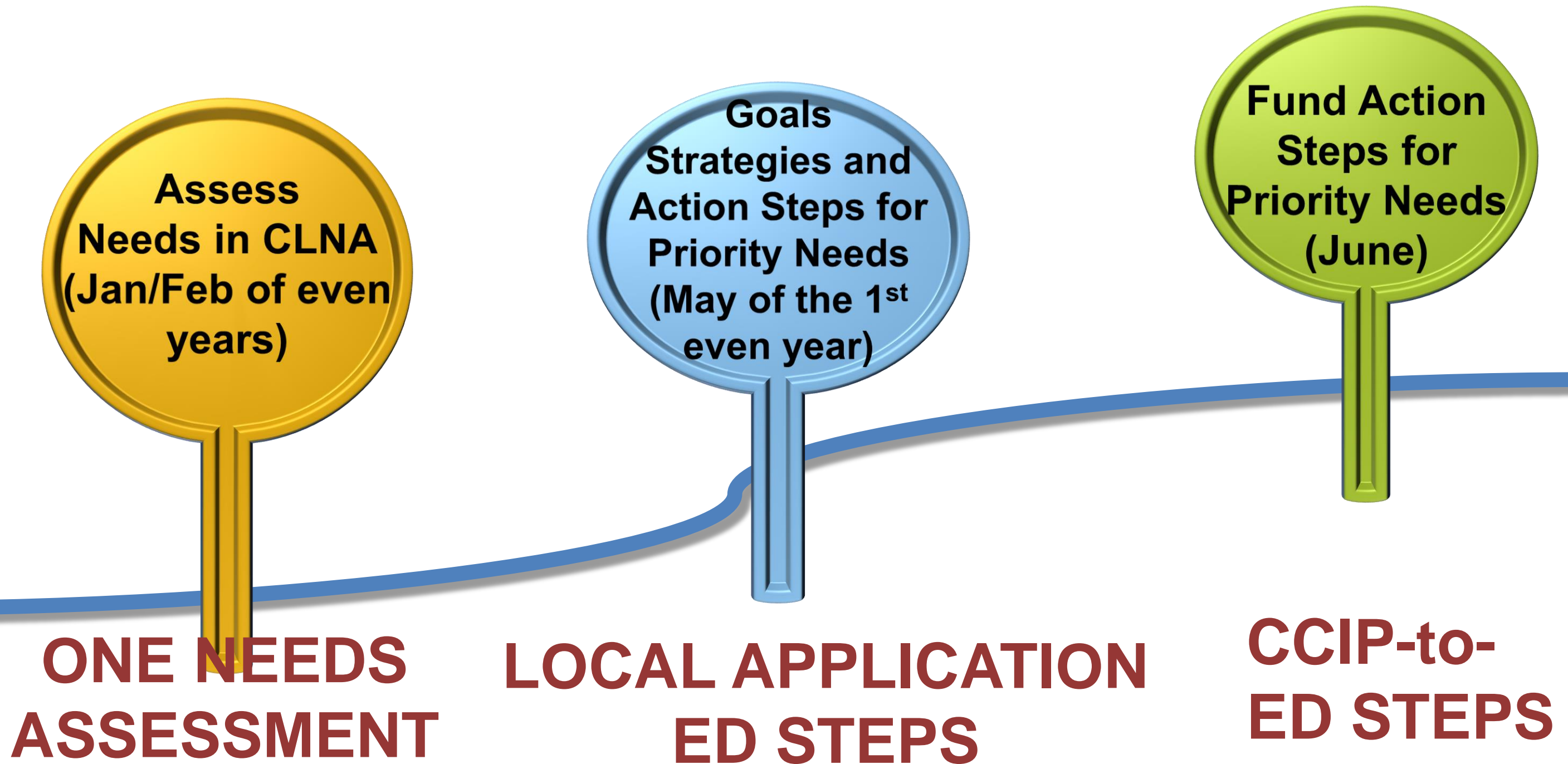
FY24

Following Breadcrumbs: Understanding How the Processes Relate to Each Other

- **Comprehensive Local Needs Assessment (“CLNA”)**
 - Developed with local stakeholders
 - Identify **needs** and Root Causes,
 - Updated biannually
- **Local Application/Plan in ED STEPS**
 - A plan developed with Stakeholders
 - Address/Resolve (Root Cause) priority **needs** over a 4-Year period.
 - 8 Required Questions
 - Identifies Goals, Strategies and Action Steps
- **Funding in CCIP/ED STEPS**
 - Local Application is reassessed annually with local stakeholders
 - Budget Narrative
 - **Priority Action Steps that address identified needs are funded annually**



Flow of Activities



Comprehensive Local Needs Assessment

- Updated biennially before Local Application/Funding Application
- Stakeholders required
- Defines and prioritizes needs (Root Causes)



★ Only *needs* can be funded ★

The Tool: Perkins Needs Assessment

https://ohid.ohio.gov/wps/myportal/gov/ohid/manage-account/my-apps

An official State of Ohio site. [Here's how you know](#) Language Translation

OH|ID My Apps App Store Account Settings Security Profile Log Out Help

Jonathan Beard OH|ID: 10188704 Jonathan.Beard@education.ohio.gov

My Apps

Click the star to pin your favorite apps to the top of the page.

 CCIP Grant application & planning system Details Open App	 Compliance Tracks grant monitoring, program analysis, data Details Open App	 CTE-26 Submit career-tech workforce development plans Details Open App	 Department of Education Profile Setup Create a profile with the Department Details Open App	 Human Resources Management System Timecard entry and leave requests Details Open App
 Ohio Education Directory System (OEDS) Directory of schools and districts Details Open App	 One Needs Assessment One Needs Assessment Prototype Details Open App	 Report Portal EDU report portal Details Open App	 ED STEPS One Needs Assessment and One Plan Details Open App	 Educator Licensure and Records (CORE) Apply, renew, and maintain licenses Details Open App

The Platform: Perkins Needs Assessment

Importance of IRN and OEDS roles within each organization type.

*Secondary recipients use 200XXX IRN and “View As CTPD”

The screenshot shows the Ohio Department of Education's Perkins Needs Assessment platform. The header includes the Ohio Department of Education logo and navigation links: Dashboard, Needs Assessment (selected), Admin, Report, and Contact Us / Training. Below the header, the current view is 'Monitoring' and the program selected is 'Perkins Local Needs Assessment'. There are three buttons: 'Basic Search', 'Export Results', and 'Bulk Email'. The main search area contains several filters: 'Program Period' (Perkins Local Needs Assessment FY 2023), 'District IRN/Name' (with a dropdown menu open showing '044297 - Mansfield City', '200082 - Mansfield City CTPD', and '011585 - Mansfield Correctional Inst'), 'Status' (Any), 'Differentiated Support Status' (Any), and 'Sort Order' (IRN). At the bottom of the search area are 'Search' and 'Reset' buttons.

The Tool: Perkins Local Needs Assessment

Ohio Department of Education

Beard, Jonathan
logout

Dashboard Needs Assessment Admin Report Contact Us / Training

Monitoring Program Selected: Perkins Local Needs Assessment

Prev 1 of 1 200082 - Mansfield City CTPD Period: Perkins Local Needs Assessment FY 2023 Next

Needs Assessment Pre-Planning

Sections [Hide Sections](#)

* Required ® Recommended LEA

- * Stakeholder Documentation
- * Evaluation of Student Performance
- * **Size, Scope and Quality**
- * Labor Market Alignment
- * Progress Toward Implementing CTE Programs of Study
- * Recruitment, Retention, and Training of CTE Educators
- * Improving Equity and Access

Questions

FY 2023 Perkins Local Needs Assessment

Prev Section **Size, Scope and Quality** LEA **Next Section**

Questions * Required ® Recommended

* 1 * 2 * 3 * 4 * 5 6 * 7 * 8 * 9 * 10 * 11 * 12 * 13 * 14

Previous **Program Quality** Next


Group Name * Question 7

The Tool: Perkins Needs Assessment

111 of 139 200082 - Mansfield City CTPD Period: Perkins Local Needs Assessment FY 2023

Next

759 /8000 Max Character Count

* Question 12 

Root Cause(s): Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on program quality?

Several issues impact the availability of WBL opportunities to students including 1 - inaccuracies on how and when the data will be reported; 2 - the block schedule in the high school and its impact on when WBL can occur; 3 - competitions with multiple associate districts/career centers, and CTPDs for a relatively small number of employers; 4 - confusion on how to implement WBL under the new requirements; and 5 - transportation to off-site work is difficult.

464 /8000 Max Character Count

Question 13 

Is this a Priority Need?

Yes No

Moving Priorities from the CLNA to ED STEPS: Deciding which Priorities are in the 4-Year Plan

Needs Assessment
Pre-Planning

🔔 Goals
5

🔔 Strategies
5

Priority Needs List Display Selected Items

SMART Goal Area (From Priority Need)	Root Cause(s)	Primary Strategy Area (Section)	Additional Strategy Areas	Send To Planning Tool
Alignment of CTE across Secondary and Postsecondary	Communication is students and parents about CTE options is not maximized. The overall perception of CTE is negative and more closely aligns with the perception of JVS in the past.	Progress Toward Implementing CTE Programs of Study	Select Improvements	<input type="checkbox"/>
Credential Attainment	Programs have not consistently emphasized credentialing training and preparation in class. Services are not readily available to students with disabilities to achieve credentialing.	Progress Toward Implementing CTE Programs of Study	Select Improvements	<input checked="" type="checkbox"/>
Data Reporting System and Processes	The district does not have an individual(s) who reviews data to determine errors. All error-checking occurs as a result of submission errors to ODE. Data is not reviewed holistically. Data is tracked manually across multiple systems increasing the opportunity for error.	Evaluation of Student Performance	Select Improvements	<input checked="" type="checkbox"/>
Educator Demographics	No formal processes specific to recruiting, hiring, and onboarding CTE teachers are in place at this time.	Recruitment, Retention, and Training of CTE Educators	Select Improvements	<input type="checkbox"/>
Equitable Outcomes	CTE teachers are not consistently informed on the types of services an individual student needs and, without key support in the classroom, known services are difficult to accomplish.	Improving Equity and Access	Select Improvements	<input checked="" type="checkbox"/>
Gaps in Career-Technical Education Offerings	Rigid program standards keep students from learning cross-curricular information that assists in alignment with local needs. There is an outdated perspective on CTE that guides student enrollment into specific programs.	Labor Market Alignment	Select Improvements	<input type="checkbox"/>
Program Quality	Several issues impact the availability of WBL opportunities to students including 1 - inaccuracies on how and when the data will be reported; 2 - the block schedule in the high school and its impact on when WBL can occur; 3 - competitions with multiple associate districts/career centers, and CTPDs for a relatively small number of employers; 4 - confusion on how to implement WBL under the new requirements; and 5 - transportation to off-site work is difficult.	Size, Scope and Quality	Select Improvements	<input checked="" type="checkbox"/>
Student Performance	Academic Proficiency (all subjects) - Project Evident and ODE assisted Mansfield City Schools with root cause analysis across data for all students in the district. The two most prevalent root causes that impact academic proficiency are chronic absenteeism and low literacy in grades 3-8. Students are not adequately prepared to enter the high school/CTE and absenteeism prevents them from fully learning and testing in core academic subjects. Work-Based Learning - External Root Cause - After-the-fact changes on	Evaluation of Student Performance	Select Improvements	<input checked="" type="checkbox"/>

The Local Application in ED STEPS: Priorities Moved to the 4-Year Plan

FY 2023 Mansfield City CTPD Perkins Plan (0)



Plan Status



SMART Goals

	Smart Goal Title/Priority Need	Status
!	Program Quality	Completed
!	Student Performance	Completed
!	Data Reporting System and Processes	Completed
!	Equitable Outcomes	Completed
!	Credential Attainment	Completed

ED STEPS – Program Quality (ex.)

FY 2023 Mansfield City CTPD Perkins Plan (0)



Review Your Goal

Please review your goal and related details.

Root Cause Analysis

Several issues impact the availability of WBL opportunities to students including 1 - inaccuracies on how and when the data will be reported; 2 - the block schedule in the high school and its impact on when WBL can occur; 3 - competitions with multiple associate districts/career centers, and CTPDs for a relatively small number of employers; 4 - confusion on how to implement WBL under the new requirements; and 5 - transportation to off site work is difficult.

SMART Goal Statement

By 06/30/2026 we will improve the performance of All Students, High School, Concentrator(s) students at/in Mansfield City CTPD to increase 100.00 % in Data Reporting using All CTE data components for all students.

Student Measures

Student Measure #1

Strategies

Strategy #1: Size, Scope and Quality

Adult Measures

Adult Measure #1

Funding Sources

Funding Year	Action Description	Funding Sources
2023	Retain personnel that assists with data entry and program tracking. Estimated - \$32,000/award year	Carl D. Perkins Secondary
2023	Purchase a data tracking software to assist with data collection. Estimated - \$3 per student participant (\$6000/award year)	Carl D. Perkins Secondary
2024	Retain personnel that assists with data entry and program tracking. Estimated - \$32,000/award year	Carl D. Perkins Secondary
2024	Retain data tracking software to assist with data collection. Estimated - \$3 per student participant (\$6000/award year)	Carl D. Perkins Secondary
2025	Retain personnel that assists with data entry and program tracking. Estimated - \$32,000/award year	Carl D. Perkins Secondary
2025	Retain data tracking software to assist with data collection. Estimated - \$3 per student participant (\$6000/award year)	Carl D. Perkins Secondary
2026	Retain personnel that assists with data entry and program tracking. Estimated - \$32,000/award year	Carl D. Perkins Secondary
2026	Retain data tracking software to assist with data collection. Estimated - \$3 per student participant (\$6000/award year)	Carl D. Perkins Secondary



1. Root Cause Analysis comes over from the Needs Assessment – Pre-Planning Tab

2. Program staff builds out a SMART Goal

3. Strategies are Required Uses of Funds

4. Fund the action steps for the coming fiscal year – **CTE Program staff with Treasurer**

Required Uses of Funds (ED STEPS Strategies)



Provide career exploration and development activities ... which may include:

(six subcategories of uses: A – F)



Provide Professional Development ... which may include:

(nine subcategories of uses: A – I)

Perkins V Required Use of Funds

SECTION 135 (b) REQUIRED USES: Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—

(1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—

- (A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
- (B) readily available career and labor market information, including information on—
 - (i) occupational supply and demand;
 - (ii) educational requirements;
 - (iii) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and
 - (iv) employment sectors;
- (C) programs and activities related to the development of student graduation and career plans;
- (D) career guidance and academic counselors that provide information on postsecondary education and career options;
- (E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or
- (F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;

(2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—

- (A) professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;
- (B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));
- (C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;
- (D) supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;
- (E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;

Required Uses of Funds (ED STEPS Strategies)

3

Provide the skills necessary to pursue careers in high-skill, high-wage or in-demand industry sectors or occupations

4

Support integration of academic skills into CTE, to support: (2 subcategories of uses: A- B)

EachChildOurFuture

EachChildOurFuture

(F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;

(G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;

(H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or

(I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

(3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;

(4) support integration of academic skills into career and technical education programs and programs of study to support—

(A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and

(B) CTE participants at the postsecondary level in achieving academic skills;

(5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—

(A) a curriculum aligned with the requirements for a program of study;

(B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;

(C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;

(D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

(E) a continuum of work-based learning opportunities, including simulated work environments;

(F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;

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Page 2 | Perkins V Use of Funds | May 2020

Required Uses of Funds (ED STEPS Strategies)

5

Plan and carry out elements that result in improving student achievement of local levels of performance which may include: (20 subcategories of uses: A – T)

6

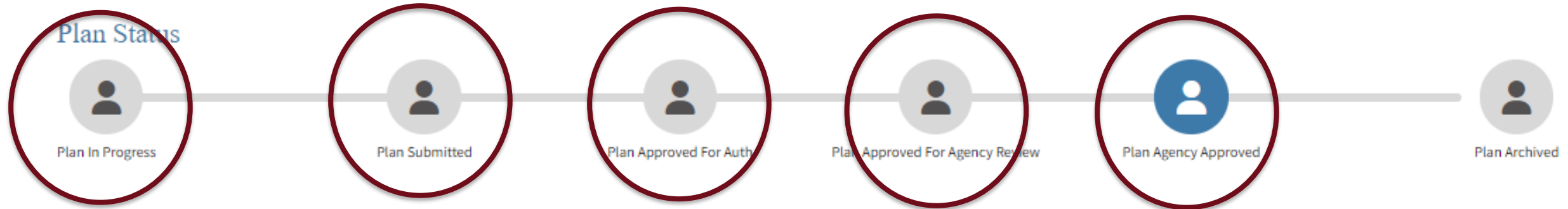
Develop and implement evaluations of activities ...



ED STEPS Approval Process

Email Notifications

FY 2023 Mansfield City CTPD Perkins Plan (0)



SMART Goals

	Smart Goal Title/Priority Need	Status
	Program Quality	Completed
	Student Performance	Completed
	Data Reporting System and Processes	Completed
	Equitable Outcomes	Completed
	Credential Attainment	Completed

Notifications by Email

Treasurer Approval Level

Create/View Plan

Perkins Plan - FY 2023 (0)

Legend

- Edit Goal
- View Goal
- Unlock Goal
- Back to Dashboard
- Approved
- Returned
- Not Dispositioned

Dashboard / Create/View Plan / Perkins Plan - FY 2023 (0)

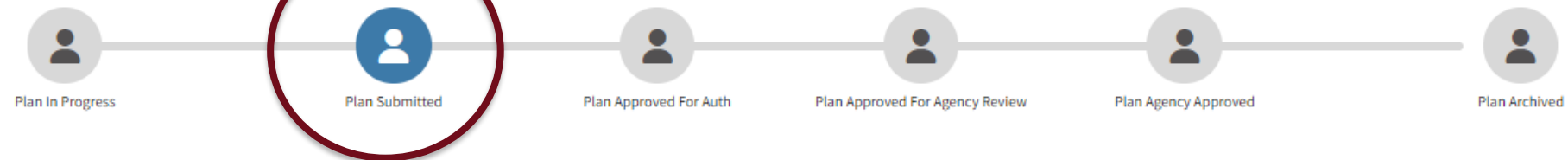
- 1 Intro
- 2 Goals
- 3 Strategy
- 4 Resources
- 5 Submit

PLAN SEARCH

FY 2023 Tri Star CTPD Perkins Plan (0)



Plan Status



SMART Goals

	Smart Goal Title/Priority Need	Status
	Alignment of CTE across Secondary and Postsecondary	Completed
	Professional Development	Completed
	Student Supports	Completed

Tips

You can click the plans on the left navigation bar to view previous plans.

Rubric Name	Rubric
Perkins Comprehensive Local Needs Assessment Plan	

Notifications by Email

Review of Session Objectives

1. Understand the 4-Year Planning Horizon
2. Understand the relationships between planning and funding systems
3. Understand “Required Uses of Funds” as Strategies
4. Understand the Perkins Local Application in ED STEPS approval process