Today’s Discussion

• Provisions that impact local recipients
• Timelines: How did we get here and what’s next?
• Definitions: What is the same and what is new?
• Accountability provisions
• Local application and needs assessment
• State Plan Development
1 Timelines
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WIOA signed into law
ESSA signed into law

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House approves HR 5587
New congress introduces HR 2353 – Approved in June
Senate and House approve new bill

Signed into law July 2018
Transition plan takes effect on July 1

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New 4-year plan takes effect

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Questions?
2 Definitions
Key Updates on Definitions

• 55 definitions total (current law has 34)

• New definitions linked to WIOA and ESSA

• Other important new and updated definitions
Let’s take a look at some definitions.
Career-Technical Education

• Rigorous academic content and relevant technical knowledge and skills (must be tied to ESSA)

• Competency-based, work-based, or other applied learning that supports coordination between secondary and postsecondary education programs
Program of Study

• Academic and technical content at the secondary and postsecondary level

• Challenging state academic standards

• Culminates in the attainment of a recognized postsecondary credential
Program of Study: NEW

• Multiple entry and exit points

• Sequence increases in specificity

• Impact – review programs of study to ensure compliance with new definition
Special Populations

• Individuals with disabilities

• Individuals from economically disadvantaged families

• Those preparing for non-traditional fields

• English learners
Special Populations

• Homeless individuals

• Youth who are in or have aged out of the foster care system

• Youth with a parent who is a member of the armed forces and is on active duty
Recognized Postsecondary Credential

• Industry-recognized certification, or apprenticeship certificate of completion

• License recognized by the state or federal government

• Associate degree
Questions?
3 Accountability Provisions
Who is included?
Secondary CTE Concentrator

Completed at least two courses in a single CTE program
Potential Impact

• The new definition outlined in Perkins V significantly increases the number of secondary students who will be identified as concentrators
• Follow up data
• Inclusion in all measures
Accountability: Measures

• Graduation rate (ESSA)
  – Must include 4-year rate
  – May, at state’s discretion, include 5-year rate
  – Must use ESSA definition

• Academic Attainment (ESSA)
  – Performance Index
Accountability: Measures

• Placement: 2\textsuperscript{nd} quarter after exiting from secondary education, in postsecondary education or advanced training, military service, national service program, or are employed

• Percentage of concentrators in programs/programs of study that lead to non-traditional fields (new: Different than current measure)
Accountability: Measures

Indicators of program quality (choose one):

• Attainment of recognized postsecondary credentials

• Attainment of postsecondary credit in the CTE program

• Participation in work-based learning
Accountability: Measures

A second, optional quality indicator:

• Any other measure that is statewide, valid and reliable, and comparable
  – Technical Skill Attainment
Postsecondary CTE Concentrator

Earned at least 12 credits within a CTE program of study; or completed a CTE program with fewer than 12 credits
Accountability: Measures

• The % of CTE Concentrators who, during the 2\textsuperscript{nd} quarter after program completion, remain enrolled in PSE, are in advance training, military service, a service program, the Peace Corps or are placed or retained in employment.

• The % of CTE Concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

• The % of CTE Concentrators in CTE programs that lead to non-traditional fields.
# Accountability: Target Setting

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<th>Similar to current law:</th>
<th>New requirements:</th>
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<td>Expressed in numerical or percentage form</td>
<td>Subject to up to a 60-day public comment process</td>
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<td>States must “continually make progress toward improving the performance of all career and technical education students,” including subpopulations</td>
<td>Takes into account how levels advance state plan goals</td>
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<td>Be higher than average actual performance of two most recently completed program years</td>
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Target Setting

• Local recipients must adopt state targets, OR negotiate local targets with the state
• Local targets subject to same requirements as state targets
Improvement Plans

• Improvement plan -- If you miss 90% of performance targets (current law)

• Sanction -- Missing 90% of targets or failing to improve for two years after going into improvement (same impact as current law although language is different)

• NEW: Cannot change performance target when under such an improvement plan
Reporting Requirements

• Far more robust requirements
• By core indicator, by subgroup and subpopulation
• By core indicator and CTE program or program of study; if that is not practical, then by Career Cluster
• Identify and quantify disparities or gaps in performance
Questions?
Local Application and Needs Assessment
Eligible Recipient

• Can operate as a single entity or as a consortium

• Locals must submit an “application”

• Must conduct a needs assessment with the application and then submit a needs assessment every two years
  – Must consult with local stakeholders continually as determined by the state
Local Application

• Describe results of the comprehensive needs assessment

• Provide information on your CTE course offerings and activities which include at least one State-approved programs of study (POS), including—
  – How the needs assessment informed the selection of the CTE programs and activities selected to be funded;
  – A description of any new POS that will be developed and submitted for approval; and
  – How students, including students who are members of special populations, will learn about their school’s CTE course offerings and whether each course is part of a CTE POS.
Local Application

• Describe how your institution, in collaboration with local workforce development boards and other local workforce agencies, Jobs Ohio Centers’, and other partners, will provide—
  – career exploration and career development coursework, activities, or services;
  – career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the needs assessment; and
  – an organized system of career guidance and academic counseling to students:
    • before enrolling; and
    • while participating in a career and technical education program;
Local Application

• Describe how your institution will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs

• Describe how your institution will—
  – provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency;
  – prepare CTE participants for non-traditional fields;
  – provide equal access for special populations to CTE courses, programs, and POS; and
  – ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
Local Application

• Describe the work-based learning opportunities that your institution will provide to students participating in CTE programs

• Describe how your institution will provide students participation in CTE programs with an opportunity to gain postsecondary credit while still attending high school
Local Application

• Describe how your institution will coordinate with ODE/ODHE and institutions of higher education to support teacher preparation and professional development.

• Describe how your institution will address disparities or gaps in performance in each year of the plan, additional actions your institution will take to eliminate these disparities or gaps if progress isn’t made.
Local Needs Assessment

• When initially submitting local application and then at least once every two years

• List of groups to consult with for needs assessment and “continued consultation” as determined by the eligible agency
Key Areas

- Student performance
- Size, scope and quality of programs
- Labor market alignment
- Programs of study - implementation progress
- Improving educator recruitment, retention and training
- Strategies for special populations
Local Use of Funds

5 percent cap for local administration

New requirement: Use funds to develop or improve CTE programs
Local Use of Funds

1. Provide career exploration and career development activities (6 options)

2. Provide professional development for educators (9 uses)

3. Provide the skills necessary for students to pursue high skill, high wage or in-demand occupations (2 uses)
Local Use of Funds

4. Support the integration of academics into CTE (2 uses)

5. Support implementation of programs resulting in increased student achievement (20 uses)

6. Evaluation activities
Questions?
State Plan Development
State Plan

• More expanded consultation language with specific groups, and new 30-day public comment period

• Governor consultation and sign-off expanded

• 14 plan elements instead of 20, but many are extensive
Questions?
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