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## Data & Accountability Workgroup

Wednesday, July 31, 2019 | 9AM-11AM | Ohio ACTE Connections to Education Conference

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- Chris Woolard, *Facilitator*, Ohio Department of Education
- Aly DeAngelo, *Facilitator*, Ohio Department of Education
- Leah Amstutz, Ohio Department of Education
- Brian Bachtel, Six District Compact
- Theresa Bryant, Ohio Department of Higher Education
- Brooke Click, Penta Career Center
- Ryan Curtis, Ohio Department of Education
- Mary Beth Freeman, Delaware Area Career Center
- Krista Gearhart, Canton Local
- Jeff Gove, Ohio Department of Higher Education
- Joshua Jennings, Global Impact Stem Academy
- Robert Kornack, Ohio Department of Education
- Ron Matter, Penta Career Center
- Verda McCoy, Ohio Department of Higher Education
- Cheryl Mellen, Delaware Area Career Center
- Matt Meyer, Upper Valley Career Center
- Shell Nichols, Ohio Department of Education
- William Nye, Grand Valley School District
- Tamyra Plotts, Ohio Department of Education
- Amy Pogacsnik, Medina County Career Center
- Marcy Roll, Upper Valley Career Center
- Kelsey Stephens, Ohio Department of Education
- Kris Vigneron, Ohio Department of Education
- Kevin Williams, Ohio Department of Education
- Graham Wood, Ohio Department of Education
- Shirley Wu, Ohio Department of Education

The Data & Accountability Workgroup met at the Ohio ACTE conference. The goal of the meeting was to ask questions about data and accountability in Perkins V.



## Definitions:

- The first major area of discussion was standardizing definitions, specifically for “concentrator” and “course.” The definition for a CTE concentrator was changed from a student who earned three or more credits in a single pathway to a student who has taken two courses in a pathway. However, there is no definition for a “course” in Perkins V, which is the measure that defines a CTE concentrator. This raised questions about if reporting students who participate in classes that are applicable to more than one career pathway would “double-count” under the new concentrator definition.
- Relevant to the Perkins V transition plan, workgroup members appreciated the emphasis on work-based learning for Ohio’s future, but were concerned about the lack of language referring to simulated work-based learning opportunities. Workgroup members made clear that a broadening of work-based learning to include work being done within schools would dramatically increase learning opportunities for students who may not be able to secure internships or outside employment.

## Reporting:

- Discussion centralized around how concentrators would be reported in the Education Management Information System (EMIS) in various scenarios. Students in satellite programs became a major area of focus regarding the reporting of concentrators. This expanded discussion into pathways and programs that might share courses such as Information Technology, Engineering and Manufacturing. It was determined that the EMIS Manual would have to be updated in a timely manner.
- The workgroup proposed creating a new code for exploratory or elective courses. For example, creating a vocational exploratory “VE” course code that would allow a course to be strictly exploratory or elective, and have no impact on the student becoming a CTE concentrator in the reporting system. Currently there is no language for the definition of a course regarding a CTE concentrator; leaving it undetermined how many course hours, types of a courses, and if current exploratory courses impact reporting.
- Regarding report cards, workgroup members expressed a large interest in holding a separate meeting to discuss Perkins V changes and its alignment with Career-Technical Planning District (CTPD) report cards.
- Workgroup members emphasized including the 5-year rate of graduation on the report card, as this opportunity would only show districts’ continued effort to move towards graduation for all students.

Workgroup members suggested that further communications about the concentrator definition and Perkins V in general are crucial to the field, especially to administrators. Shortly, career-technical education stakeholders will be able to expect monthly updates for Perkins V, and a detailed summary of each meeting will be posted on the Department’s Perkins V webpage.

The next meeting is scheduled for September 5, 2019 will review feedback received, and present draft language for further review

