CARL D. PERKINS
SPRING INFORMATIONAL MEETING
FOR COLLEGES

Friday, November 5, 2010
Ohio Department of Transportation
Columbus, Ohio
10:00 a.m. - 3:00 p.m.
WELCOME
STATE UPDATES

Ohio Board of Regents
Anthony Landis

- Special Population
- Unites States Department of Education (USDE)
STEM EQUITY PIPELINE UPDATES

Ben Williams, Director of Advising Services
Columbus State Community College
FINANCIAL REQUIREMENTS

Comprehensive Continuous Improvement Planning (CCIP)

Dwight Anstaett, Director,
Ohio Department of Education
Supporting Perkins Five-Year Plan Vision
3% EARMARKED FUNDS MODEL

- College: 3%
- Secondary CTPD: 3%
- Business/Ind.: 3%
- 3% Adult WFD Center

Tech Prep Collaborative Consortia
3% EARMARKED FUNDS

The intent of the 3% Earmarked Funds: is to deploy a targeted effort to respond to Ohio’s economic development priorities through efforts to ensure that more learners are successful in high quality career-technical programs.

Purpose of 3% Earmarked Funds

- “Support for learner success” activities
- Provide appropriate interventions to help all students in career-technical programs achieve at a high level.

(Carl D. Perkins Career and Technical Education Act of 2006 Local Five-Year Performance Plan)
3% Earmarked Funds Model

Greater Northwest Ohio Tech Prep Consortium

- In Fy09 created a sub-committee called “Student Success”. (Chaired by Lori Taylor, Career Technical Director from Sylvania Schools)

- Collaborative efforts: Adult Workforce Education (which includes ABLE/GED), Secondary and Post-secondary representatives.

Purpose of committee:

- Examine regional (3% Earmarked Funds) ways to increase student transitions to post-secondary education and eliminate the need for remediation.
3% EARMARKED FUNDS MODEL

- Meet quarterly

- Provide recommendations regarding Career Development, College-Ready strategies, Compass assessments, and more.

- Currently working closely with the United Way’s Graduation Now project – specifically the College and Career Ready Subcommittee
Stakeholder Participation

Partnerships
- Business and Industries
- Adult
- Secondary
- Postsecondary
- Students
- Parents
STAKEHOLDER PARTICIPATION

Stakeholder Participation (Secondary, Adult and Postsecondary) [Perkins Act of 2006, Sec. 134(b)(5)]

- As specified in Perkins IV legislation, to improve performance measures requires discussions and input from key stakeholders.
**STAKEHOLDER PARTICIPATION**

- Review Stakeholder-update
  - Meet annually for evaluation on the progress of the plan’s implementation
  - Levels of involvement must be one or more of the following: (1) discussion, (2) development, (3) implementation, (4) evaluation
  - Review constituents represented
  - Minutes should reflect but not limited to:
    - Performance indicators, programs of study, and CCIP
BUILDING RELATIONSHIPS THAT MATTER

- **Engage** in issues that matter: focus on clear objectives that require action.

- **Be ready to act** - use engagement to drive decisions, not as public relations exercise.

- **Engage the right stakeholders** - identify the right stakeholders

- **Seek shared value** - ensure that each stakeholder benefits directly from engagement and understands how project decisions will impact on other stakeholders

- **Provide adequate resources**

  - (Best Practices for Stakeholder Engagement)
  - Knowledge Genes
Five-Year Plan
Are you on track?

- Please take the time to review your Perkins Five-Year Plan to ensure you are on track
  - July 1, 2008 – June 30, 2013
- Aligning with the 10-Year Strategic Plan
  - Increase enrollment 230,000-2017
  - Making connection with ABLE director
  - College Readiness
  - Building relationships
  - Internship Co-op
- Where are you today in your plan?
ACCOUNTABILITY PERFORMANCE MEASURES
Performance Measures

State and Local Performance Data

Overview

• Five Core Indicators of Student Performance

• Multiple sub-indicators for a variety of student populations
  - Gender, Race, Career Cluster and Special Populations
PERFORMANCE MEASURES

- CORE INDICATOR 1: Technical Skill Attainment
  - Concentrators who attain technical Skills

- CORE INDICATOR 2: Credential, Certificate, or Degree
  - Concentrators who attain an industry-recognized credential, certificate or degree

- CORE INDICATOR 3: Student Retention & Transfer
  - Concentrators who remained enrolled in their original institution
  - Concentrators who transferred to another two or four-year institution
PERFORMANCE MEASURES

- CORE INDICATOR 4: Student Placement
  - Concentrators employed, in military service, or in apprenticeship program in the 2nd quarter

- CORE INDICATOR 5: Non-traditional Participation and Completion
  - 5P1—Participants in non-traditional CTE programs
  - 5P2—Concentrators in non-traditional CTE programs who complete the program
PERKINS REPORTS

- Performance Report
- Performance Improvement Plan Notification Letter
- Performance Improvement Plan
- Performance Target Work Sheet
## Postsecondary Statewide Perkins Performance Report

### Student Subgroup Counts

<table>
<thead>
<tr>
<th>CTE Performance Rates by Student Subgroup</th>
<th>Technical Skill Attainment (TP1)</th>
<th>Credential, Certificate or Degree (TP2)</th>
<th>Student Retention or Transfer (SP1)</th>
<th>Student Placement (AP1)</th>
<th>Nontraditional Participation (SP2)</th>
<th>Nontraditional Completion (SP2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Numerator</td>
<td>Denominator</td>
<td>Numerator</td>
<td>Denominator</td>
<td>Numerator</td>
<td>Denominator</td>
</tr>
<tr>
<td>Grand Total</td>
<td>16,550</td>
<td>21,810</td>
<td>5,043</td>
<td>9,434</td>
<td>4,245</td>
<td>64,224</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>9,747</td>
<td>12,568</td>
<td>6,362</td>
<td>12,568</td>
<td>24,218</td>
<td>36,776</td>
</tr>
<tr>
<td>Male</td>
<td>6,803</td>
<td>9,242</td>
<td>3,681</td>
<td>9,242</td>
<td>18,187</td>
<td>27,448</td>
</tr>
<tr>
<td>Race/Ethnicity Standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>American Indian or Alaska Native</td>
<td>75</td>
<td>100</td>
<td>31</td>
<td>100</td>
<td>188</td>
<td>288</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>203</td>
<td>269</td>
<td>104</td>
<td>269</td>
<td>590</td>
<td>759</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>1,384</td>
<td>2,386</td>
<td>649</td>
<td>2,386</td>
<td>4,706</td>
<td>7,154</td>
</tr>
<tr>
<td>Hispanic</td>
<td>283</td>
<td>423</td>
<td>145</td>
<td>423</td>
<td>888</td>
<td>1,291</td>
</tr>
<tr>
<td>Unknown/Other</td>
<td>809</td>
<td>1,021</td>
<td>399</td>
<td>1,021</td>
<td>2,162</td>
<td>3,203</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>13,525</td>
<td>17,658</td>
<td>5,106</td>
<td>17,658</td>
<td>33,521</td>
<td>61,489</td>
</tr>
</tbody>
</table>

### Special Populations and Other Student Categories

- Individuals with Disabilities (ADA)
- Economically Disadvantaged
- Single Parents
- Displaced Homemaker
- Limited English Proficient
- Migrant Status

### Subindicators (definition) – Statewide student counts are disaggregated by student subgroup subindicators.

<table>
<thead>
<tr>
<th>CTE Performance Rates by Student Subgroup</th>
<th>Technical Skill Attainment (TP1)</th>
<th>Credential, Certificate or Degree (TP2)</th>
<th>Student Retention or Transfer (SP1)</th>
<th>Student Placement (AP1)</th>
<th>Nontraditional Participation (SP2)</th>
<th>Nontraditional Completion (SP2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Numerator</td>
<td>Denominator</td>
<td>Numerator</td>
<td>Denominator</td>
<td>Numerator</td>
<td>Denominator</td>
</tr>
<tr>
<td>Credential</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Certificate</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Degree</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Single Parents</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Displaced Homemaker</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Total Tech Prep Student Count (unduplicated)

| Postsecondary Tech Prep Student (definition) – A postsecondary education student who has enrolled in a Ohio public institution after participating in the Tech Prep program in High School.

<table>
<thead>
<tr>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>13,242</td>
<td>14,652</td>
</tr>
</tbody>
</table>
PERFORMANCE REPORT

Ohio Board of Regents

2008-2009 Postsecondary Statewide Perkins Performance Report

State:
Ohio
Run Date:
12/5/2009

Perkins IV CTE Student Counts
In each of the following categories, unduplicated means a student is counted only one time. A student may be counted in more than one category. A student may be counted only as a CTE Participant, or as a CTE Participant and a CTE Concentrator.

Total CTE Participants (unduplicated)
2009 2009

Perkins Core Indicators of Performance and Levels of Performance (Performance Targets)
FY 2009 State performance targets for all postsecondary colleges core indicators of performance have been negotiated with the U.S. Department of Education. FY 2010 postsecondary college performance targets will be negotiated in Autumn 2009. Source of performance data is the Ohio Board of Regents' Higher Education Information (HEI) data system, and administrative record exchanges with other data systems.

2008-2009 Secondary Indicators of Performance

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Actual State Performance Rate</th>
<th>State Performance Target</th>
<th>Met State Performance Target</th>
<th>Met 90% of State Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>51P - Technical Skill Attainment</td>
<td>75.96%</td>
<td>74.00%</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>51I - Credential, Certificate, or Degree</td>
<td>43.24%</td>
<td>37.00%</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>55P - Student Retention or Transfer</td>
<td>66.00%</td>
<td>66.60%</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>55I - Student Placements</td>
<td>60.00%</td>
<td>70.00%</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>56P - Nontraditional Participation</td>
<td>21.53%</td>
<td>11.50%</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>56I - Nontraditional Completion</td>
<td>16.74%</td>
<td>15.60%</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

1 If 90% of the state performance target is not met for any indicator performance, Ohio must submit an improvement plan to the U.S. Department of Education.
PERFORMANCE TARGET

- Campuses that meet or exceed 90% of annual approved performance targets for each indicator will be considered to be in compliance with Perkins accountability requirements.
- If you fail to meet at least 90 percent of an agreed-upon level of performance a notification letter will be sent the campus.
- Performance Improvement Plan (PIP) must be completed.
- Notification letter will be sent no later than February, 2011.
Ohio Board of Regents
University System of Ohio

To: Perkins Coordinators

From: Tawanna Fields-Mphane, Administrator, College & Career Transitions

Date:

Re: Perkins Performance Improvement Plan Required

The Carl D. Perkins Career and Technical Education Act of 2006 requires that recipients meet at least 90% of the local adjusted levels of performance for core indicators of performance. According to a review of your district’s FY2008 data, your district is not in compliance with section 113(b)(4) Local Levels of Performance. During the FY2008 reporting year, your district did not meet its 90% level of performance for the following Performance Indicator(s):

(XXX) _______________________
(XXX) _______________________
Performance Improvement Plan Document

Performance Improvement Plan (PIP) document

Process:
- Briefly describe specific action you intend to implement to improve performance
- Base your plan’s strategy on an analysis of the disaggregated data.
- Include who will be locally responsible for ensuring the plan is implemented
- Obtain signature
# Performance Improvement Plan

**FY2009 Ohio Perkins Performance Improvement Plan (Postsecondary)**

<table>
<thead>
<tr>
<th>College Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CTPD Number:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Performance Improvement Plan</th>
</tr>
</thead>
</table>
| List all indicators identified on your FY2008 Performance Report that did not meet at least 90% of the negotiated target percentage. | Detail the step(s) you will take to address the performance deficit(s) outlined under the Performance Indicator box. Include:  
- *The specific action you will take in FY2009* to improve performance for each indicator, considering an analysis of the disaggregated data found in your FY2008 Performance Report, and  
- *Who will be responsible* (by position) for ensuring the plan is implemented. |
Performance Improvement Plan Document cont.

- Email or mail the hard copy within thirty (30) calendar days of notification date
- Mail signed original to:
  
  Tawanna Fields-Mphande
  30 East Broad St., 36th Floor
  Columbus, Ohio 43215

- Possible Sanctions: If document is submitted after the deadline
# College Performance Target Worksheet

## Ohio Board of Regents

### Years 3-4 (FY10-FY11) Postsecondary Performance Targets Worksheet

**Campus Name:**

**Institution Code:**

**Run Date:** XX/XX/2009

## Postsecondary

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Skill Attainment (P1)</td>
<td>74.00%</td>
<td>74.75%</td>
<td>75.50%</td>
<td>75.50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credential, Certificate or Degree (P2)</td>
<td>37.00%</td>
<td>38.25%</td>
<td>39.00%</td>
<td>39.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Retention or Transfer (P3)</td>
<td>66.00%</td>
<td>67.00%</td>
<td>67.75%</td>
<td>67.75%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Placement (P4)</td>
<td>79.00%</td>
<td>79.25%</td>
<td>79.50%</td>
<td>79.50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nontraditional Participation (P5)</td>
<td>11.50%</td>
<td>15.00%</td>
<td>15.25%</td>
<td>15.25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nontraditional Completion (P6)</td>
<td>10.50%</td>
<td>13.00%</td>
<td>13.25%</td>
<td>13.25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The Minimum Performance Targets were calculated by the State, based upon FY2008 performance data and State Performance Targets.
2. Enter the Proposed Performance Targets. These cannot be lower than the calculated Minimum Performance Targets. Contact your AFS Consultant if you need assistance with this.
3. The State enters the Agreed-Upon Performance Targets.
Negotiation for program years 3 and 4 (FY2010 and FY2011) are completed.

Negotiations will start again in FY2012 for years 5 and 6 (FY2012 and FY2013)

Performance Targets will not be negotiated this year.
ACCOUNTABILITY
PERKINS MONITORING
New Perkins Monitoring Guide format

- Content has not changed
- Document will be available on the Perkins website January 2011.
- Pilot test the document this month.
- Downloadable Adobe document
- Fill-in/Save and print
**Staff Professional Development**

**Did the college provide professional development and training activities in FY 2010 for staff (e.g., administrators, advisors, career counselors, financial aid counselors, student support services professionals, etc?)**

<table>
<thead>
<tr>
<th>Location of Items on File</th>
<th>S Yes</th>
<th>O No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinators Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disability Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Give one example for each listed where the college provided professional development or training on effective:

- **a)** interaction with students (i.e., advising, financial aid counseling, etc.);
- **b)** use of technology to better communicate with and engage students;
- **c)** use of scientifically based research and data to improve student engagement;

**Explain:**

- **a)**
- **b)**
- **c)**

Provide five (5) to six (6) examples of the following: National, state, or local conferences and workshops attended by or sponsored by your institution.
Campuses to be monitored

- Perkins Campus - Cohort A
- Belmont Technical
- Cincinnati State Community College
- Clark State Community College
- Hocking College
- Lakeland Community College
- Marion Technical College
- North Central State College
- Owens Community College
- Sinclair Community College
- Southern State Community College
CAMPUSES TO RECEIVE ON-SITE VISIT

- **Cohort A**
  - Lakeland Community College
  - North Central State College
  - Owens Community College
  - Marion Technical College

**Tentative Timeline**
- January 18, 2011-June 30, 2011
FY2011 Tentative Travel Dates

- Lakeland Community College May 3, 2011
- North Central Community College May 10, 2011
- Owens State Community College May 17, 2011
- Marion Technical Community College May 27, 2011
PERKINS WEBSITE UPDATES
NEW COORDINATORS MEETING
TRAVEL DATES

- November 10, 2010- Rhodes State College
- November 16, 2010- Owens Community College
- November 22, 2010-Sinclair Community College

Meeting will provide an overview of the following:
  - History of Perkins
  - Monitoring process
  - Compliance
  - Performance indicators
PERKINS WEBSITE UPDATES

Accountability

The Carl D. Perkins Career and Technical Education Act of 2006 provides an increased focus on the academic achievement of career and technical education students, strengthening the connections between secondary and postsecondary education, and improving state and local accountability.

Each state is responsible for developing an accountability system that assesses its effectiveness in achieving statewide progress in career technical education. The state adjusted levels of performance consist of five core performance indicators (1P1, 2P1, 3P1, 4P1, 5P1, and 5P2). These indicators are:

- 1P1: Technical Skill Attainment
- 2P1: Credential, Certificate or Degree
- 3P1: Student Retention or Transfer
- 4P1: Student Placement
- 5P1: Nontraditional Participation
- 5P2: Nontraditional Completion

The data utilized to calculate the five core performance indicators is retrieved from the Higher Education Information System (HEI).

Perkins Monitoring Process

The intent of the monitoring guide is to review compliance of the Carl D. Perkins Career and Technical Act of 2006 required program activities and services. The guide assures that the institution is meeting the fundamental expectations of the grant, which are stated in Section 135 of federal Perkins legislation.

- FY2011 Carl D. Perkins IV Monitoring Guide
- FY2011 Campuses to be Monitored
- FY2011 Monitoring Timeline
- Carl D. Compliance and Monitoring Document
- FY2011 Tentative On-Site Travel Dates
- Ohio-Specific Perkins IV Terminology
- Perkins Basic Grant Allowable/Unallowable Costs

State Performance Targets

State performance targets for each Perkins IV indicator of performance in Secondary, Postsecondary and Adult are negotiated with the U.S. Department of Education’s Office of Vocational and Adult Education. For Year 1, performance targets were calculated for these Secondary indicators. For Years...
NATIONAL UPDATES
NATIONAL UPDATES

- National Career Pathways Conference (NCPN)
- Presentations now available for download:
- “Programs of Study (POS) Design Framework”
  - Rebuilding the pipeline (NCPN)
- Smashing Silos
- Supplemental Instruction (SI) Improving First Quarter Nursing Retention in a “Killer” Class (Ben Williams)
- An Adaptable Model That Prepares Students for College and Workforce Credentials While in High School (Mortenous Johnson & Alisha Mitchell)
NATIONAL UPDATES

- 2011 NCPN- Marriot World Center- Orlando, FL.
- 2010 Association for Career and Technical Education (ACTE)- December 2-4, 2010

Informative:
The Condition of Education 2010 report

*The Condition of Education* is a congressionally mandated report that provides an annual portrait of education in the United States.

LOCAL CONFERENCE

Ohio Economic-Education Summit IV

- You can access it at this [link](www.education.ohio.gov) or go to [www.education.ohio.gov](http://www.education.ohio.gov) and keyword search: *Economic- Education Summit IV*

- This year’s Summit will focus on the following sectors: Advanced Energy, Aerospace/Propulsion, Ag/Bioproducts, Biomedical, Logistics and Materials Science
Thank You