

Perkins New Coordinators Meeting



Office of Career-Technical Education · 09/28/22



Welcome and Introductions

Agenda

Welcome and Introductions

Program Quality
CTE Middle School Waiver

Overview of Perkins Law
State and Federal Guidelines

CTE Compliance
Accountability

Equity and Access
Q/A

1

Program Quality

Quality Program Review



Frits Rizor

Education Program Specialist

Quality Program Review (QPR)

Overview

Measures

Timeline & Horizon

QPR Overview

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

QPR Overview

- Quality Improvement Process
- Pathway Level
- Concentrators Only
- Hold Harmless
- Reset


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graph LR; A[Quality Program Review (QPR) Measures] -.- B((Technical Skill Attainment)); A -.- C((Post-Program Placement)); A -.- D((Work-based Learning));
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Quality Program Review (QPR) Measures

Technical
Skill
Attainment

Post-
Program
Placement

Work-based
Learning

Quality Program Review (QPR) Measures

Technical Skill Attainment (70%)

- Current Year Calculation
- WebXam
 - Credentials (In lieu of only)
 - College Credit Plus
- % of concentrators proficient or higher

Student Grade	Concentrator Status	WFD Course Taken	Calculated Assessments	Narrative
11	Y	(DD)1, (DD)2	(DD)1, (DD)2,	The student has completed two workforce development courses, becomes a concentrator and enters the calculation.
12	Y	(DD)3, (DD)4	(DD)1, (DD)2, (DD)3, (DD)4	The student completes additional courses. All current and previous assessment scores are included in the calculation.

Student Grade	Concentrator Status	Work Force Development Course Taken	Calculated Assessments	Narrative
9	N	(DD*)1	No calculation	The student completed only one workforce development course and is not a concentrator.
10	Y	(DD)2	(DD)1, (DD)2	The student has completed the second workforce development course, becomes a concentrator and enters the calculation.
11	Y	(DD)3	(DD)1, (DD)2, (DD)3	The student completes additional courses. All current and previous assessment scores are included in the calculation.
12	Y	(DD)4	(DD)1, (DD)2, (DD)3, (DD)4	The student completes additional courses. All current and previous assessment scores are included in the calculation.

Quality Program Review (QPR) Measures

Technical Skill Attainment (70%)

- Proficient = Sum of scores for tests taken is greater than sum of cut scores for tests taken
- Tech Skill = % of concentrators proficient

Student	WebXam 1	WebXam 2	WebXam 3	WebXam 4	Total
Cut Score	32	25	27	30	114
1	30	29	28	29	116
2	29	28	14	22	93
3	14	26	33	14	87
4	34	38	40	39	151
5	22	30	32	19	103
6	16	38	37	23	114
7	29	30	28	32	119
8	30	35	29	31	125
9	34	33	29	32	128
10	26	26	36	28	116

Quality Program Review (QPR) Measures







Post-Program Placement
(84%)

What your concentrators are doing 6 months after leaving school

- Job
- Post-Secondary
- Military
- Service Program

Quality Program Review (QPR) Measures

Work-based Learning (TBD)

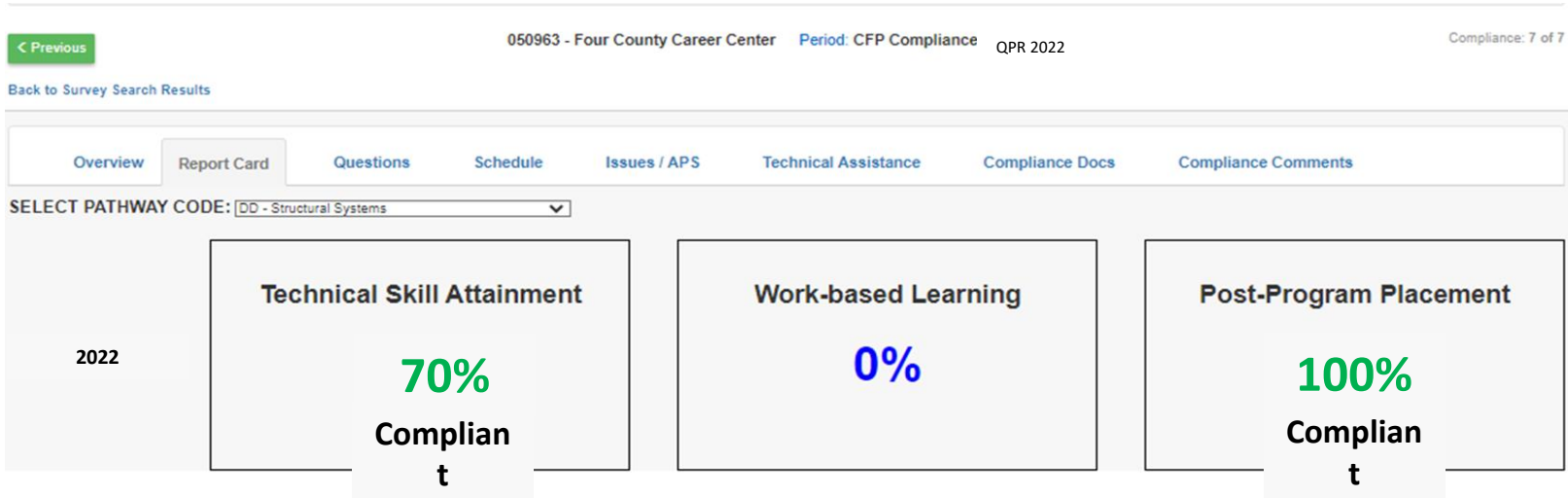
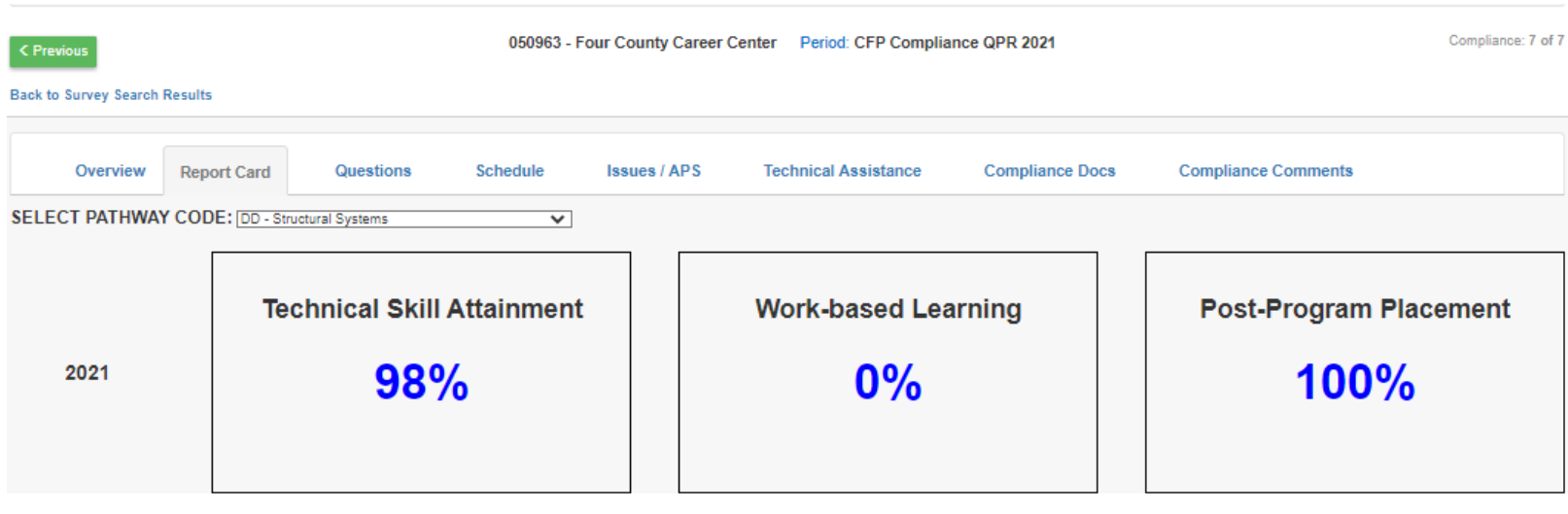
 Off-Site Placement or Internship <p>In an off-site placement or internship experience, the student is a paid employee or non-paid intern for a business or community partner. The student performs tasks and demonstrates skills necessary for the operation of the business or organization, as determined by the employer with additional guidance from the instructor or educational supervisor. In this type of work-based learning experience, work occurs off-site and can take place during school hours or when school is not in session.</p>	 Apprenticeship/ Pre-Apprenticeship <p>Pre-apprenticeships offer students an opportunity to participate in work-based learning experiences in designated occupations or industry sectors in preparation for formal registered apprenticeship training programs. Pre-apprenticeships follow recognition procedures as outlined by ApprenticeOhio, Ohio's State Apprenticeship Council. Apprenticeships have similar but distinct registration requirements through ApprenticeOhio to teach a skilled occupation pursuant to a registered apprenticeship agreement. Apprentices must be at least 16 years old, except when a higher minimum age standard is fixed by law.</p>	 Remote or Virtual Placement <p>In a virtual or remote placement experience, the student is a paid employee or non-paid intern for a business or community partner, but work-based learning most often takes place outside of the physical location of the employer. The student performs tasks and demonstrates skills necessary for the operation of the business or organization, as determined by the employer with additional guidance from the instructor or educational supervisor. Work can be completed during school hours or when school is not in session.</p>
 Entrepreneurship <p>In an entrepreneurship experience, the student operates his or her own business or service, including oversight of all operational and risk-management decisions. The student performs tasks and demonstrates skills necessary for the operation of the business, as determined in a business plan with input and guidance from the instructor or educational supervisor, as well as an external business mentor. Facilities, resources and equipment can be provided by the school or an outside source, if necessary. Work can be completed during school hours or when school is not in session. Planning completed prior to the operation of the business would not qualify as work-based learning experience.</p>	 School-based Enterprise <p>In a school-based enterprise, students work cooperatively to operate a business or service, with facilities, resources and equipment most often provided by the school. The students perform tasks and demonstrate skills necessary for the operation of the business, as determined in a business plan with input and guidance from the instructor or educational supervisor, as well as an external business mentor. The experience can be structured as a partnership or cooperative with an outside entity; when this is the case, a partnership agreement should define roles, responsibilities and profit distribution between participants. In this type of work-based learning experience, work often will be completed during school hours.</p>	 Simulated Work Environment <p>In a simulated work experience, the student works cooperatively with a business mentor to perform work in a simulated environment. The student performs tasks and demonstrates skills necessary for success in a particular industry, as determined by the business mentor with input and additional guidance from the instructor or educational supervisor. Facilities, resources and equipment can be provided by the school or an outside source, if necessary. The student should have the opportunity to practice interaction with customers or community members as is commiserate with the typical experience of the industry. Work can be completed during school hours or when school is not in session.</p>

- 250 hours (grades 9-12)
- Must occur at a work site
- Co-supervision
- Must have learning agreement
- Hold Harmless

QPR Accountability

Measure	Performance Levels and Component				
	QPR 2021 Data	QPR 2022 Data	QPR 2023 Data	QPR 2024 Data	QPR 2025 Data
Technical Skill Attainment					
	2020-21 Concentrator	2021-22 Concentrator	2022-23 Concentrator	2023-24 Concentrator	2024-25 Concentrator
Work-Based Learning					
	2020 Graduation Cohort	2021 Graduation Cohort	2022 Graduation Cohort	2023 Graduation Cohort	2024 Graduation Cohort
Post-Program Placement					
	Concentrators who left Secondary Education Academic Year 2019-2020	Concentrators who left Secondary Education Academic Year 2020-2021	Concentrators who left Secondary Education Academic Year 2021-2022	Concentrators who left Secondary Education Academic Year 2022-2023	Concentrators who left Secondary Education Academic Year 2023-2024

QPR Dashboard



QPR Measures

[← Previous](#) 050963 - Four County Career Center [Period: CFP Compliance QPR 2021](#) Compliance: 7 of 7

[Back to Survey Search Results](#)

Overview **Report Card** Questions Schedule Issues / APS Technical Assistance Compliance Docs Compliance Comments

SELECT PATHWAY CODE:

2021	Technical Skill Attainment 98%	Work-based Learning 0%	Post-Program Placement 100%
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Technical Skill Attainment 31.5% 6/19 Non-Complaint	Work-based Learning 0% 0/19	Post-Program Placement 100% 19/19 Compliant
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QPR Sample Timeline



QPR Horizon

Step	Action Item	Survey	Required Attendees
1	Workshop (recommended) Action Plan 1 (AP1)	Quality Program Standards	Teacher/ Administrator
2	Workshop – Review/Revise AP1 and write Action Plan 2 (AP2)	TBD	Teacher/ Administrator
3	Workshop – Review/Revise AP1 & AP2 and write Action Plan 3 (AP3)	TBD	Team
4	Workshop – Review/Revise Action Plans 1-3	Provide Supporting Data	Team
5	On-site Evaluation	Quality Program Standards and Supporting Data	Team

QPR Resources

Ohio's Quality Program Standards for Career-Technical Education Programs

Standard #6: Instruction

Standard Statement: Career-Technical Education programs promote high academic achievement, technical knowledge and skill development of all students.

Standard Definition: Educators develop differentiated instructional plans that are rigorous and relevant, and represent real-work knowledge and skills. The rigor of instruction represents current industry needs and prepares each student for workplace and post-secondary options. Instruction incorporates core academic requirements and promotes academic and technical skill attainment. Instruction is designed and delivered with each student in mind, meeting the needs of the individuals in the classroom.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. Instruction balances between inquiry-based classroom and laboratory instruction, experiential learning, and engagement in the Career Technical Student Organization.	A documented balance exists between inquiry-based classroom and laboratory instruction, experiential learning and engagement in the student organization.	There is an attempt to balance inquiry-based classroom and laboratory instruction, experiential learning, and engagement in the student organization, but two of the three components dominate the instruction.	One component of the curriculum clearly is dominating the instruction. The instructor(s) has a plan to bring deficient areas into balance.	None of these components are apparent in the instruction.
2. Instructional activities provide equitable opportunities for each to demonstrate technical skills and develop critical higher-order thinking. Evidence: (e.g., lesson plans, activity descriptions)	Instructional activities promote the transfer of technical knowledge and skill to different situations and applications, and to students of all backgrounds and abilities.	Instructional activities require each student to apply higher order technical skills.	Instructional activities require students to demonstrate knowledge and application-based technical skills.	Students are not provided opportunities to master technical skills.
3. Instruction reinforces the application of relevant and rigorous career-technical learning standards. Evidence: (e.g., lesson plans)	Instruction consistently incorporates related career-technical learning standards.	Instruction focuses on academic skills and connects with career-technical learning standards.	Instruction focuses on academic skills.	Instruction does not address academic skills.

QPR Resources - WebXam

Be sure to sign up for the WebXam Newsletter
at <https://news.webxam.org/>

Best professional development opportunity



WebXam Calendar & Updates

Fall Testing

- Aug 15 – Pre-testing Opens
- Sept 30 – Pre-testing Closes
- Oct 10 – Post-testing / Field Testing Opens
- Oct 13 – WebXam Teacher Review (Oct)
- Oct 18 – WebXam Users Workshop
- Nov 8 – WebXam Teacher Review (Nov)
- Dec 9 – WebXam Teacher Review (Dec)

Winter Testing

- Jan 2 – Jan 27 – Pre-testing

WebXam Blueprints

<https://www.webxam.org/Public/TestBlueprint/N0>

Networking

ODE Subject Code: 145035

Outcome #	Outcome Name	% Items Approved by SMEs
Strand 2. IT Fundamentals		
2.1	Security, Risks, and Safeguards	8.42%
2.2	Networking Fundamentals	12.63%
2.4	Emerging Technologies	6.32%
2.7	Web Architecture	3.16%
2.9	Project Concept Proposal	3.16%
2.10	Equipment	5.26%
2.11	Troubleshooting	2.11%
2.12	Performance Tests and Acceptance Plans	5.26%
2.13	Rollout and Handoff	4.21%
Strand 3. Information Security		
3.2	General Security Compliance	4.21%

Work-Based Learning



Perkins New Coordinators Workshop 9/30

Work-Based Learning Definition

From Perkins V...

Work-based learning is defined as “***sustained interactions*** with industry or community professionals in real workplace settings, ***to the extent practicable***, or simulated environments at an educational institution that fosters ***in-depth, firsthand engagement*** with the tasks required in a given career field, that are ***aligned to curriculum and instruction.***”



[Work-Based Learning Overview](#)

Types of Work-Based Learning



**Job Site Placement
and Internship**



**Apprenticeship and
Pre-Apprenticeship**



**Remote or Virtual
Placement**



Entrepreneurship



**School-based
Enterprise**



**Simulated Work
Environment**

Work-based learning experiences must occur at work-based learning sites.

- A work-based learning site also can exist virtually or within the school facilities.
- All work-based learning sites should include regular interaction with clients/customers/community members as is commiserate with the typical experience of that industry.

Work-based learning experiences must be co-supervised and co-evaluated by an instructor or other educational representative and an employer or business mentor.

- Supervisors are not required to visit job sites every day.
 - Co-supervision can occur in groups, virtually, etc.
- Work-based learning supervision often requires additional time outside of the classroom/laboratory component of the program and may occur on a year-round basis.

A Learning Agreement built on professional, academic and technical competencies aligned to the student's program of study must be in place.

- Learning agreements should be developed in partnership with all relevant stakeholders.
- Learning agreements and other documentation of the work-based learning experience can and should be considered as sources of data for demonstrating student growth.

Work-Based Learning Reporting

Reporting Element	Program Codes	How is it used?	When can I report?
Career Technical Program Codes	305012: Internship Completion 305014: Apprenticeship/Pre-Apprenticeship 305099: Other Work-Based Learning	Used to calculate performance on the Career & Postsecondary Success Measure on the CTPD Report Card.	Can be reported in the Student (S) collection or the Graduate (G) collection.
Work-Based Learning Program Codes	<u>Work-Based Learning Hours Ranges:</u> 310040: >0 and <40 hours 310099: 40-99 hours 310249: 100-249 hours 310499: 250-499 hours 310500: 500+ hours	Used to calculate performance for the CTE Quality Program Review and Perkins V accountability systems; calculations occur at the building pathway and CTPD level, respectively.	Can be reported in the Student (S) collection or the Graduate (G) collection; should always represent the cumulative total of hours, across grades 9-12.

Accountability

At the CTPD Level...
(Perkins)

12.0%	13.0%	14.0%	15.0%
2021 Graduation Cohort Graduates	2022 Graduation Cohort Graduates	2023 Graduation Cohort Graduates	2024 Graduation Cohort Graduates

At the Pathway Level...
(QPR)

2020 Graduation Cohort	2021 Graduation Cohort	2022 Graduation Cohort	2023 Graduation Cohort	2024 Graduation Cohort

<http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Work-Based-Learning>

QUICK LINKS

- » Business Advisory Councils
- » Career Advising Policy and Student Success Plan
- » Career Connections Framework
- » Career Pathways
- » In-Demand Jobs Week Toolkit
- » Lessons and Activities
- » OhioMeansJobs K-12
- » Event and Training Resources
- » Promising Practices
- » Resources for Families and Communities
- » Resources for School Counselors
- » Resources for Teachers
- » Work-Based Learning
 - Work-Based Learning for Businesses and Communities
 - Work-Based Learning for Schools and Educators
 - Work-Based Learning for Students and Families


Work-Based Learning

Work-Based Learning and CTE Instructional Time Update 10/15/2020

Federal law defines work-based learning as “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.”

Work-based learning experiences are conducted at a work site during or after school. They are designed to provide authentic learning experiences to students that link academic, technical and professional skills. Business and education partners work together to evaluate and supervise the experience, which must be documented with learning agreements.

Find more information on Work-Based Learning options in this [overview](#)



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CTE Middle School Waiver & Overview of Perkins Law

Career-Technical Education in Ohio

“...each city, local, and exempted village school district shall, by one of the following means, provide to students enrolled in grades seven through twelve career-technical education adequate to prepare a student enrolled therein for an occupation”

CTE Waiver for Grade 7 and 8

District's intent not to provide career-technical education to students enrolled in grades seven and eight

Approved Board Resolution

Yearly

CTE Middle Grade Survey and Waiver

May – Survey Opens

August – District Reminders

September – Survey Closes

October – District Notifications

Perkins V

The bill was signed into law on July 31, 2018

2019-2020 One-year transition period

4 Year State Plan

Fiscal Year 2021

Perkins V Purpose

“The purpose of the Act is to develop more fully the academic knowledge and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study”

Perkins V Highlights

Comprehensive Local Needs Assessment

Stakeholder Engagement

Equity and Access for Special Populations

Accountability

Perkins V

CLNA

Purpose

Frequency

Key Areas Addressed

Guides How Funds Are Spent

Perkins V

**Stakeholder
Engagement**

Diverse

Meaningful

Perkins V

Equity and Access

Definition of special populations

Data

Perkins V

Accountability

Continuous Improvement

Special Population Level

CLNA and ED STEPS

EDSTEPS

Organization

Ohio Department of Education

View As

ODE Program Staff



One Needs Assessment

Needs Assessment Tool for Identification



One Plan

Comprehensive Improvement Plan



Funding Application

Funding selection for Comprehensive Improvement Plan

Upcoming Events

- Mar 12** Combined Charitable Campaign Kick Off
9:30AM - 4:30PM
- Mar 28** Commercial Design Review Advisory Board
ALL DAY
- Apr 09** April Preventive Control Alliance Training
2 DAYS

Open Calendar

Step by Step Planning Cycle



One Need One Plan Application Execution

Open Current Stage

Messages

Priority	Sender Name	Subject and Content	Date
★	Pan, Ying	Review Results: Office for Improvement and Innovation Your plan was very well written and feasible. I like that ... FY2024 Adena Local School District (v-81)	Oct 31, 2021 11:23 AM
★	Neal, Diane	Review Results: Office of Approaches to Teaching and Learning Your plan was very well written and feasible. I like that ... Adena Local School District (v-81)	Oct 31, 2021 11:23 AM
★	May, Scott	Review Results: Office of Educator Effectiveness Your plan was very well written and feasible. I like that ... FY2024 Adena Local School District (v-81)	Oct 31, 2021 11:23 AM

Education Department's System of Tiered E-Plans and Supports

Welcome to YOUR NEW ED STEPS system! ED STEPS will enable districts to develop one comprehensive plan for student growth and leverage all its federal and other resources in creating programs based on available funding to better serve students and communities. This will make it easier for districts and schools to coordinate administrative planning with program planning and implementation.

It important to remember that the One Needs Assessment will need to be completed PRIOR to completing the One Plan.



3

State and Federal Guidelines

State and Federal Guidelines

The background image shows the Ohio Statehouse, a large, classical-style building with a prominent central dome and a portico supported by columns. Two American flags are visible on tall poles in front of the building. The sky is blue with scattered white clouds. In the foreground, there is a paved walkway and green grass. A semi-transparent blue box is overlaid on the center of the image, containing the text 'State and Federal Guidance'.

State and Federal Guidance

CTE State Funding Expenditures

25% Personal expenditures

75% Career-technical education programs

Weighted Funding for CTE can be used for driver's education course

CTE Restricted Funding Guidance

D	E	F	G	H	I	J	K	L	M	N
CAREER	TOTAL				TOTAL			TOTAL CTE		
TECHNICAL	CTE FUNDING	CTE	TOTAL	NET CTE	75% - 25%	75% OF	25% OF	TRANSFERRED	ASSOCIATED &	CAREER
PLANNING	COLUMN 'd'	ASSOCIATED	WEIGHED CTE	CATEGORY 1-5	RESTRICTED	RESTRICTED	RESTRICTED	CTE ASSOCIATED	TRANSFERRED	AWARENESS AND
DISTRICT	OF SUMMARY SFF	SERVICES	FUNDING	ADJUSTMEN	CTE FUNDIN	FUNDING	FUNDING	SERVICES	SERVICES	EXPLORATION
Y	\$2,227,215.03	\$171,896.41	\$2,055,318.62	\$1,546.58	\$2,056,865.20	\$1,542,648.90	\$514,216.30	\$17,821.77	\$189,718.18	\$36,728.41
Y	\$878,888.25	\$72,286.19	\$806,602.06	\$0.00	\$806,602.06	\$604,951.55	\$201,650.52	\$13,204.96	\$85,491.15	\$18,289.06
Y	\$1,549,804.03	\$111,313.12	\$1,438,490.91	\$0.00	\$1,438,490.91	\$1,078,868.18	\$359,622.73	\$19,564.40	\$130,877.52	\$29,550.46
Y	\$216,600.09	\$31,875.43	\$184,724.66	\$37,467.73	\$222,192.39	\$166,644.29	\$55,548.10	\$11,374.93	\$43,250.36	\$49,386.55
Y	\$1,111,423.29	\$74,115.56	\$1,037,307.73	\$0.00	\$1,037,307.73	\$777,980.80	\$259,326.93	\$18,815.12	\$92,930.68	\$23,610.77
Y	\$1,983,935.85	\$138,111.80	\$1,845,824.05	\$0.00	\$1,845,824.05	\$1,384,368.04	\$461,456.01	\$19,063.69	\$157,175.49	\$40,474.63
Y	\$10,890,806.15	\$735,927.58	\$10,154,878.57	\$0.00	\$10,154,878.57	\$7,616,158.93	\$2,538,719.64	\$89,382.49	\$825,310.07	\$155,217.49
Y	\$1,398,073.71	\$112,721.59	\$1,285,352.12	\$0.00	\$1,285,352.12	\$964,014.09	\$321,338.03	\$32,565.68	\$145,287.27	\$68,260.40
Y	\$791,899.39	\$55,450.06	\$736,449.33	\$0.00	\$736,449.33	\$552,337.00	\$184,112.33	\$32,985.18	\$88,435.24	\$21,500.69
Y	\$463,892.56	\$38,586.41	\$425,306.15	\$0.00	\$425,306.15	\$318,979.61	\$106,326.54	\$12,270.06	\$50,856.47	\$11,012.96
Y	\$140,813.92	\$18,030.25	\$122,783.67	\$0.00	\$122,783.67	\$92,087.75	\$30,695.92	\$39,980.20	\$58,010.45	\$55,117.22
Y	\$730,006.72	\$78,082.82	\$651,923.90	\$472,057.12	\$1,123,981.02	\$842,985.77	\$280,995.26	\$23,379.10	\$101,461.92	\$105,667.37
Y	\$1,434,301.33	\$174,227.73	\$1,260,073.60	\$39,522.17	\$1,299,595.77	\$974,696.83	\$324,898.94	\$132,132.57	\$306,360.30	\$152,671.03
Y	\$1,686,644.99	\$122,252.00	\$1,564,392.99	\$0.00	\$1,564,392.99	\$1,173,294.74	\$391,098.25	\$157,328.21	\$279,580.21	\$37,696.70

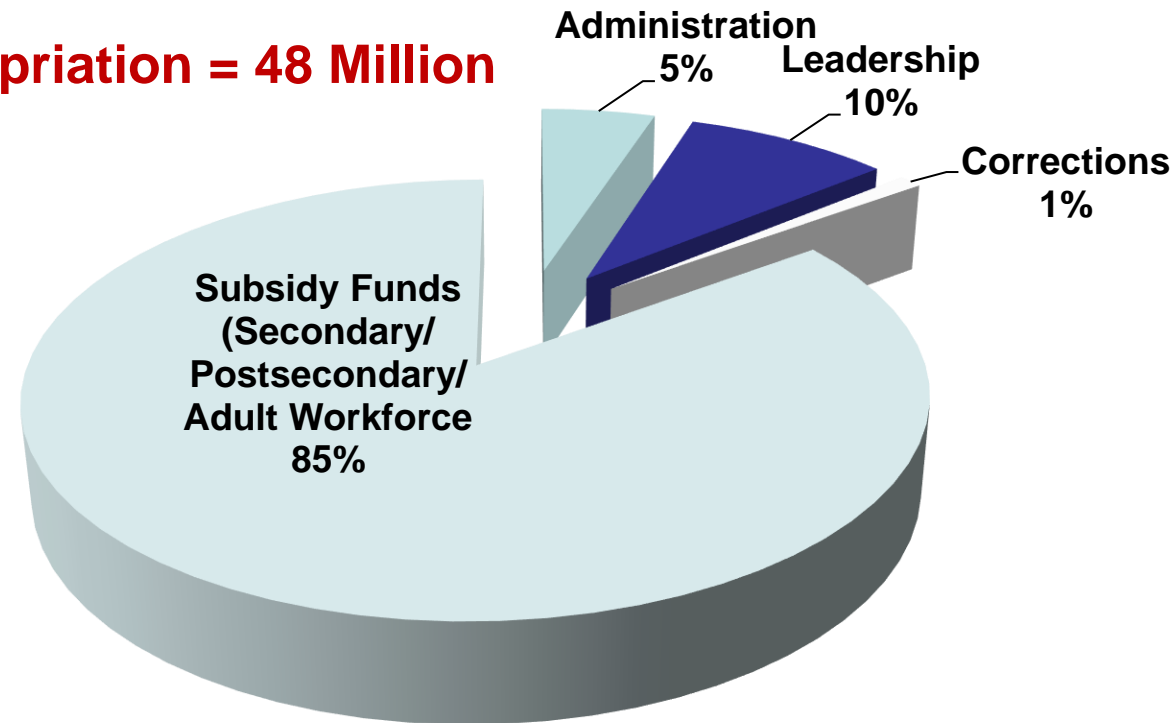
[Weighted Funds Certification Letter/Calculations | Ohio Department of Education](#)

State Expenditures

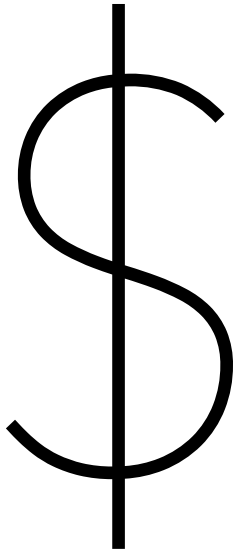
Acceptable Expenditures	Ineligible Expenditures
<ul style="list-style-type: none">• Curriculum development• Student assessment costs including certification• Instructional resources and supplies including textbooks• Career-technical student organization operational costs• Work-site learning experience costs• Extended programming costs• Marketing costs that are solely attributable to marketing career-technical education programs• Technology costs directly associated with career-technical instruction• Costs associated with receiving industry certification of career technical education programs	<ul style="list-style-type: none">• Base teacher salary and fringe benefits• Facilities construction and remodeling• Costs associated with initial teacher licensing• Any costs associated with instructional programming not receiving career-technical weightings• Student stipends or salaries paid to students

Current Federal Funding Split

Ohio Appropriation = 48 Million



Funding your Perkins Plan



Comprehensive
Local Needs
Assessment

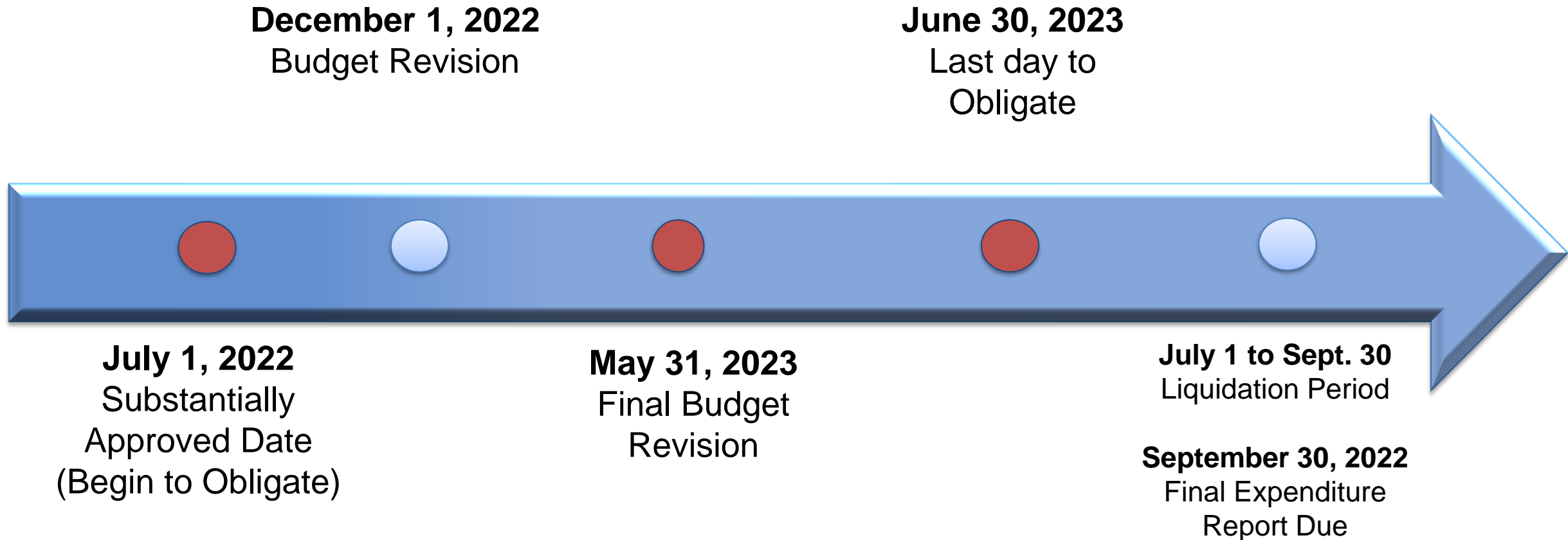


Perkins Plan
(Ed STEPS)



Budget

Sample Perkins Timeline



Perkins Expenditures

Allowable

- Instructor 3-year Maximum
- 5% Administrative Cost
- Advertising & Public Relations
- Equipment

Unallowable

- Consumable Supplies
- Promotional Materials
- Vehicles
- Remedial Course Work
- Building structures

Procurement Policy

U.S.A.S. Fund #: 524

[Plus/Minus Sheet \(opens new window\)](#)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		160,200.00	26,752.00	7,000.00	0.00	26,627.56	0.00	220,579.56
Support Services		127,050.00	20,328.00	21,282.00	0.00	0.00	0.00	168,660.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonpublic		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		287,250.00	47,080.00	28,282.00	0.00	26,627.56	0.00	389,239.56
Adjusted Allocation								389,239.56
Remaining								0.00

Procurement: Is the act of acquiring, buying goods, services or works from an external source. All district should have a policy in place.

Equipment: District should have an equipment inventory control process (records retention) and a disposition of equipment process.

Expenditures must be:



Resources

- Career-Technical Education Supplemental State Funding Guidance
- Perkins Regulations Allowable Uses of Funds
- Managing Your Grant webpage
 - Grants Manual
 - Videos
- Uniform Guidance

#EachChildOurFuture

FY2022-2023 Career-Technical Education Supplemental State Funding Guidance

State law ([Ohio Revised Code section 3317.022](#) (C)) and federal maintenance of efforts guidelines restrict state career-technical education (CTE) funding generated through the foundation formula. Funds calculated for CTE purposes shall only be expended for purposes ODE designates as approved for CTE expenses. These include only expenses connected with the delivery of CTE services to students enrolled in state approved CTE programs. ODE shall require school districts to annually report expenditure data so that it may monitor their compliance with the expenditure requirements.

The purpose of this guidance document is to provide information on the types of CTE funding available to each district and the purposes for which expenditures can be made.

#EachChildOurFuture

Perkins Regulations Allowable Uses of Funds

Managing Your Grant

This web page will provide key actions to manage your grant in the CCIP and/or on paper.

Click on the links below to access topics you can find on this page.

[System Accesses](#) (OH|ID, Department Profile, Supplier Portal, CCIP, OEDS)

[Grants Manual / Quick Reference Guide / Videos](#)

[Guidance](#) (Department of Education, CFR, ORC, OAC)

[Manual Forms and Documents](#) (Budget, PCR, FER, Noncompetitive Proposals)

[Additional Resources](#) (Assurances, Federal Subsidy Report, Payment Details Search)

[Grants Administration Homepage](#)

Homework



Review State and Federal
Guidance Documents

Review Grants Management
Manual and Resources

Schedule regular meetings with
your treasurer

Attend Training Workshops

Contact your assigned program
specialist

4

Compliance Overview



Perkins Monitoring

Three-Step Process

Self-Assessment

Complete CTE Compliance Self-Assessment (Online process)

Must identify substantive evidence to support satisfactory rating

Desk/Telephone Review- (AFS Consultant)

Review self-assessment

Discuss essential evidence uploaded in the CTE Compliance system

On-site Review Selection Criteria:

(a) on-site review was requested by a CTPD; (b) CTPD submitted a self-assessment after the submission deadline; and (c) compliance issues were identified in a self-assessment, desk or telephone audit.

Date	Required Activity
August, 2022	Send “save the date” email to districts scheduled to be monitored.
September - December	Information gathering process begins for institutions (i.e., essential evidence).
September 29, 2022 11:00 am-12:00 pm	Perkins Monitoring Virtual Workshop. An overview of the self-assessment questions and monitoring process will be conducted.
November 14, 2022	The compliance system will “open” and be available for submission of the self-assessment.
December 19, 2022	Submit the completed self-assessment to the department by December 19, 2022 . The submission of a self-assessment after the deadline will result in a full review or a scheduled on-site review.
December 20, 2022	Recipients selected for a full review will receive a notification via email from their assigned program specialist.
December-January, 2023	Desk and Phone audits are conducted. Districts will be identified as compliant or noncompliant. Non-compliance status warrants the need for Corrective Action Plan (CAP).
January 30, 2023	Corrective Action Plan Submissions
June 12, 2023	Final day to receive all Corrective Action Plans (CAP) supporting documentation to be fully compliant. (Failure to submit and implement a CAP in a timely manner will result in sanctions, including a temporary hold of Perkins funds).
Note: The on-site review is the fourth step of the monitoring process. Its purpose is to verify and/or clarify appropriate evidence. Any district, whether deemed in compliance or not, may receive an on-site review.	

Perkins Monitoring Timeline

FY23 Monitoring List

FY23			
IRN	CTPD		
		044354	Massillon City School District
		051284	Miami Valley Career Technical Centers
062042	Ashland County-West Holmes Joint Vocational School District	048777	Morgan Local School District
050815	Ashtabula County Joint Vocational School District	051334	Ohio Hi-Point
043802	Columbus City School District	051433	Pickaway-Ross Career Technical Centers
065227	Coshocton County Joint Vocational School District	051375	Pike County Joint Vocational School District
050922	Cuyahoga Valley Joint Vocational School District	049932	Plain Local School District
043844	Dayton City School District	063495	Portage Lakes Joint Vocational School District
043919	East Liverpool City School District	051490	Scioto County Joint Vocational School District
051029	EHOVE Joint Vocational School District	050021	Six District Educational Compact (Hudson)
051060	Great Oaks Institute of Technology	048652	Switzerland of Ohio Local School District
051045	Greene County Career Center	044909	Toledo City School District
043752	Hamilton City School District (Cincinnati Public Schools)	063511	Tolles Joint Vocational School District
051128	Jefferson County Joint Vocational School District	043729	Tri-Star Career Compact (Celina)
051144	Knox County Joint Vocational School District	051631	Trumbull Career & Technical Center
044206	Lancaster City School District	044198	West Shore (Lakewood City)

Resources

» Guidelines for Compliance with Perkins Regulations 

» Perkins V COVID-19 Flexibility Guidance 

» Carl D. Perkins Risk-Assessment Guidelines 

» Career-Tech Virtual Meeting Guidance 

» Perkins Compliance System Guide 

» Perkins Monitoring Guide 

» FY23 Perkins Monitoring Timeline 

» Perkins Monitoring Workshop Meeting Recording

» Advisory Committees

» Advisory Meeting Minutes Checklist 

» Stakeholder Participation Meeting Minutes 

Tips for Staying in Compliance

- Keep** agendas, minutes and attendance of advisory committee meetings for each program **(At least one required per year)**
- Keep** records of travel approvals
- Keep job descriptions** of all employees paid with Perkins
- Do not** pay individual student fees

Risk-Based Assessment



Risk-Based Assessment

The risk-based assessment process is designed to conduct a more thorough review for Perkins recipients with higher risk factors.











The risk-based assessment review identifies potential problems that could lead to risks in the accountability, fiscal accounting and grant operations.

Factors:

- 12/8 rule for size and scope
- Single audit findings
- Failure to meet stated deadlines

My Apps Page

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

 CCIP Grant application & planning system Details Open App	 ED STEPS One Needs Assessment and One Plan Details Open App	 Human Resources Management System Timecard entry and leave requests Details Open App	 Monitoring Tracks grant monitoring, program analysis, data Details Open App	 Ohio Education Directory System (OEDS) Directory of schools and districts Details Open App
 One Needs Assessment One Needs Assessment Prototype	 Report Portal EDU report portal	 Compliance Tracks grant monitoring, program analysis, data	 CTE-26 Submit career-tech workforce development plans	 Data Collection Waivers and Appeals Forms

Access/Safe Account Roles



OH|ID

Please login to access the Ohio ID Portal using your OH|ID Account.

Please click the link below to create your OH|ID Account in a few simple steps.

[Create New Account >](#)

OH|ID

Username:

Password

[Log In](#)

[Forgot username/password?](#)

[Need Help?](#)

Safe Account Roles

These are the roles CTE users need:

- Superintendent
- Treasurer
- CCIP Authorized Representative
- CCIP Fiscal Representative
- Data Entry Planning-CCIP
- Data Entry Funding-CCIP

Homework



Review Perkins Monitoring
Timeline/ Monitoring Guide

Start Collecting Evidence

All Perkins recipients will
upload evidence

Attend virtual training on
September 29, 2022

Contact your assigned program
specialist

5 Accountability

Accountability – Federal Performance Indicators



Josh Coleman, Ed. D – September 28, 2022

Accountability and PIP Targets

State Quality Program Review at Pathway Level:

1. Technical Skill Attainment
2. Post Program Placement
3. Work Based Learning

Federal Accountability Targets: 9 Performance Indicators at District Level

- 4 Year Graduation Rate
- 5- Year Graduation Rate
- Academic: English and Language Arts
- Academic: Math
- Academic: Science
- Post Program Placement
- Nontraditional Program Enrollment
- Program Quality: Work-Based Learning
- Program Quality: Technical Skill Attainment

Accessing Data and Accountability Guidebook

1

ADMINISTRATORS TOPICS HOW DO I? ABOUT MEDIA CONTACT

CAREER TECH

Home > Career Tech

HOW DO I?

- » Start a Career-Tech program?
- » Determine career-technical education admissions criteria?
- » Earn college credit in high school?
- » Link my interests to a future career?
- » Access Ohio Means Jobs K-12

LATEST NEWS

List of Approved Assessments for 2022-2023 Announced

Restart Readiness Assessments extended through 2024

Department seeks educators to help develop Ohio's State Tests by participating on assessment committees

#CareerTechOhio
Ready for **careers**. Ready for **college**. Skills for a **lifetime**.

Career Tech inspires students to identify paths to future success and provides students opportunities to demonstrate the knowledge and skills necessary for high school graduation and beyond. Students learn through career exploration, take college courses and earn industry credentials. They receive personalized learning that matches their passions and interests with their career aspirations.

- » **Fields of Interest Programs**
- » **Program Enhancements**
- » **Planning, Funding and Accountability**
- » **Standards, Assessments and Licensure**

2

Planning, Funding and Accountability

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) represents an important opportunity to expand opportunities for every student to explore, choose and follow career-technical education programs of study and career pathways. The federal legislation also provides state funding for implementation of career-technical education programming. To assess the effectiveness in achieving statewide progress in career-technical education and to optimize the return on investment of public funds in career-technical education, accountability for results is a central focus of Perkins V, setting out new performance requirements for state and local programs.

Expanding Career-Technical Education in Ohio White Paper

Planning and Funding

Career-technical education options are being expanded by creating career pathways that are defined, mapped and promoted. Analysis of these career pathways is needed to ensure the state is using funding and accountability as levers to drive equitable outcomes for students as outlined in Ohio's Perkins V State Plan.

- » **Perkins V State Plan** - Perkins V requires each eligible agency desiring assistance for any program under the Act to prepare and submit a state plan to the U.S. Department of Education. The Ohio Department of Education developed its state plan in consultation with key stakeholders, the Governor and other state agencies.
- » **Planning and Funding** - To support the education community, the Department has developed tools and resources for planning, funding and monitoring related to secondary career-technical education.
- » **Size, Scope and Quality of Career-Technical Education Delivery** - Both Perkins V and the Ohio Administrative Code outline requirements for the size, scope, and quality of Career-Technical Education delivery.

3

Ready for **careers**. Ready for **college**. Skills for a **lifetime**.

PERKINS V

#CareerTechOhio

Perkins V State Plan

QUICK LINKS

- » Career-Technical Education Program and Assessment Model
- » Perkins V State Plan
 - Carl D. Perkins V State Plan: Data and Accountability
 - Equity in Career-Technical Education
 - Carl D. Perkins V State Plan:

- » **Data and Accountability**
- » **Equity in Career Tech**
- » **Comprehensive Local Needs Assessment**
- » **High-Quality Programs of Study**

4

Career-Technical Education Data and Accountability

Perkins V requires Ohio to set state performance measures for a required set of indicators of performance for career-technical education concentrators. The data reported by schools and districts provides standards to evaluate whether learners are on track for and progressing through their career pathways.

Accountability

» **Career-Technical Education Data and Accountability Guidebook**

» 2020-21 Approved CTE Courses

- 2019-20
- 2018-19
- 2017-18

Career Technical Data and Accountability Guidebook

Four-Year Graduation Rate

Definition of Target



The percentage of career-technical education concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

How to calculate



1S1 Student Graduation Rate - 4 Year	Numerator: Number of career-technical education concentrators who graduated within four years of the fiscal year in which they were first reported as ninth-graders (including summer graduates) in alignment to the graduation rate described in the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act.
	Denominator: Number of career-technical education concentrators who were ninth-graders in the same fiscal year as the numerator in alignment to the graduation rate described in the Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act.

How Targets are Determined



The performance level baseline is 85.3 percent and will increase to 91 percent in Fiscal Year 2023. The baseline was established using the class of 2018 four-year graduation rate (published in September 2019). The performance levels are aligned to the interim goals established in Ohio’s Every Student Succeeds Act (ESSA) plan for the ‘All Students’ group. More information on the ESSA interim and long-term goals can be found online [here](#).

Target Progression



Indicator	Baseline	FY20	FY21	FY22	FY23
1S1: 4-Year Graduation Rate	85.3%	88.0%	89.0%	90.0%	91.0%

Local Levels of Performance

Ohio FY22 Perkins V Local Application and Four-Year Plan

Sec 113(b) (4)(A) “Each eligible recipient shall agree to accept the State determined levels of performance for each year of the plan established under [the state plan] as local levels of performance or negotiate with the State to reach agreement on new local levels of performance, for each of the core indicators of performance ...”

Sec. 134(a) “Any eligible recipient desiring financial assistance shall ... submit a local application to the eligible agency. Such local application must cover the period of time applicable to the State plan...”

SECTION 1 - ELIGIBLE APPLICANT AFFIRMATION OF LOCAL TARGETS

This application is to serve students at the following level (check one):

Secondary
 Postsecondary/Adult



The Eligible Applicant agrees to accept the following negotiated local performance indicator standards for FY22-24:

PERFORMANCE TARGETS					
SECONDARY PERFORMANCE INDICATORS	Baseline	FY21	FY22	FY23	FY24
1S1: Four Year Graduation Rate	85.3%	88.0%	89.0%	90.0%	91.0%
1S2: Extended Graduation Rate	85.9%	90.0%	91.0%	92.0%	93.0%
2S1: Academic Proficiency in Reading Language Arts	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0%)	86.0 (71.7%)
2S2: Academic Proficiency in Mathematics	54.0 (45.0%)	56.0 (46.7%)	58.0 (48.3%)	60.0 (50.0%)	62.0 (51.7%)
2S3: Academic Proficiency in Science	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0%)	86.0 (71.7%)
3S1: Post-Program Placement	70.0%	71.0%	72.0%	73.0%	74.0%
4S1: Non-Traditional Program Enrollment	17.0%	17.5%	18.0%	18.5%	19.0%
5S3: Program Quality – Work-Based Learning	12.0%	12.0%	13.0%	14.0%	15.0%
5S4: Program Quality – Technical Skill Attainment	66.0%	67.0%	68.0%	69.0%	70.0%
POSTSECONDARY INDICATORS					
1P1: Post-Program Placement	80.0%	80.00%	80.50%	81.00%	81.30%
2P1: Earned Recognized Postsecondary Credential	74.0%	74.00%	74.25%	74.80%	75.30%
3P1: Non-Traditional Concentration	12.0%	12.00%	12.25%	12.75%	13.00%

By marking this box, applicant agrees with, and commits to pursue achievement of, the applicable performance targets above.

Jonathan C. Beard
Digital Signature of Jonathan C. Beard
 Date: 2020.12.30
 13:06:28 -05'00'
 Signature of person authorized to commit

Name of Eligible Applicant

pg. 2

Negotiating Targets?

- **Yes:** During the first 2 Years of the State Plan (FY25-26?)
- **No:** Cannot negotiate your way out of a PIP



Program Improvement Plans



Jon Beard – September 28, 2022

Sec 123(b): Local Program Improvement

- The state must annually evaluate performance (after January 31 Comprehensive Annual Report to USDOE)
- A Program Improvement Plan ("PIP") is due if a recipient fails to meet 90% of the level of performance for any indicator
 - PIPs must analyze performance disparities in special populations and subgroups
 - Districts must consult with stakeholders
 - PIPs must begin in the year following the year of nonattainment..."

Program Improvement Plan

FY21 Ohio Perkins Program Improvement Plan (Secondary)		
1. Career Technical Planning District:	Madison Local Schools	
List the indicator that did not meet at least 90% of the performance target percentage.	Provide at least one strategy designed to attain the performance standard and indicate the date by which the performance target will be met. Add specific actions(s) you will take in FY22 through FY24 to improve performance for this indicator, indicating the date such action will take place.	
Please submit one plan form for each unmet indicator target	Add specific actions(s) you will take in FY22 and FY23 to address performance gaps between specified special populations and/or subgroups. Action steps should be documentable and documented as performed, and evidence of progress should be clear and self-evident.	
2. Performance Indicator:	4S1 – Non-Traditional Program Enrollment	
3. Primary Indicator Subject to Sanction	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
4. Actual Performance:	FY21 Standard: 17.5	FY21 Performance: 6.8
5. Performance Goals	FY22: 16	FY23: 18.5
6. Root Cause of Failure to Meet Indicator	Due to limits with the Office of Civil Rights, Madison Local Schools has moved to a blind lottery system for enrollment purposes, eliminating a practice that allowed preference for some subgroups within programs. This has impacted the non-traditional federal indicator.	
7. Analysis of gaps in performance between special populations and subgroups	In analysis of the data for special populations in non-traditional traditional settings, there is a disproportionate number of minority students who are non-traditional students (6.25%, 1 of 16 non traditional students) verse white students (93.75%, 15 of 16 student).	
Strategy 1	By the start of the 22-23 SY, Madison Local Schools will increase the enrollment of non-traditional students within its programs from 6.8% to 10% by encouraging all students to explore career pathways that are outside of the traditional norms of enrollment trends.	
Action Step 1.A	Madison Local Schools will utilize non-traditional students in the recruitment process of programs where the 4S1 indicator was not met.	Documentation: Recruitment Materials, Emails
Action Step 1.B	Pathway teachers will invite former non-traditional students to come to speak to the students in the pathway and potential students about their career choice and the positive aspects of being a non-traditional student.	Documentation: Meeting minutes, emails
Action Step 1.C	Career Counselors will examine data on student enrollment trends within our pathways and intentionally include equal groups of interested sub-populations in the tour lists.	Documentation: Tour Lists, emails, enrollment data
Strategy 2		
Action Step 2.A		Documentation:
Action Step 2.B		Documentation:
Action Step 2.C		Documentation:

Supplemental Strategies and Action Steps

Strategy: Select		Documentation:
Action Step: Select		
Strategy: Select		Documentation:
Action Step: Select		
Strategy: Select		Documentation:
Action Step: Select		
Strategy: Select		Documentation:
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Strategy: Select		Documentation:
Action Step: Select		

Program Improvement Plan Year: 1 2 3

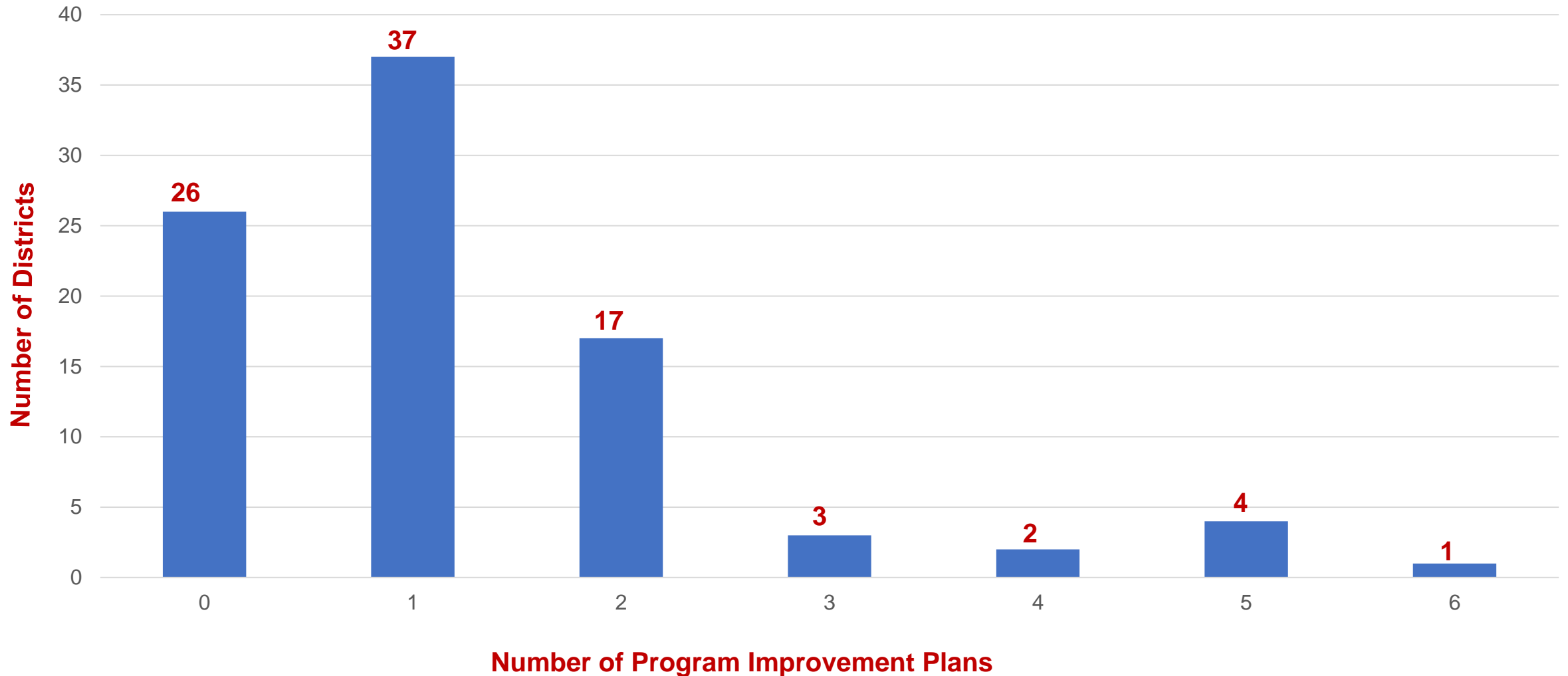
- I certify that stakeholders were consulted in the preparation of this Program Improvement Plan and will retain documentation of such.
- I certify that each Action Step is documentable and documentation of each will be retained.

Superintendent: *[Signature]* 3-24-22

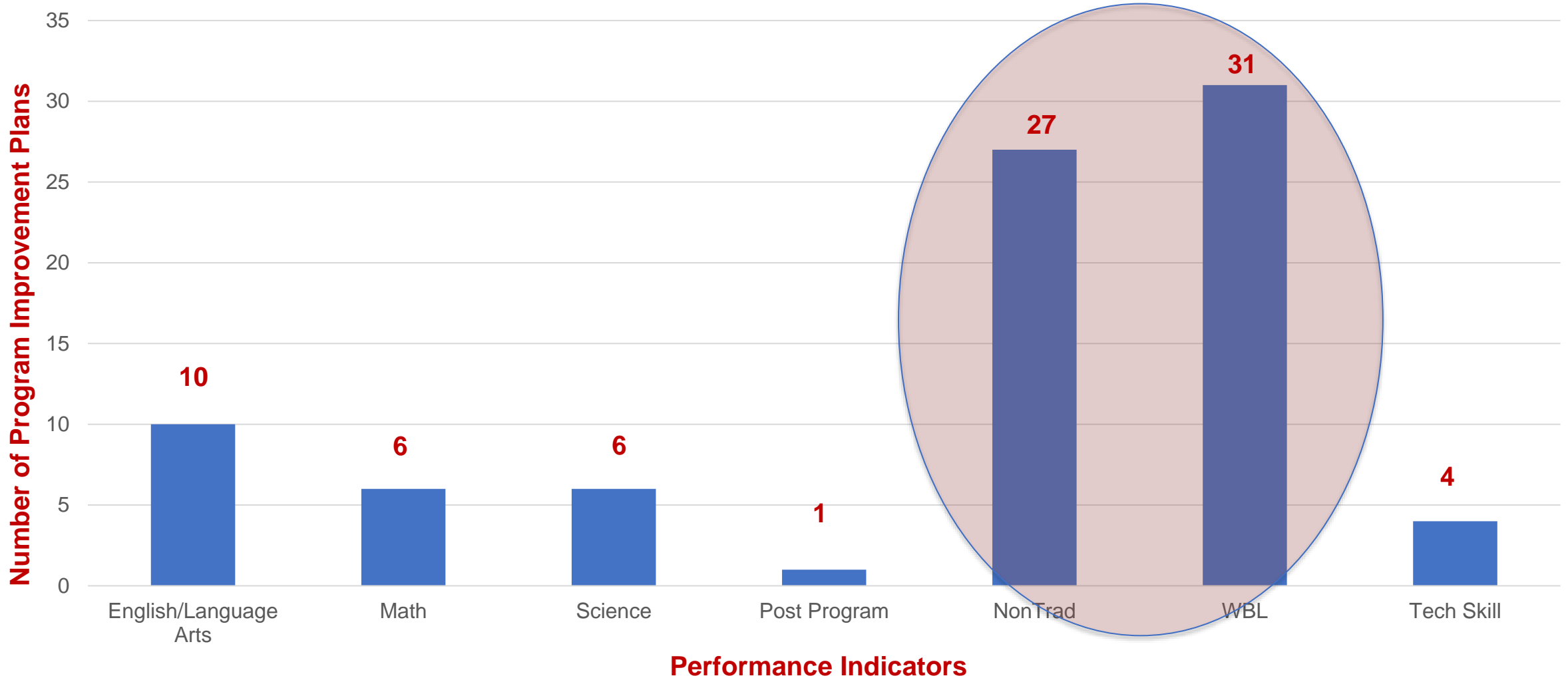
AFS Approved By: *Tawanna Fields-Mphande*

Zoom

Number of PIPs per District



Program Improvement Plans by Indicator



“What Are My Peers Doing?”



Learning from each other: NonTrad PIP Strategies

- During middle school visits, ensure student exposure to a nontraditional program of study
- Use nontrad students in recruiting booths
- Highlight business partners in nontraditional occupations in school visits
- Invite nontrad former students to come speak to classes
- Career counselors intentionally include nontrad students in tours

WBL PIP Strategy Buckets



Data Reporting Tool (4)



Teacher Professional Development (4)



Student Reporting - EMIS (4)



Expand Off-site Opportunity (4)



On-Site Opportunities (4)

WBL Best Practices Survey

QUICK LINKS

- Career-Technical Education Program and Assessment Matrix
- Perkins V State Plan
 - Carl D. Perkins V State Plan: Data and Accountability
 - Equity in Career-Technical Education
 - Carl D. Perkins V State Plan: Comprehensive Local Needs Assessment and Local Application
 - Comprehensive Local Needs Assessment FAQs
 - Carl D. Perkins V State Plan: High-Quality Programs of Study
 - Perkins V State Plan – Former
 - Perkins V Secondary CTE Follow-Up
- Career Tech Data and Accountability FAQs

Carl D. Perkins V State Plan: Comprehensive Local Needs Assessment and Local Application

The Strengthening Career and Technical Education for the 21st Century Act ("Perkins V"), passed by Congress and signed into law in 2018, requires that each local community develop and submit a Local Needs Assessment prior to receiving Perkins V grant funds. Working with the Ohio Department of Higher Education and local stakeholders, the Department of Education developed a Comprehensive Local Needs Assessment and Application to meet all the new federal requirements and state priorities. The Comprehensive Local Needs Assessments help Ohio's Career-Technical Education provider plan and deliver a robust system of high quality CTE programming, focusing on high-wage, high-skill, and in-demand occupations, and serving all the citizens of Ohio equitably.

FY23-24 COMPREHENSIVE LOCAL NEEDS ASSESSMENT

- FY23-24 Comprehensive Local Needs Assessment Workbook
- Perkins V Terms and Timelines
- FY 22 Perkins V Required Use of Funds
- Stakeholder Engagement Toolkit
- Fall 2021 Equity Lab Presentation
- CLNA Virtual Workshop Presentation

Five Part Comprehensive Local Needs Assessment Training Videos and Secured Data Center Overview

- Part One: Overview Perkins V Law
- Part Two: Ohio Educational Directory System Role Assignment
- Part Three: Navigating and Accessing the Portal
- Part Four: Data - What Does the Law Say
- Part Five: Understanding the Data Reports
- Secured Data Center Overview

CLNA Model Process Support

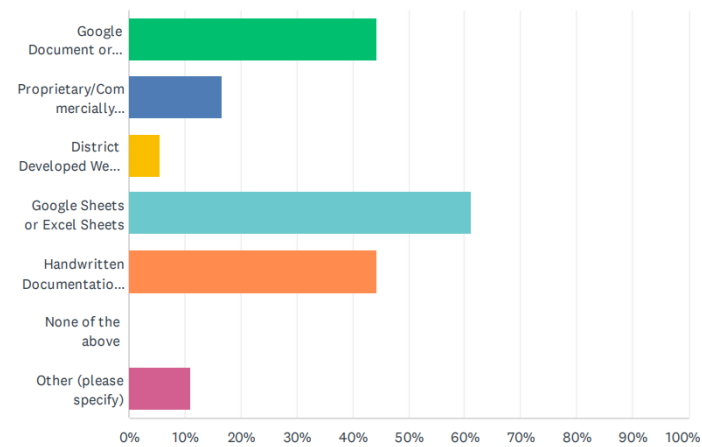
- CLNA Model Process Guidance
- Evaluation of Student Performance Section Worksheets
 - Data Reporting Systems and Processes
 - Student Performance
- Size Scope and Quality Section Worksheets
 - Size and Scope
 - Program Quality
 - Student Supports
- Labor Market Alignment Section Worksheets
 - Alignment to Industry Sector and Occupational Demand
 - Coordination with Stakeholders
 - Gaps in CTE Offerings
- Implementing CTE Programs of Study Worksheets
 - Alignment of CTE Across Secondary and Postsecondary
 - Credential Attainment
- Recruitment, Training and Retention of CTE Educators Section Worksheets
 - Recruitment of CTE Educators
 - Professional Development
 - Educator Demographics
- Improving Equity and Access Section Worksheets
 - Equitable Access

Work-Based Learning Promising Practices

- Work-Based Learning Best Practices Data
- The Office surveyed career technical planning districts that met the Fiscal Year 2021 federal

Q3 How are Work-Based Learning program hours and experiences captured by students in your district?

Answered: 18 Skipped: 0



ANSWER CHOICES	RESPONSES
Google Document or Microsoft	44.44% 8
Proprietary/Commercially Available Software (e.g., Transeo, Seamless WBL, CTE Manager, AET, etc.)	16.67% 3
District Developed Web Application	5.56% 1
Google Sheets or Excel Sheets	61.11% 11
Handwritten Documentation, Journal, Diary	44.44% 8
None of the above	0.00% 0
Other (please specify)	11.11% 2
Total Respondents: 18	

Peer-to-Peer Learning: Best Practices



6

Equity

Methods of Administration Plan & Equity

#CareerTechOhio
Ready for **careers**. Ready for **college**.
Skills for a **lifetime**.



Becky Crance, MPA

Equitable Access Program Administrator/Interim MOA Coordinator



Becky Crance, MPA

Pronouns: She/her/hers

Equitable Access Program Administrator

Interim MOA Coordinator

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Methods of Administration & Equity

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Skills for a **lifetime**.



1979 Guidelines



Ohio MOA Plan



Equity Initiatives



Equity in Career-Tech



Questions

1979 Guidelines: *Adams v. Califano*



In 1973, the Department of Health, Education, and Welfare was sued for its failure to enforce civil rights laws in vocational education (*Adams v. Califano*).

Vocational education was found to be continuously discriminatory.

The Department was directed to enforce civil rights requirements in vocational education programs through compliance reviews.



1979 Guidelines: Mandated Authority



The Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap, (*1979 Guidelines*)

Explains the civil rights responsibilities and Department regulations for recipients of federal funds that offer or administer career-technical and adult education.

Mandates each state to develop a review process called a Methods of Administration (MOA) Plan to measure compliance of federally funded programs.

Identifies the state agency responsible for monitoring compliance to be the agency that administers career-technical education.



Ohio MOA Plan

1 Desk Review

- Selected recipients receive the desk review from ODE requesting evidence
- 30 days to submit evidence to ODE
- ODE has 30 days to send a Letter of Findings

2 On-Site Review

- On-site review is 2 days with ODE Team
- ODE has 60 days to issue a Letter of Findings
- Recipient has 30 days to submit a Voluntary Compliance Plan (VCP)

3 Tech. Assistance

- [Department of Education website resource page](#)
- Voluntary review of civil rights compliance upon request

Ohio MOA Plan: Selection Process

EMIS Data pulled for
1/3 of secondary
subrecipients annually
approximately 231
locations

Career-technical
education building
**enrollment of
minorities, genders
and students with
disabilities** are
compared to overall
district enrollment
data.

**Disproportionate
enrollment** for each
student group is given
a score that is added
together for an overall
score.

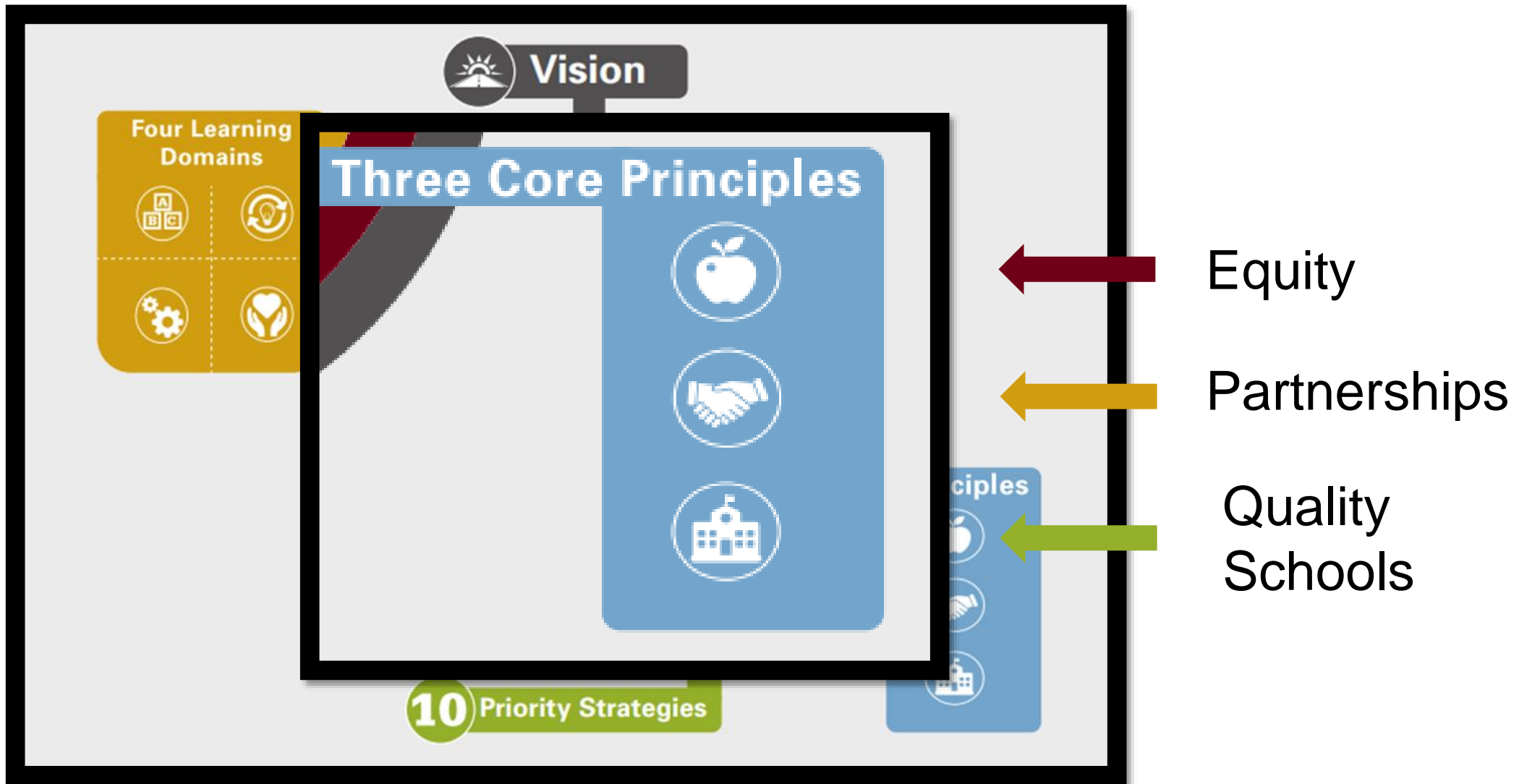


Ohio MOA Plan: Selection Criteria

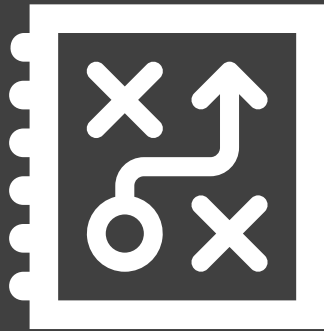


- ✓ Recipient of Federal Funds
- ✓ Offer CTE program or course

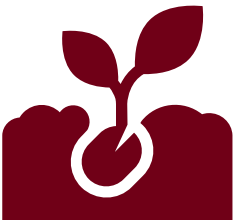
Equity Initiatives: *#EachChildOurFuture*



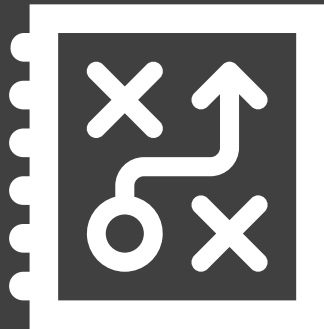
Equity Initiatives: #EachChildOurFuture



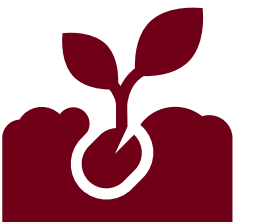
Each child has access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family background and/or income.



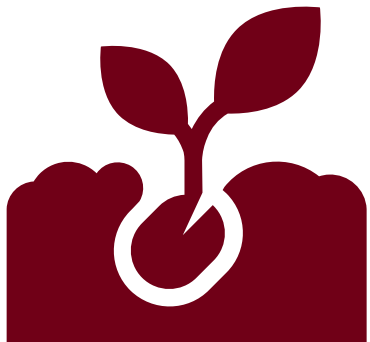
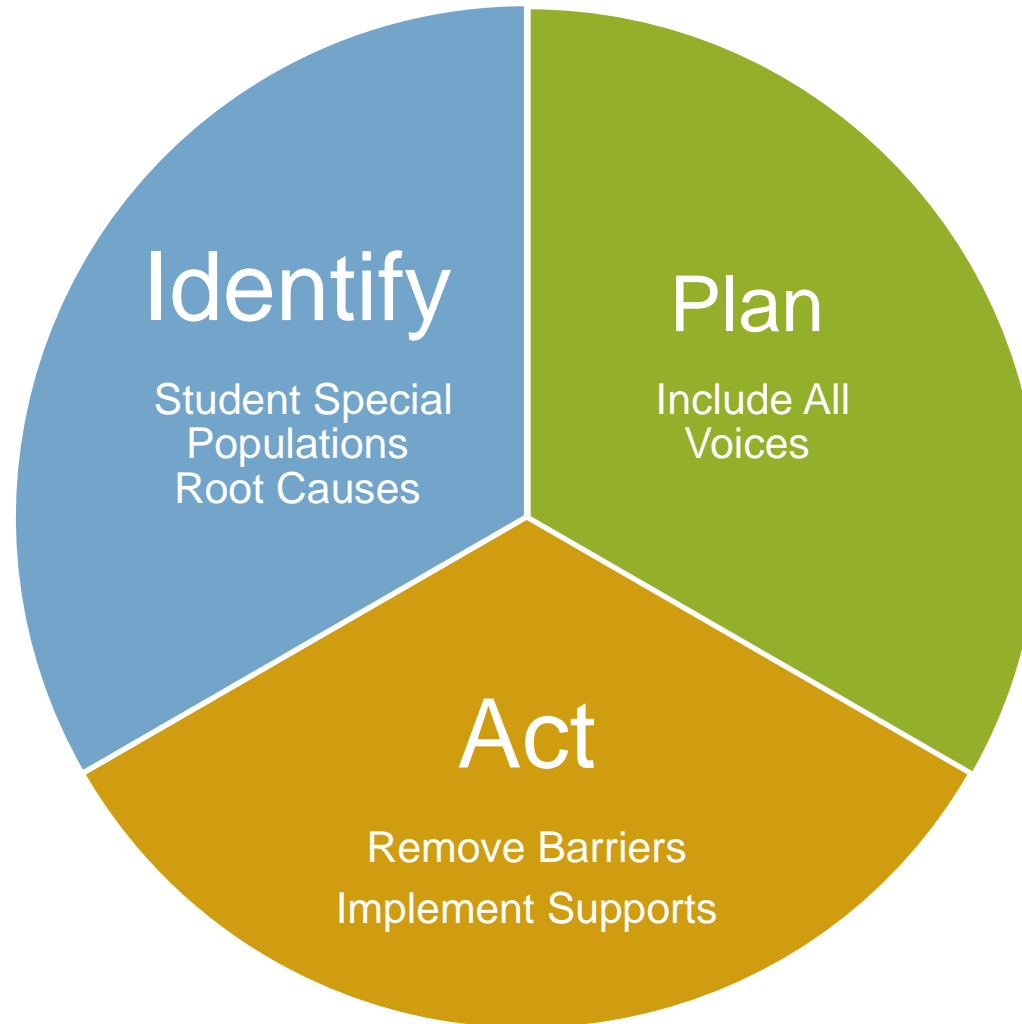
Equity Initiatives: Ohio Perkins V Plan



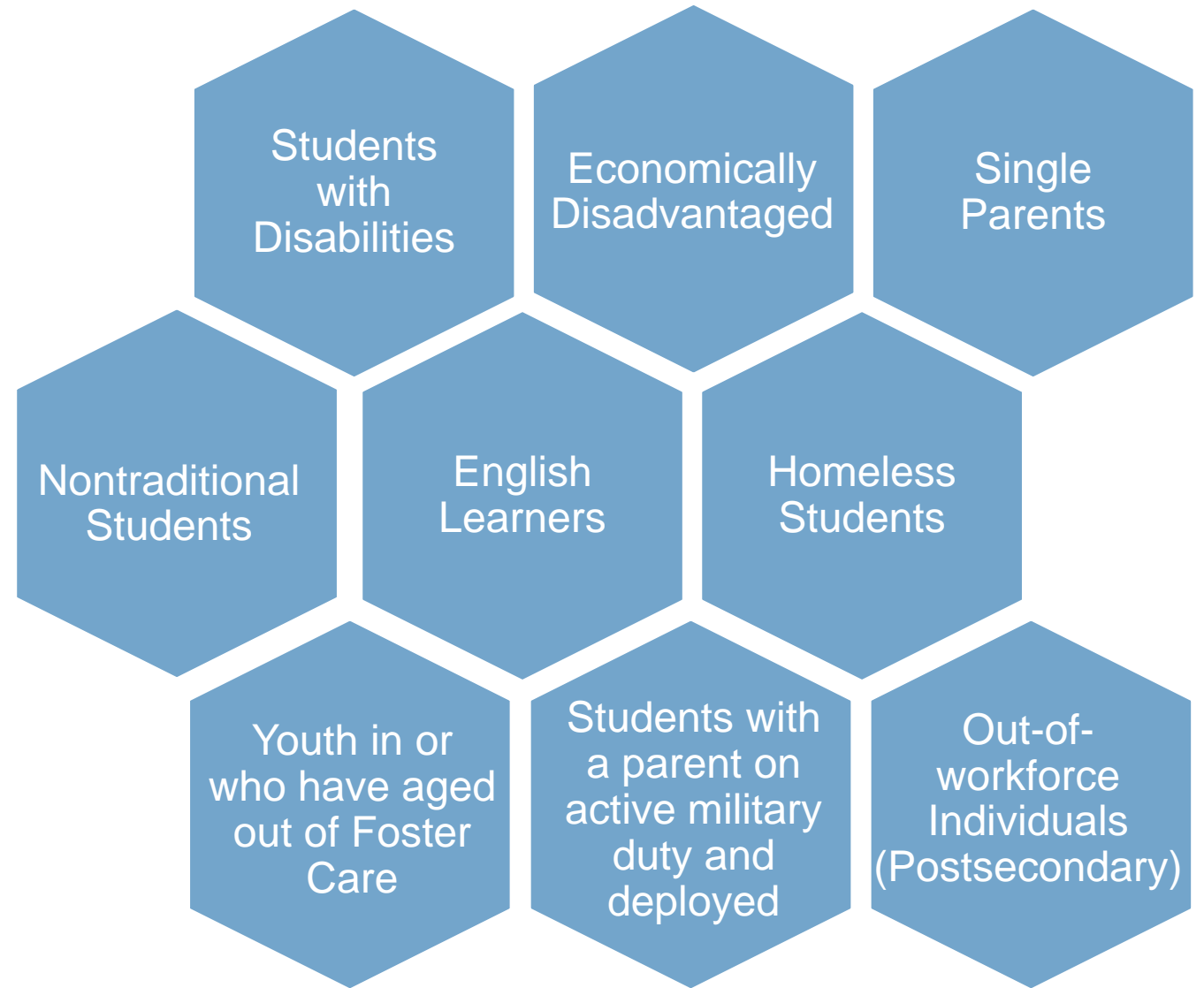
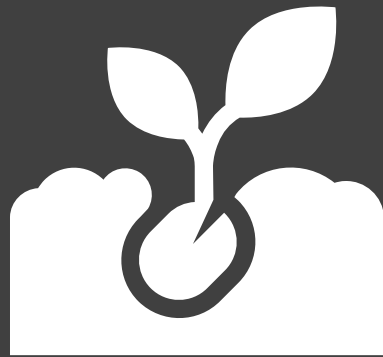
Removing barriers to access and enrollment and improving inequities in engagement and performance for all students with an intentional focus on students in special populations groups.



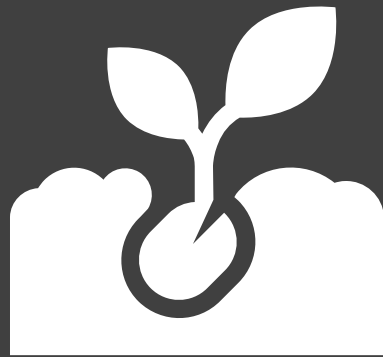
Equity in Career-Tech: Ohio Strategy



Equity in Career-Tech: Special Populations



Equity in Career-Tech: Office Initiatives



CTE Equity Labs

Equity for Each Grant

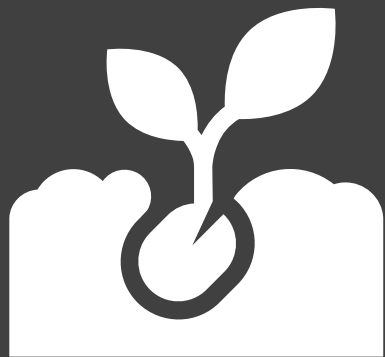
CTE Equity
Ambassador Program

Technical Assistance

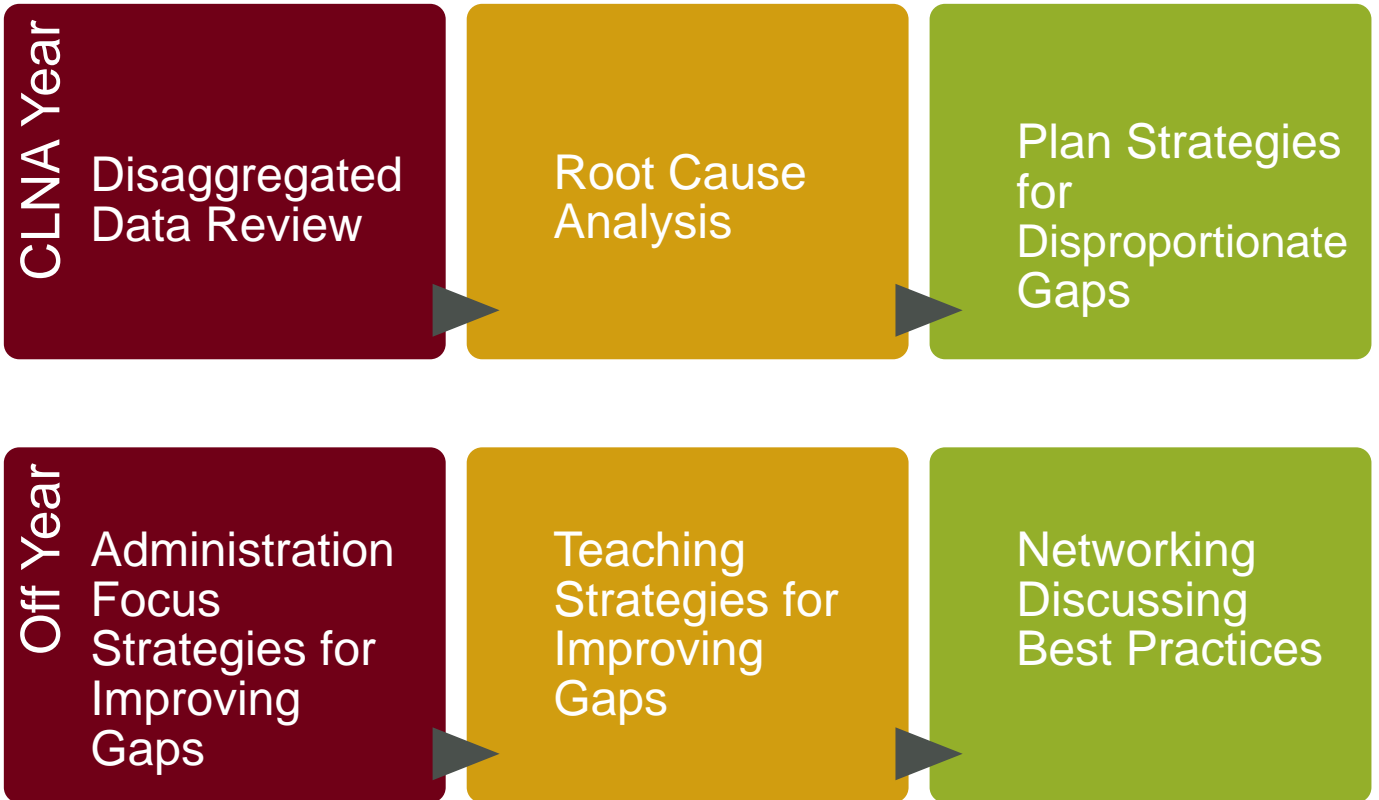


Equity Resources &
Contracts

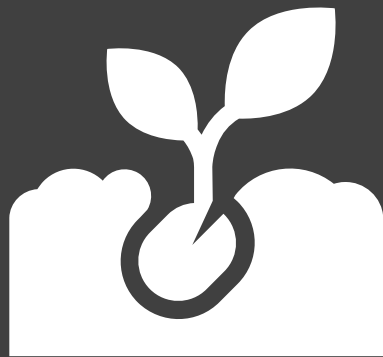
Equity in CTE



Career-Technical Education Equity Labs



Equity in CTE



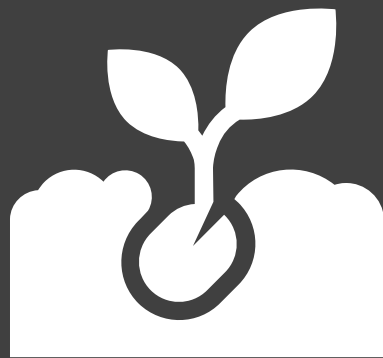
Equity for Each Grant

\$25,000 -
\$200,000 to
Improve Equity
Gaps in
Special
Population
Groups

Prioritize
Postsecondary
partnerships
and High-
Wage, in-
demand jobs

Applications
open April 1 –
May 15, 2023

Equity in CTE



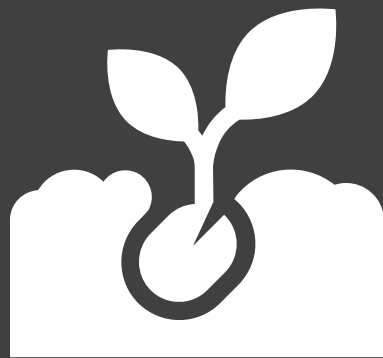
CTE Equity Ambassador Program

Up to 2
volunteers per
Career-
Technical
Planning
District

Invitations to at
least 2
Professional
Developments
each year

Act as an
Equity Lead in
the district

Equity in CTE



Equity Resources & Contracts

Ohio CTE
Data Story

Recruiting
Special
Populations
Toolkit

Resources
for
Supporting
Justice-
Involved
Youth

GIS
Mapping
Application



Advancing Evidence.
Improving Lives.

Methods of Administration & Equity Review

#CareerTechOhio
Ready for **careers**. Ready for **college**.
Skills for a **lifetime**.



1979 Guidelines



Ohio MOA Plan



Equity Initiatives



Equity in Career-Tech



Questions

Questions?



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Skills for a **lifetime**.



Becky Crance, MPA

Pronouns: She/her/hers

Equitable Access Program Administrator

Interim MOA Coordinator

Office of Career-Technical Education

614-572-5253

rebecca.crance@education.ohio.gov

www.education.ohio.gov

Thank you for joining us today!

Additional Resources



[Comprehensive Local Needs Assessment and Application](#)



[Strengthening Career and Technical Education for the 21st Century Act \(“Perkins V”\)](#)



[U.S. Office of Management and Budget \(OMB\) Circulars](#)



[The Office of Career, Technical, and Adult Education \(OCTAE\), Division of Academic and Technical Education \(DATE\)](#)

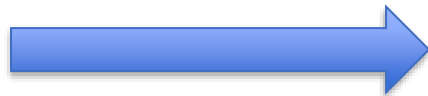
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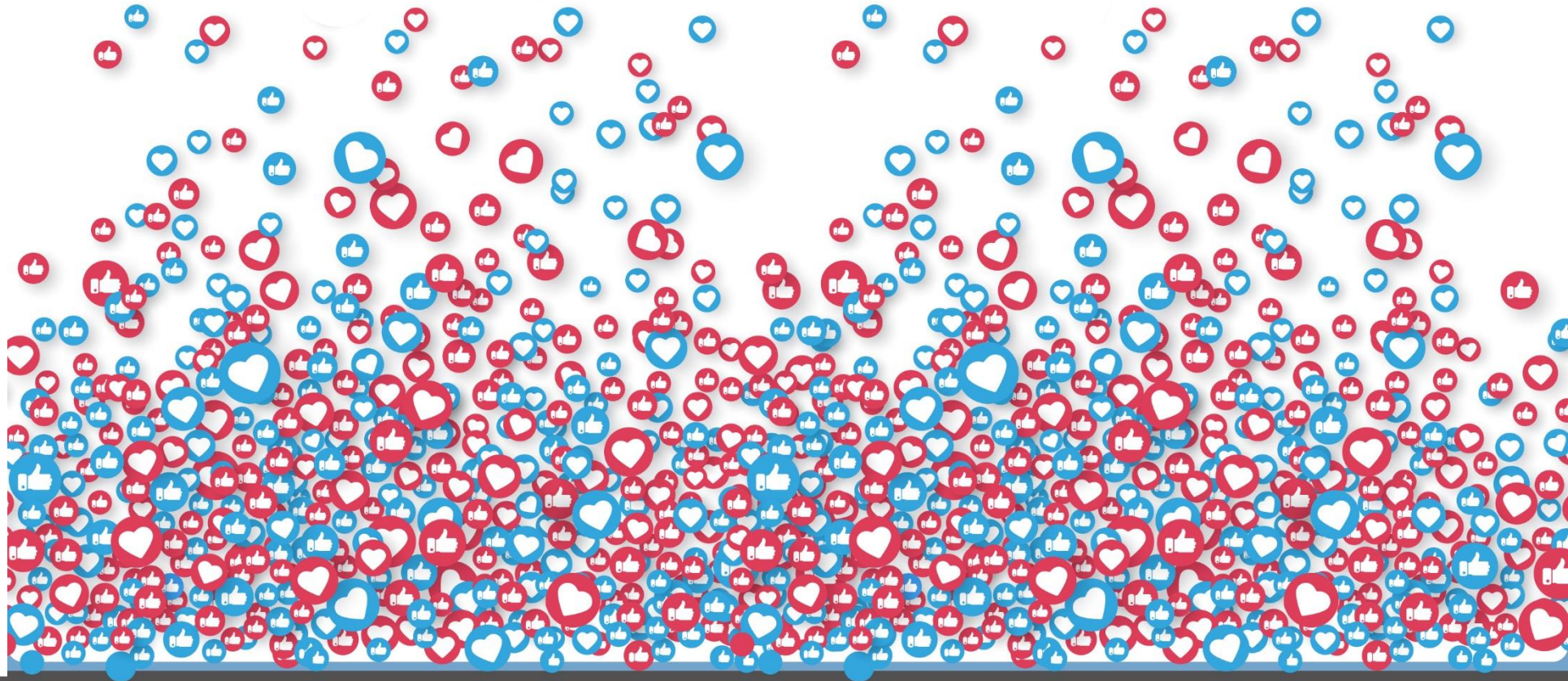
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Questions?

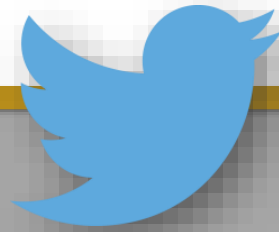


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