

Carl D. Perkins Fall Informational Meeting
Ohio Resource Center
Columbus, Ohio
Tuesday, November 14, 2006

Meeting Minutes
(Minutes prepared by Tawanna Fields-Mphande)

Introduction: The New Perkins

Welcome and Introductions

Tony Landis, Assistant Director, Ohio Board of Regents (OBR), welcomed the Perkins coordinators and gave an overview of the meeting. Brief introductions were provided.

Landis noted the main focus of this meeting is to review the following information:

- Give insight and review the new Perkins legislation Act
- Take a look at where we need to be on the postsecondary side
- Talk about the challenges of Carl D. Perkins for postsecondary
- What should Perkins programs look like
- The Carl D. Perkins accountability piece

Implementing Perkins IV

Landis presented coordinators with a presentation (DVD) provided by the National Association of State Directors of Career & Technology Education Consortium. The DVD gave an overview of the following points:

- Implementation of the Carl D. Perkins Career Technical Education Improvement Act of 2006.
- Shared voices from key congressional leaders
- Insight from Capitol Hill
- Why they support Career Technical Education
- A guide for the Career Technical Community

Legislative Overview

Landis provided an overview of the new Perkins Act and the key points that will impact postsecondary education. The outlined issues/concerns are as follows:

- More emphasis on high skill, high wage, high demand occupations.
- More emphasis on professional development and technical assistance.
- Implement more rigorous core subjects for our students. For example, the Ohio Core which consist of four years of math, four years of English, three years of lab-based science, three years of social studies, and two years of foreign language.
- Program improvement and creating seamless pathways to post-secondary education.
- Need best practices in these areas of concern: special population and the non-traditional. **Tawanna Fields-Mphande**, Administrative Assistant, OBR, will be working more on this and will provide more information at a later time.
- What is Career Technical Education (CTE)? Career Technical Education was formally called Vocational Education but Congress wanted to change peoples'

mindsets and eliminate the focus on “vocation” which translates into just providing people a job as opposed to a career. The new legislation has an increased emphasis on achievement of a degree, certificate or credential which is most important.

- Legislation has shifted its focus from the two-year Associates degree component and placed more emphasis on a four year baccalaureate degree. We do a great job of getting our students into college but we do not do the best job in helping them persist beyond the two year degree.

Purpose of the Act

As stated in the new legislation the purpose of this Act is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs, by-

- *building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions;*
- *promoting the development of services and activities that integrates rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;*
- *increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;*
- *conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;*
- *providing technical assistance that—*
 - *promotes leadership, initial preparation, and professional development at the State and local levels; and*
 - *improves the quality of career and technical education teachers, faculty, administrators, and counselors;*
- *supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and*
- *providing 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.*

State Plan and Direction

The National Association of State Directors of Career Technical Education held a regional workshop on October 30-November 1, 2006. This meeting provided guidance and assistance for state leadership teams as they conveyed and began to develop their Perkins plan. **Landis** was in attendance and the following information was provided:

- Innovative ways to use funding to ensure quality Career Technical Education (CTE)
- Provided technical assistance with our state plan
- An Overview of Perkins IV
- Accountability/Local applications
- Discussion panel of what Career Technical Education should look like on the postsecondary side.
- Career Technical Education is clear on the secondary side but their needs to be more clarity of what postsecondary education should look like during this planning process.
- State plan and timeline, challenges that may occur during this process
- CTE programs must be aligned with rigorous and challenging academic content standards and student achievement standards No Child Left Behind (NCLB)
- Focus on articulation. The goal for our state is to have seamless transition from secondary to postsecondary and from two-year to four-year. Dual enrollment/ dual credit would also be a part of this seamless transition strategy. This is still in progress and will hopefully be implemented through House Bill 66.

Plan Development

Ohio can do a six-year plan or a one-year transition plan and then a five-year plan. Currently, Ohio is leaning toward the one-year transition plan option. The one year plan will allow for the state to hold hearings that will include valuable input from our stakeholders. This planning process will give the state and locals time to shape the plan.

- The basic grant has provided two options for the planning period:
 - Option 1. A six year state plan
 - Option 2. A transition year and then a five year plan.
- The Hearing process for the State plan should include the following representatives: Educators, Charter schools, Employers, Small Business, Labor organizations and Community Organizations to name a few. All key players should be present during the implementation process.
- The current timeline for the State Plan Submission (**NOT LOCAL PLAN**) is as follow:
 - January 31, 2007- US Department issues State Plan guide
 - January 31- March 16, 2007- Office of Ohio Vocational & Adult Education (OVAE) Regional accountability Specialist hold technical assistance calls
 - Late January to mid February 2007- Department issues States FY 2007 Allocations
 - April 16, 2007- State submit their new State plans to the Department

- April 17 - June 5, 2007 - Department Reviews State plan submission and reaches agreement with States on their performances levels
- July 1, 2007- Department issues 1st installment of grant award funds for FY 2007 (July 1, 2007 –June 30, 2008)
- October 1, 2007 Department issues supplemental (and final) installment of grant award funds for FY 2007

College Recipients

Local Plan

Landis further reviewed the Local plan contents listed in the Federal legislation act section 134, 120 STAT. 732. The following information was provided:

- The local plan is very similar to current law with a few exceptions
- Minimum allowable amount for postsecondary participation will remain the same. (\$50,000).
- The Administration cap remains at the current 5% cap
- Nine required uses of funds
- Twenty permissive uses of funds
- Programs aligned to rigorous technical standards
- Connecting funding to performance measures and prioritizing use of funds is a discussion of importance on the federal and state level. How do you connect your funding to your performance measures? Should more funding be allocated when goals are achieved?
- The funding formula is currently based on the Pell Grant numbers and is the main variable for our funding formula. The funding formula will possibly change to better serve the needs of the campus. We want to look at how many of the Perkins concentrators receive Pell grants or other need based grants like the Ohio Instructional Grant (OIG). This will provide us with an accurate picture of Technical degree seeking students who receive need based dollars, allowing us to give the right proportion of funds to schools.
- Currently the Perkins funding split between ODE and OBR is an 80/20 split. Postsecondary receives 20% and secondary education currently receives 80%. The 20% is split between adult education and colleges. Overall the colleges receive 6.9% out of the funds, which has averaged out to about 3.2 million a year for 25 colleges.
- Other surrounding states such as Indiana, Michigan, West Virginia and Pennsylvania to name a few receive larger percentages. For example, Indiana postsecondary receives 36% and secondary receives 63%, Michigan postsecondary schools receive 40% and secondary receives 60%, Kentucky postsecondary schools receive 51% and secondary receives 49%. This data might help us in justifying the need for more postsecondary funding.

Accountability

As stated in the Perkins Act, the purpose of the of accountability is to establish and support state and local performance accountability systems, comprised of the activities described in this section, to assess the effectiveness of the state and the eligible recipients of the state in achieving statewide progress in career and technical education, and to

optimize the return on investment of Federal funds in career and technical education activities.

Accountability changes are as follows:

- New Tech Prep indicators.
- There are sanctions in the new legislation.
- Sanctions on a local level will be enforced. The sanction language will mirror that of the Feds.
- Requirement to identify high-skill, high wage or high demand for postsecondary placement (State defined).
- Requirement to develop and implement an improvement plan if you fail to meet at least 90% of an agreed upon adjusted level of performance for 3 consecutive years.
- Performance levels will be negotiated every two years with locals.

Special Populations

- Special populations are the same except for other educational barriers. This is no longer a requirement under Perkins.
- The collection of data for displaced homemakers and students with disabilities will not be in the Consolidated Annual Report (CAR) this year, which is the report we send to the Feds each year. Currently, HEI cannot collect data for displaced homemakers, although we have figured out how to collect data for students with disabilities. Students with disabilities data will be reported to the Federal government in the future.

Ohio College Tech Prep

Making the connection with College Tech Prep (CTP) is imperative right now considering legislation has proposed to consolidate the programs. The states can choose to consolidate the basic state grant or maintain CTP as a separate line item. If CTP is merged into the basic grant the program will lose its identity completely.

- CTP bridges the gap between high school and postsecondary education by adhering to their rigorous program and established partnerships.
- The state must determine if CTP will be separately funded or consolidated with the basic grant.
- CTP offers unique services that align with the secondary and postsecondary systems.
- CTP will be subject to additional performance reporting if CTP remains as a separate line item

Carl D. Perkins Web Presentation

Tawanna Fields-Mphande, Administrative Assistant, OBR provided the Perkins coordinators with an overall review of the Carl D. Perkins website. The website will serve as a communication tool for the Perkins coordinators as well as provided information for their academic support needs. **Fields-Mpahnde** noted the importance of receiving input from the coordinators and will gladly make any changes that will enhance the features of the website.

Perkins Plan (Breakout session) How do you spend your funds?

Group One

- Tutoring programs
- Instructional technology upgrades
- Institutional research
- Academic advising
- **Peg Morelli**, James A Rhodes State, created a competitive grant to get faculty member motivated to think outside the box and find ways to target nontraditional programs. The faculty member that presented the best idea received the funding.
- Professional development

What must you do to impact the performance measures?

Group Two

- Plan within the legislation guidelines that have been provided
- Assemble a group of key stakeholders
- Get a clear understanding of your own institutional priorities as well as what is lacking within the institution
- Identify specific population and work with your institution to target these groups
- Use best practices when implementing new programs for the special population groups

Who should be apart of the planning process when looking at the local plan

Group Three

- CTP coordinators
- The Deans of the colleges to represent the faculty members
- Provost/ Faculty lead representative
- Institutional research
- Financial Aid
- Admissions
- Students
- The people that the grant effects
- Advisory board members
- County Commissioners
- Jobs and Family Services
- Business Industries
- Someone from Department of Labor/Workforce Investment Act (WIA)

Adjournment 3:00 p.m.