

Ohio Perkins IV Questions and Answers

What is Ohio Perkins IV?

Perkins IV is the working title of the Carl D. Perkins Career and Technical Education Act of 2006 – legislation that authorizes federal grants for career-technical education within states. The current plan for FY2008 is the one-year, Perkins IV transition plan. Ohio Perkins III, the previous plan for Ohio career-technical education, served as the Ohio plan from FY2003 through FY2007 and was based on 1998 federal legislation, known as Perkins III. Ohio Perkins IV is the state's plan for the career-technical education system from the 2008-2009 school year through the 2012-2013 school year.

What are the primary differences between Ohio Perkins III and Ohio Perkins IV?

The primary differences between Perkins III and the Perkins IV (January 2008 draft version) are:

- Vision of high quality programs for all students;
- Programs of Study for all programs;
- Quality program standards with monitoring and a program approval/renewal process;
- Technical skill assessments for all programs;
- Performance indicators and the accountability system;
- Funding distributions and allocations;
- Funds targeted for student success; and
- New roles and responsibilities for Tech Prep.

Programs of Study

What is the purpose of the Program Administration section of Ohio Perkins IV?

The primary purpose of the Program Administration section of the Ohio Perkins IV plan is to set standards and identify activities for the delivery of career-technical education programs.

What are Programs of Study (POS)?

A POS is a pathway of secondary and postsecondary non-duplicative course sequences that culminates in a diploma, credential(s) and/or degree(s).

Under Ohio Perkins IV, what are the POS requirements?

A POS must span at least Grades 9-14, meet Ohio Core graduation requirements and include secondary articulation to postsecondary to enable all students to complete high school ready for further education without need for remediation and, if applicable, earn proper industry credentials for work. The POS, which must include provisions for special populations, will be designed to eliminate duplication of high school and college coursework and meet business/industry needs, including in Science, Technology, Engineering and Mathematics (STEM) and other high-skill, high wage and/or high demand occupations.

What is the POS implementation time line?

In the first year of Perkins IV – in FY2009 – CTPDs must have at least one state approved POS. In FY2010, all new programs must have a state-approved POS. By 2014,

all career-technical education programs must have a state-approved POS. Professional development and other technical assistance will be provided to assist districts with POS compliance.

Special Population

What is the Perkins IV definition of “special populations?”

The Perkins legislation identifies special populations in six categories: 1) individuals with disabilities; 2) individuals from economically disadvantaged families, including foster children and migrant students; 3) individuals preparing for nontraditional training and employment; 4) single parents, including single pregnant women; 5) displaced homemakers; and 6) individuals with limited English proficiency. Because the federal Perkins legislation focuses on students in workforce development programs, students in career-based intervention are not part of this definition.

Nontraditional

What is meant by non-traditional fields?

Perkins IV is committed to closing the wage gap between males and females and in reducing sex-role stereotyping in occupational decision making. To those ends, recipients are required to encourage underrepresented gender participation in and completion of career-technical programs deemed to be non-traditional. Non-traditional CTE programs prepare students for occupations or fields of work in which individuals from one gender comprise less than 25 percent of the individuals employed in those occupations or fields of work. In 2007, welding and cosmetology are examples of careers dominated by males and females, respectively.

ACCOUNTABILITY AND EVALUATION

How are state performance targets determined?

A3. Each state negotiates performance targets for Perkins (federal) core indicators of performance with the USDE. Additionally, each state sets targets for state indicators of performance and informs the USDE and local recipients of these targets. In addition to alignment with federal legislation such as No Child Left Behind (NCLB), Ohio’s CTE performance targets, to the degree possible, are aligned with the Local Report Card (LRC) expectations. For example, the federal Perkins graduation rate is 73.6 percent, which aligns with the state’s NCLB graduation target, whereas the state Perkins graduation rate target is 90 percent, which aligns with the LRC graduation rate expectations.

How are local performance targets determined?

Locals negotiate local targets with the Office of CTAE, ODE, for Perkins core indicators of performance and use state targets for state indicators of performance.

Are there sanctions for not meeting performance targets?

State and locals may be financially sanctioned if targets are not met for Perkins core indicators of performance. The Tech Prep consortia may have to renegotiate a contract with ODE if targets are not met for the Tech Prep indicators of performance.

FINANCIAL REQUIREMENTS

What is the purpose of the Financial Requirements section of Perkins IV?

The Perkins IV Financial Requirement section spells out how federal funds are distributed and sub-recipient allocations are made.

How is the Perkins money distributed?

Eighty-five percent of the Title I Perkins funds are administered for local use by secondary and postsecondary education. The remaining 15 percent is used to support the administrative and leadership functions of the state office. Of the 85 percent distributed locally, 79 percent goes to secondary, 11 percent goes to two-year colleges, and 10 percent goes to Adult Workforce Education. The 11 percent recommended in Ohio

What is the reason for recommending a three percent increase in the allocation for postsecondary education?

After consultation among the State Superintendent of Public Instruction and the Chancellor of the Board of Regents, it was decided that the economic distribution in the Plan was appropriate for addressing the state's goals related to high school graduation and to more college students. While the plan recommends a three percent shift in allocations from secondary level to colleges, that three percent still is considered to be a benefit to the secondary student because it is earmarked to be spent for "student success activities." One example of such an expenditure might be for resources and tools that will help students be successful in college-level coursework as they transition to postsecondary education. Considerations influencing this change in distribution are: 1) increased expectations for postsecondary involvement in performance reporting and technical assessment; 2) realization that Ohio has traditionally given colleges one of the smaller allocations from the Perkins grant relative to the distributions of other states; and 3) demonstration of commitment toward collaboratives with colleges. Colleges will be required to spend the three percent increase to ensure learner success and will be asked to plan the spending of the three percent after discussion with secondary partners in the Tech Prep consortia.

* Information provided by Ohio Department of Education at the following link:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1526&ContentID=21500&Content=52310>