

Received date: _____
Reviewed by: _____
Date: _____

**Carl D. Perkins IV
Monitoring Guide
For
FY 2011 Colleges (CTPDs) Self-Assessment**

College Name: _____	CTPD # _____
Self-Assessment conducted by: _____	
Other College participants: _____	
College Contact Signature: _____ Date: _____	
President's Signature: _____ Date: _____	

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Purpose of Carl D. Perkins Act

The purpose of the Carl D. Perkins Act is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs, by

1. Building on the efforts of states and localities to develop challenging academic and technical standards;
2. Promote the development of services and activities that integrate rigorous and challenging academic and career technical education instructions;
3. Increase state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including Tech Prep education;
4. Conduct and disseminate national research, and disseminate information on best practices that improve career and technical education programs, services and activities;
5. Provide technical assistance that promotes leadership, initial preparation, and professional development at the state and local level; and improve the quality of career and technical education teachers, faculty, administrators and counselors;
6. Support partnerships among secondary schools, postsecondary institutions, baccalaureate degree grant institution, area career and technical education schools, local workforce investments boards, business and industry, and intermediaries;
7. Provide individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

Perkins Monitoring Process Guidelines

The Perkins monitoring process is a four-step process consisting of a self-assessment, desk audit, telephone audit, and an on-site review. The intent of the monitoring guide is to directly review compliance of the Carl D. Perkins Career and Technical Education Act of 2006 required program activities and services. **Essential evidence** is defined as the fundamental expectations stated in Section 135 of the federal act and Ohio's Five-Year Perkins Plan.

The following scale will be used in rating each category in the monitoring guide:

- S - Satisfactory activity or service - Substantive evidence provided.**
- O - Opportunity for improvement – Substantive evidence not provided.**

An opportunity for improvement (O) rating requires a corrective action plan to comply with Ohio's Four-year Performance Plan and Section 135 of Carl D. Perkins.

Self-Assessment

1. The College self-assessment is the first step of the monitoring process.
2. Local leadership teams should identify, review, and organize all available documentation addressing essential evidence.
3. If essential evidence supports a satisfactory rating, mark the appropriate box and list the evidence available in the space provided. This must be completed for each topic.
4. If there is no substantive evidence to support a satisfactory rating, it must be indicated in the appropriate box in the O column. This represents an opportunity for improvement.
5. To prepare for a possible on-site review, the team must organize a file of available evidence or explain where this evidence can be obtained at the suggested location. The file should follow each requirement with the documentation of essential evidence to support it (ex. Req. 3 (a); 3 (b); etc.).
- 6. The completed self-assessment document must be signed by the College Contact and President or authorized representative and received in the Ohio Board of Regents Office by the designated deadline. (Faxed copies are unacceptable.)**
7. Self-assessments received after the deadline will be scheduled for an on-site visit.
8. No documentation is to be included with the submission of the self-assessment.
9. Questions should be directed to the Ohio Board of Regents Carl D. Perkins Representative.

Desk Audit:

The desk audit is the second step of the monitoring process.

1. After the completed self-assessment is received in the Ohio Board of Regents Office, the document will be reviewed by the Perkins Representative.
2. The desk audit will include review of the completed self-assessment.

Telephone Audit

The telephone audit is the third step of the monitoring process.

1. After completion of the desk audit, a telephone audit may be conducted by the Perkins Representative to seek additional information and or clarification.
2. At this point, the campus may be required to submit additional supporting documentation.
3. The telephone audit is completed after the supporting documentation is identified and approved by the Perkins Representative.

On-site Review

The on-site review is the fourth step of the monitoring process.

1. A percentage of Perkins Colleges will be selected annually for an on-site review.
2. The on-site review selection criteria is as follows; (a) On-site review requested by a College, (b) Random selection, (c) College submitting self-assessment after the submission deadline, and (d) Compliance issues identified in the self-assessment, desk or telephone audit.
3. Compliance issues include failure to address issues identified during the audit process.

After completion of the monitoring process, a Monitoring Summary Report will be mailed to the College Contact and President. The report will identify any Opportunities for Improvement (O) from the monitoring process.

The College will be required to prepare a Corrective Action Plan that addresses each category identified as an Opportunity for Improvement (O). Timelines and directions for completing the corrective action plan will be included with the monitoring summary report.

Instructions for filling out monitoring guide form (please fill this form out on your computer)

This form has been created to be easy and efficient. It allows users to fill it out, print it, get signatures, and mail it to the following address: **Tawanna Fields-Mphande; Ohio Board of Regents; 30 East Broad Street, 36th Floor; Columbus, OH 43215-3414**
PLEASE DO NOT UNLOCK THIS FORM! Unlocking this form will prevent you from properly filling out all parts.

Faculty Professional Development		Location of Items on File	S Yes	O No
Did the college provide professional development and training activities in FY 2010 for faculty?		<input type="checkbox"/> Coordinators Office <input type="checkbox"/> Student Services <input type="checkbox"/> Financial Aid <input type="checkbox"/> Admissions <input type="checkbox"/> Disability Services <input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/>
<p>For each one listed give an example where the college provided professional development or training on effective:</p> <p>a) use of scientifically based on research and data to improve instruction;</p> <p>b) teaching skills based on research;</p> <p>c) interaction with students (i.e., advising, etc.);</p> <p>d) use of technology in the classroom.</p>	<p>Explain :</p> <p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p>			
<p>Provide five (5) to six (6) examples of the following: National, state, or local conferences and workshops attended by or specifically created for faculty development and improvement.</p> <p>Explain:</p>				
<p>Examples of essential evidence for an on-site visit:</p> <ol style="list-style-type: none"> 1. Sample of approved professional development purchase orders. 2. List of approved professional development activities conducted outside of the district. 3. Agendas of professional development activities provided on-site. 4. Other supporting evidence. 				

Staff Professional Development		Location of Items on File	S Yes	O No
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?)		<input type="checkbox"/> Coordinators Office <input type="checkbox"/> Student Services <input type="checkbox"/> Financial Aid <input type="checkbox"/> Admissions <input type="checkbox"/> Disability Services <input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/>
<p>Give one example for each listed where the college provided professional development or training on effective:</p> <p>a) interaction with students (i.e., advising, financial aid counseling, etc.);</p> <p>b) use of technology to better communicate with and engage students;</p> <p>c) use of scientifically based research and data to improve student engagement;</p>	<p>Explain :</p> <p>a)</p> <p>b)</p> <p>c)</p>			
<p>Provide five (5) to six (6) examples of the following; National, state, or local conferences and workshops attended by or specifically created for staff development and improvement.</p> <p>Explain:</p>				
<p>Examples of essential evidence for an on-site visit:</p> <ol style="list-style-type: none"> 1. Sample of approved professional development purchase orders. 2. List of approved professional development activities conducted outside of the district. 3. Agendas of professional development activities provided on-site. 4. Other supporting evidence. 				

Career Development		Location of Items on File	S Yes	O No
Does the college provide internship/co-op or other career experiences for students?		<input type="checkbox"/> Coordinators Office <input type="checkbox"/> Student Services <input type="checkbox"/> Financial Aid <input type="checkbox"/> Admissions <input type="checkbox"/> Disability Services <input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/>
<u>Essential evidence</u> Provide a list of internships/co-ops or other career experiences offered in each of the 16 Career Clusters/Fields.		Explain :		
<u>Essential evidence</u> How does the institution indentify students for internship/co-ops or other career experiences?		Explain :		
<u>Essential evidence</u> a) If available, indicate the number of students participating in internship/co-ops or other career experiences. b) If available, indicate the number of internship/co-op students employed after graduation.		Explain: a) b)		
Examples of essential evidence for an on-site visit: 1. Documentation of student and employer participation in externship, internships. 2. Brochures, site visits, training plans, etc.) 3. Curriculum guide planners, college catalog, career services				

Program Development and Improvement		Location of Items on File	S Yes	O No
Does the college have a process for the development and improvement of technical programs?		<input type="checkbox"/> Coordinators Office <input type="checkbox"/> Student Services <input type="checkbox"/> Financial Aid <input type="checkbox"/> Admissions <input type="checkbox"/> Disability Services <input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/>
<u>Essential evidence</u> a) What is the process for new program development? b) What is the process for program improvement?		Explain below: a) b)		
<u>Essential evidence</u> a) How are technical certificate programs developed? b) Does the college have stackable certificates? (If yes, explain)		Explain below: a) b)		
<u>Essential evidence</u> What innovative approaches is the college taking with curriculum development (e.g., inquiry based instruction, etc.)? (explain)		Explain below:		
Examples of essential evidence for an on-site visit: 1. Description of curriculum review—Program evaluation plan, audit sheets, course inventories, OBR program approval, and advisory committees. 2. Description of curriculum review—Program evaluation plan, audit sheets, course inventories, OBR program approval, and advisory committees. Additional Comments:				

Services for Special Populations		Location of Items on File	S Yes	O No
Are all special populations being served by the college?		<input type="checkbox"/> Coordinators Office <input type="checkbox"/> Student Services <input type="checkbox"/> Financial Aid <input type="checkbox"/> Admissions <input type="checkbox"/> Disability Services <input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/>
<u>Essential evidence</u> Explain how the college serves each group: <ul style="list-style-type: none"> a) Single Parents; b) Displaced homemakers; c) Limited English proficient; d) Students with economic barriers; e) Students with disabilities; f) Students in non-traditional occupational programs (e.g., women in engineering, men in nursing, etc.). 		Explain below: <ul style="list-style-type: none"> a) b) c) d) e) f) 		
<u>Essential evidence</u> How does the college assess the needs of these special populations groups?		Explain below:		
Examples of essential evidence for an on-site visit: <ol style="list-style-type: none"> 1. Course catalogue/program brochures. 2. List of activities and services designed to support special populations. 3. Other supporting evidence. 				
Additional Comments:				

Stakeholder Participation	Location of Items on File	S Yes	O No
<p>Was a stakeholders meeting held during FY2010 (July 1, 2009-June 30, 2010)? If so, list dates.</p>	<input type="checkbox"/> Coordinators Office <input type="checkbox"/> Student Services <input type="checkbox"/> Financial Aid <input type="checkbox"/> Admissions <input type="checkbox"/> Disability Services <input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/>
<p>Do you have a list of stakeholders, including their names, titles and the constituencies represented? Explain below:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>			
<p>Describe how stakeholders are involved in the development, implementation, evaluation, of CTE programs, and understanding Programs of Study (POS). Explain below:</p>			
<p>Which performance indicators are you focusing your activities on in FY2011? Explain below:</p>			
<p>Examples of essential evidence for an on-site visit:</p> <ol style="list-style-type: none"> 1. List of stakeholder invitees including job titles and what constituencies they represent. 2. Stakeholders meeting attendance sheet. 3. Stakeholders meeting minutes. 4. Other supporting evidence. 			

The 3% Earmark for College Tech Prep	Location of Items on File	S Yes	O No
<p>Is there evidence of collaboration with the College Tech Prep Director to support activities that identify appropriate interventions to help all students in career-technical programs?</p>	<input type="checkbox"/> Coordinators Office <input type="checkbox"/> Student Services <input type="checkbox"/> Financial Aid <input type="checkbox"/> Admissions <input type="checkbox"/> Disability Services <input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/>
<p>How has the 3% Earmarked funds been used to strengthen connections between secondary and postsecondary education with emphasis on supporting learner success?</p> <p>Explain below:</p>			
<p>Examples of essential evidence for an on-site visit:</p> <ol style="list-style-type: none"> 1. Description of how the earmarked funds were used 			

Technical Assistance

Do you have areas of concern that need additional technical assistance?

Yes

No

Brief Explanation below:

Attachment 1

Use of Funds – Section 135 of the Carl D. Perkins Act Funds shall be used to support career and technical education programs that;	
1	Strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in— (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and (B) career and technical education subjects;
2	Link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);
3	Provide students with strong experience in and understanding of all aspects of an industry, which may include work based learning experiences;
4	Develop, improve, or expand the use of technology in career and technical education, which may include— (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning; (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
5	Provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including— (A) in-service and pre-service training on— (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable; (ii) effective teaching skills based on research that includes promising practices; (iii) effective practices to improve parental and community involvement; and “(iv) effective use of scientifically based research and data to improve instruction; (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry; (C) internship programs that provide relevant business experience; and (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
6	Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
7	Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
8	Provide services and activities that are of sufficient size, scope, and quality to be effective;
9	Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

Attachment 2

Permissive uses of Perkins Funds	
Funds made available to an eligible recipient under this rule may be used to;	
1	To involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
2	To provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that— “ (A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and “ (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
3	For local education and business (including small business) partnerships, including for— “ (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs; (B) adjunct faculty arrangements for qualified industry professionals; and (C) industry experience for teachers and faculty;
4	Provide programs for special populations;
5	To assist career and technical student organizations;
6	For mentoring and support services;
7	For leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
8	For teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
9	To develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
10	To develop initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including— (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions; (B) postsecondary dual and concurrent enrollment programs; (C) academic and financial aid counseling for subbaccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and (D) other initiatives— (i) to encourage the pursuit of a baccalaureate degree; and (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
11	To provide activities to support entrepreneurship education and training;
12	For improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
13	To develop and support small, personalized career themed learning communities;

14	To provide support for family and consumer sciences programs;
15	To provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
16	To provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105–220 (29 U.S.C. 2801 et seq.);
17	To support training and activities (such as mentoring and outreach) in non-traditional fields;
18	To provide support for training programs in automotive technologies;
19	To pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include— (A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors; (B) establishing, enhancing, or supporting systems for— (i) accountability data collection under this Act; or (ii) reporting data under this Act; (C) implementing career and technical programs of study described in section 122(c)(1)(A); or (D) implementing technical assessments;
20	To support other career and technical education activities that is consistent with the purpose of this Act.

NOTE: Up to 5% of the Perkins, funds may be used for administrative costs associated with the administration of activities assisted under this local plan – continuation. The expense is reported/included as part of the expense for each program assisted.

Attachment 3

Ohio-Specific Perkins IV Terminology

The list below is provided to inform the work of the Ohio Perkins IV Five-Year Plan (FY2009-FY2013). Further detail often can be obtained by going to www.ode.state.oh.us and typing the term in the Web search box.

Adult Workforce Education (AWE)

Long- and short-term technical skills training and educational programming targeted to labor market needs. Programs and courses concentrate on skill development, enhancement, and training upgrades to meet the needs of employers. Specialty area training supports the local workforce through business-industry consultants who provide assessments, needs analysis, curriculum development, pre-employment and training and post-employment services to specific employers or a consortium of employers.

Articulation

Prescribed curriculum sequence that allows credit transfers from one area to another. The “areas” could be between grade levels, between career-technical and academic education and between secondary (high school) and postsecondary (higher) education. This term is most commonly used when referring to adult workforce or high school program credits that transfer to a two- or four-year college program.

Articulation Agreements

A legal agreement between two educational institutions to prescribe curriculum sequence, educational experiences, industry credentialing opportunities and credit transfers for students enrolled simultaneously or in sequence at both institutions. According to the Perkins Act of 2006, articulation agreement “means a written commitment that is agreed upon at the state level or approved annually by the lead administrators of a secondary institution and a postsecondary institution . . . to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate or a degree and is linked through credit transfer agreements between the two institutions.”

Career Field

Grouping of occupations and broad industries that share a fundamental base of knowledge and skills. The Office of Career-Technical and Adult Education organizes curriculum into 16 career fields that are based on the States’ National Cluster initiative. The Ohio career fields, adopted as part of Administrative Rule 3301-61-03 in May 2004 includes:

- Agricultural and Environmental Systems
- Arts and Communication
- Business and Administrative Services
- Construction Technologies
- Education and Training
- Engineering and Science Technologies
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law and Public Safety
- Manufacturing Technologies
- Marketing

- Transportation Systems

Career fields contain one or more pathways and programs.

Career Pathways

Series of academic, technological and career-focused coursework and other educational experiences leading to a career specialty, college major and employment in a career field. Each pathway contains programs and courses.

Career Field Technical Content Standards

What students should know and be able to do within a career field. Technical content standards are the curricular framework for career-technical education programs in a career field. Each document contains core, pathway and specialization competencies developed from a combination of business/industry, business process and academic content standards and with external educator and business representative input.

Career Based Intervention (CBI)

Work-based learning and academic intervention programs for students (ages 12-21) with barriers to career and academic success. CBI is a key strategy to help students progress to Grade 10, demonstrate proficiency on the Ohio Graduation Tests and gain access to the challenging coursework that prepares them for life after high school.

Career-Technical Planning District (CTPD)

Local education agency configuration (comprehensive district, compact/contract district or joint vocational school district) that meets the minimum requirements of law and subsequent standards to offer state-sanctioned career-technical programming. There are 92 CTPDs in Ohio, excluding the corrections (prison) system, which is another type of CTPD. District types within the 92 CTPDs include:

- **Contract** district – School district that contracts for career-technical education services with a CTPD.
- **Compact** district – One form of a CTPD or legal entity through which career-technical programs are delivered. A number of school districts enter into a contract of operation to provide career-technical education, generally designating one district to serve as administrator; the administering district changes periodically, based on a joint decision by all districts in the compact.
- **Comprehensive district** – One form of a CTPD, or legal entity through which career-technical programs are delivered. Comprehensive (often called traditional) districts must have 1,500 or more students; they offer career technical education in career centers and/or at existing high schools in the district.
- **Joint Vocational School District (JVSD)** – One form of a CTPD, or legal entity through which career-technical programs are delivered. It is an area, which serves two or more adjacent school districts and is governed by a joint vocational school board consisting of representatives from the participating districts. In June 2007, 49 of the 92 CTPDs were JVSDs.

College Tech Prep

Connected, rigorous sequence of courses that leads to a postsecondary degree. Also known as, “Tech Prep,” College Tech Prep – operated under collaborative leadership of the Ohio Department of Education and the Ohio Board of Regents – is a combination of college preparatory academics and advanced career-technical education with the objective of a seamless, nonduplicative transition from high school to postsecondary education.

Concentrator

Student/graduate with a program certificate of completion.

Credentialing

Process of recognizing a validated competency list as a basis for hiring or establishing eligibility for employment in a specific job and verifying knowledge and skills when continuing further education.

CT₂

Initiative that builds upon and extends articulation and transfer of credit. Mandated by HB 66 and led collaboratively by the Ohio Department of Education and the Ohio Board of Regents, CT₂ identifies equivalent or common technical content in secondary education, adult workforce education, and postsecondary education courses. The credit transfer initiative involves research of recognized industry standards and credentials; study of technical standards, current articulation agreements, and common courses; and stakeholder input to create a state system with standard learning outcomes translated into standard guaranteed credit transfer. The focus in FY2007 was on Nursing, Engineering Technology, Medical Assisting, Information Technology (Networking), and Automotive Technology.

Eligible State Agency

Agency designated or created by a state board of education and/or legislature as the sole state agency responsible for the administration/supervision of the administration of the state vocational (career) and technical education program.

Fiscal Agent

Designated authority to receive and disburse funds.

Graduation, Reality And Dual-role Skills (GRADS)

Instructional and intervention program for pregnant and parenting students. GRADS, which operates within the Office of CTAE Family and Consumer Sciences unit, focuses on keeping students in school through graduation, positive health practices, parenting skills, career goal-setting and balancing work and family; a repeatable graded course that can be taken for credit.

Higher Education Information (HEI) System

Data system for Ohio public colleges and universities. Similar to the Ohio Department of Education's K-12 data gathering/collection system known as Education Management Information System (EMIS), the HEI system includes data on students, courses, faculty, facilities and finances.

High Schools That Work (HSTW)

Nationally recognized, data-driven, school-wide improvement framework based on key practices and conditions for accelerating learning and raising academic standards for all students. HSTW, initiated through the Georgia-based, Southern Regional Education Board (SREB), provides a framework to improve academic and technical achievement.

Individual Academic and Career Plan (IACP)

Selection of student work and career plans to assess performance and determine needs and progress. Formerly known as the ICP, the enhanced (2007) IACP is an online planning tool with added enhancements of planners for careers and courses, an assessment record and an experience log. The IACP, accessible 24-7, encourages parent/guardian and educator assistance. The planning tool is accessed through the Ohio Career Information System, an Internet-based, career information planning system.

Individualized Education Program (IEP)

Planning tool to help improve performance of children with disabilities. The IEP is developed by Local Education Agencies (LEAs), such as school boards, for each child with a disability who resides in their jurisdiction. The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 and the Individuals with Disabilities Education Improvement Act (IDEIA) (34 C.F.R Part 300.22) mandate

that states adopt rules and regulations in support of these federal statutes. Ohio's state regulations are outlined in the Operating Standards for Ohio's Schools Serving Children with Disabilities (Sections 3301-51-01 through 09 and Section 3301-51-11 of the Ohio Administrative Code). An IEP form has been developed by the Ohio Department of Education's Office for Exceptional Children

Making Middle Grades Work (MMGW)

Network of schools, districts and states committed to implementing 10 essential elements in a comprehensive improvement framework for students in middle grades. MMGW, initiated through the Georgia-based, Southern Regional Education Board (SREB), provides a framework to improve academic and technical achievement, as does HSTW.

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)

Federal legislation with requirements for state career-technical and adult education systems from FY2008 through FY2013. The Carl D. Perkins Career and Technical Education Act of 2006 (commonly referred to as Perkins IV) seeks for state plans with increased focus on the academic achievement of career and technical education students, strengthened connections between secondary and postsecondary education and improved state and local accountability.

Program (CTE Program)

Series of secondary courses within a career pathway. Programs, listed by subject title and subject code within the Educational Management Information Services (EMIS) data collection system, are designed to provide students with content expertise and/or industry credentialing enabling them to pursue postsecondary education and/or a career in that pathway.

Program of Study

Course of study defining key components of program curriculum and instruction based on appropriate content standards. The course of study must align with the local district's mission, philosophy and educational goals and specify learning and performance objectives. It will establish a scope and sequence of knowledge and skills to be taught in each grade and a means to assess student progress and the need for intervention.

Project Lead The Way (PLTW)

Nationally recognized, standards-based, high school pre-engineering program combined with college preparatory mathematics, science and technology. PLTW, which started in Ohio in 2004, is closely aligned with College Tech Prep, STEM, and Ohio's Third Frontier initiative focused on high-skill, high-wage, high-demand careers. Ohio PLTW leadership comes from the Ohio Department of Education, Ohio Board of Regents and an executive council of business/industry and education partners. Among possible future careers for students graduating from PLTW programs are chemists; environmental scientists; architects; and civil, electrical and mechanical engineers.

Specialization

Career specialty within a career field. In addition to core knowledge and skills, specialization refers to more in-depth, specialized knowledge of processes, terminology, hands-on experience and industry credentialing needed for competency and employment or further education in that specialization. Examples of specializations are Phlebotomy or Surgical Technology within the Health Science Career Field or Heavy Equipment within the Construction Technologies career field.

Special Populations

Individuals with specific barriers to education achievement. Special populations, as defined by the Carl D. Perkins Vocational and Technical Education Act, IDEA, IDEIA and other educational legislation and

regulations include: 1) individuals with disabilities; 2) the economically disadvantaged, including foster children; 3) individuals preparing for non-traditional training and employment; 4) single parents, including single pregnant women; 5) displaced homemakers; and 6) individuals with other barriers to educational achievement, including individuals with limited English proficiency.

Stackable Certificates

Uniform, accessible system of transferring competencies for further education of adults. Led collaborative by the Ohio Department of Education and the Ohio Board of Regents, this plan in process (6.07) addresses standards for earning pre-college certificates, degree and advanced-specialization training, among other areas.

Science, Technology, Engineering and Mathematics (STEM)

Emphasis on higher-level science, mathematics and technology courses. This nationally based initiative is research- and market-driven with emphasis on higher order thinking skills.

Transfer Assurance Guide (TAG)

College/university advisory tool that defines agreed upon course-learning outcomes to allow transfer of credit from one state institution to another. In June 2007, there were 38 discipline-specific pathways involving more than 3,700 pre-major and beginning major courses that were part of the credit transfer system, mandated by the Ohio General Assembly.

Work Keys

Business/industry-driven, national system of skill measurement designed by American College Testing (ACT). The system helps employers evaluate job requirements, select employees with appropriate skills and plan training for existing staff. It also allows employers to customize the program to meet their needs, while working in a standard, nationwide system.

Information provided by the Ohio Department of Education (ODE)