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Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Career-Technical Education Data and Accountability Guidebook

OFFICE OF CAREER-TECHNICAL EDUCATION

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Ohio | Department of Education

Career-Technical Education Data and Accountability Guidebook

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires the state of Ohio to set state performance measures for a required set of indicators of performance for career-technical education concentrators. The purpose of the document is to provide information on the definitions, state-determined performance level indicators and work-based learning guidance. The document serves to ensure the changes from Perkins IV to Perkins V are clearly articulated and all relevant stakeholders have the necessary information for implementation of Perkins V data and accountability metrics.

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Definitions

The section covers key terms in Perkins V legislation and Ohio's career-technical education accountability system. The definitions include ancillary information, guidance and business rules not found in the current Education Management Information System (EMIS) Manual.

Program of Study

The term 'program of study' means a coordinated, nonduplicative series of courses that span secondary and postsecondary levels, have multiple entry and exit points, and culminate in a diploma, credential and/or degree. All programs of study must:

- Include at least four courses within the career field pathway;
- Include all aspects of the industry-identified career-technical content standards for the chosen courses;
- Include the opportunity for students to earn postsecondary credit in the technical area;
- Include the opportunity for students to earn relevant credentials of value as appropriate for the technical area;
- Integrate academic content as appropriate for the course;
- Integrate career and technical student organizations, to the extent possible;
- Integrate work-based experiences, to the extent possible; and
- Assess the attainment of technical skills within the program using the appropriate technical assessment, as identified in the program and assessment matrix.

Participant

The term 'Career-Technical Education Participant' means an individual who completes not fewer than one course in an approved career-technical education program or program of study of an eligible recipient.

Concentrator

Perkins V defines 'Career-Technical Education Concentrator' in the law as "at the secondary school level, a student served by an eligible recipient who has completed at least two courses in a single approved career-technical education program or program of study." In Perkins IV, states were allowed to define 'Career-Technical Education Concentrator' through the state plan development process.

Completion

For a student to have completed a course, the student must have been enrolled for at least 90 percent of the scheduled hours and/or earned full or partial credit in a state-approved career-technical education workforce development course (curriculum element VT, VP, VN (JTC), PS), including job training programs.

Career-Technical Education Course

Funded VT, VP, VN (JTC) and PS curriculum-coded courses that can be counted toward completion of a workforce development pathway.

- Excludes FCS and CBI;
- Includes Job Training Programs;
- Course filters will identify a course at a minimum of 120 hours;
- Two 60-hour courses equate to one course;
- Counts across districts and years;
- Can be delivered to students in grades 7-12; and
- Does not include VM curriculum code courses.

Career-Technical Education Exploratory Course

VM courses are introductory-level courses linked to business, industry and labor that enable seamless pathways from middle school to college and careers. Career-technical education exploratory courses may be offered for any pathway with an approved CTE-26 on file for students in grades 7-10. VM courses do not count toward a student's concentrator status, and students in VM courses are not subject to career-technical education technical assessments.

State Performance Level Indicators

The Ohio Department of Education calculated state baseline levels using current performance level data, when available, and simulated data based on the Perkins V concentrator definition for each core indicator of performance. Baseline levels, along with growth targets, then were shared with the data and accountability working group and posted for public comment. Prior to adoption, measures were adjusted based on public comment and stakeholder input. The following are Ohio's state-determined performance level indicators.

Four-Year Graduation Rate

The percentage of career-technical education concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

1S1 Student Graduation Rate - 4 Year	**Numerator:** Number of career-technical education concentrators who graduated within four years of the fiscal year in which they were first reported as ninth-graders (including summer graduates) in alignment to the graduation rate described in the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act. **Denominator:** Number of career-technical education concentrators who were ninth-graders in the same fiscal year as the numerator in alignment to the graduation rate described in the Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act.

The performance level baseline is 85.3 percent and will increase to 91 percent in Fiscal Year 2023. The baseline was established using the class of 2018 four-year graduation rate (published in September 2019). The performance levels are aligned to the interim goals established in Ohio's Every Student Succeeds Act (ESSA) plan for the 'All Students' group. More information on the ESSA interim and long-term goals can be found online here.

Indicator	Baseline	FY20	FY21	FY22	FY23
1S1: 4-Year Graduation Rate	85.3%	88.0%	89.0%	90.0%	91.0%

Five-Year (Extended) Graduation Rate

The percentage of career-technical education concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101 of the Elementary and Secondary Education Act.

1S2 Student Graduation Rate - Extended	**Numerator:** Number of career-technical education concentrators who graduated within five years of the fiscal year in which they were first reported as ninth-graders (including summer graduates) in alignment to the graduation rate described in the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act. **Denominator:** Number of career-technical education concentrators who were ninth-graders in the same fiscal year as the numerator in alignment to the graduation rate described in the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act.

The performance level baseline is 85.9 percent and will increase to 93 percent in FY23. The baseline was established using the class of 2017 five-year graduation rate (published in September 2019). The performance levels are aligned to the interim goals established in Ohio's Every Student Succeeds Act (ESSA) plan for the 'All Students' group. More information on the ESSA interim and long-term goals can be found here.

Indicator	Baseline	FY20	FY21	FY22	FY23
1S2: Extended Graduation Rate	85.9%	90.0%	89.0%	90.0%	91.0%

Academic Attainment Indicators

The academic attainment indicators are reading/English language arts, math and science. Career-technical education concentrator proficiency in the challenging academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such act.

2S1 Academic Attainment – Reading/ Language Arts	The weighted average of individual student performance levels on each achievement test in all subject areas for grades 3-8, plus the English language arts alternate assessment for students in grade 10 and the applicable end-of-course assessments in English language arts for any student taking the end-of-course assessment for the first time. For the purpose of creating the Performance Index score, all applicable assessments (both standard and alternate) are included.

2S2 Academic Attainment - Mathematics	The weighted average of individual student performance levels on each achievement test in all subject areas for grades 3-8, plus the mathematics alternate assessment for students in grade 10 and the applicable end-of-course assessments in mathematics for any student taking the end-of-course assessment for the first time. For the purpose of creating the Performance Index score, all applicable assessments (both standard and alternate) are included.
2S3 Academic Attainment - Science	The weighted average of individual student performance levels on each achievement test in all subject areas for grades 3-8 and the applicable end-of-course assessments in science for any student taking the end-of-course assessment for the first time. For the purpose of creating the Performance Index score, all applicable assessments (both standard and alternate) are included.

The performance levels are aligned to the method of measurement for academic achievement described in Ohio's approved Every Student Succeeds Act **(**ESSA) plan. The Performance Index measures performance levels using a score range of 0-120, and the goals mirror this calculation. The baseline is a combination of all student actual performance and career-technical student simulations, adjusted based on public comment and stakeholder input. The measures increase annually like the ESSA interim goals increase for English language arts and math.

Academic Indicator	Baseline	FY20	FY21	FY22	FY23
2S1: Academic Proficiency in Reading Language Arts	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0)	86.0 (71.7%)
2S2: Academic Proficiency in Mathematics	54.0 (45.0%)	56.0 (46.7%)	58.0 (48.3%)	60.0 (50.0%)	62.0 (51.7%)
2S3: Academic Proficiency in Science	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0)	86.0 (71.7%)

Post-Program Placement

The percentage of career-technical education concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training; are in a military service or service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C 12511 et seq.); are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C 2504(a)); or are employed.

3S1 Post-Program Placement	Numerator: Number of status-known career-technical education concentrators who left secondary education the previous year and, in the second quarter following the program year in which they left secondary education, are in postsecondary education or advanced training, are in a military service or service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed. Denominator: Number of status-known career-technical education concentrators who left secondary education the previous year.

While Post-Program Placement has been a consistent measure from Perkins IV to Perkins V, the new definition of career-technical education concentrators will impact this measure. For this reason, the performance levels provided have been lowered to acknowledge the transition to more students being included in the required follow-up and calculation. Under Perkins IV, the performance levels for Post-Program Placement ranged from 87 to 90 percent. The performance levels for Perkins V begin at 70 percent and increase to 74 percent by FY23.

Indicator	Baseline	FY 2020	FY 2021	FY 2022	FY 2023
3S1: Post-Program Placement	70.0%	71.0%	72.0%	73.0%	74.0%

Non-Traditional Program Enrollment

The percentage of career-technical education concentrators in career-technical education programs and programs of study that lead to non-traditional fields.

4S1 Non-Traditional Program Enrollment	**Numerator:** The number of career-technical education concentrators, in the reporting year, enrolled in programs that lead to employment that is non-traditional for their gender. **Denominator:** The number of career-technical education concentrators enrolled in the reporting year in programs with non-traditional designations.

Non-traditional program enrollment consolidates the two measures in Perkins IV, participation and completion, into a new one, which captures students who have enrolled in programs or programs of study that lead to non-traditional fields. However, the change in the definition of career-technical education concentrators will impact the measure and should be considered when setting the performance levels. Under Perkins IV, the performance levels ranged from 18.5 percent to 35 percent (between the targets and the actual percentages at the state level). With the shift in the career-technical education concentrator definition, the performance levels for Perkins V have been adjusted to account for the transition. The performance levels for Perkins V begin at 17 percent and increase to 19 percent by FY23. The performance levels were simulated using any student identified as a Perkins V concentrator by EMIS in 2019.

Indicator	Baseline	FY20	FY21	FY22	FY23
4S1: Non-traditional Program Enrollment	17.0%	17.5%	18.0%	18.5%	19.0%

Work-Based Learning

The percentage of career-technical education concentrators graduating from high school having participated in a minimum of 250 hours of work-based learning.

5S3 Program Quality – Work-based Learning	**Numerator:** Number of career-technical education concentrators who participated in the reporting year in a state-defined work-based learning experience. **Denominator:** The total number of career-technical education concentrators in the reporting year.

While many Career Technical Planning Districts across Ohio have been offering work-based learning opportunities for their students, the approved definition, requirements and calculation of work-based learning is a new focus with Perkins V. With the increasing value placed on work-based learning and the known transition to implement opportunities for students, the Perkins V performance levels range from 12 percent to 15 percent by FY23. There is no available data to simulate these performance levels, and Ohio will review the established performance levels after two years of implementation as allowed by Perkins V.

Indicator	Baseline	FY20	FY21	FY22	FY23
5S3: Program Quality – Participated in Work-Based Learning	12.0%	12.0%	13.0%	14.0%	15.0%

Technical Skill Attainment

Ohio has selected Technical Skill Attainment as an additional measure of student success in career-technical education, which measures the number of career-technical education concentrators who, in the reporting year, achieved the cumulative passing rate for the state-recognized technical skill assessment aligned with their programs of concentration.

5S4 **Program Quality – Technical Skill Attainment**	**Numerator:** Number of career-technical education concentrators who passed the state-recognized technical skill assessments aligned with their programs of concentration in the reporting year. **Denominator:** Number of career-technical education concentrators who took the state-recognized technical skill assessment in the reporting year.

Technical Skill Attainment has been measured throughout Perkins IV and as part of Ohio's Career-Technical Planning District report cards. The performance levels established in Perkins IV ranged from 74 percent to 77 percent. As the new definition for career-technical education concentrators impacts this measure, the performance levels for Perkins V have been established at 66 percent to 70 percent by FY23. The Department worked with the testing vendor to establish a simulated baseline taking the new definition into account.

Indicator	Baseline	FY20	FY21	FY22	FY23
5S4: Program Quality – Technical Skill Attainment	66.0%	67.0%	68.0%	69.0%	70.0%

State-Determined Performance Levels Summary

Secondary Indicators	Baseline Level	Performance Levels			
		FY20 (Academic Year 2020-2021)	**FY21** (Academic Year 2021-2022)	**FY22** (Academic Year 2022-2023)	**FY23** (Academic Year 2023-2024)
1S1: Four-Year Graduation Rate	85.3%	88.0%	89.0%	90.0%	91.0%
		2020 Graduation Cohort	2021 Graduation Cohort	2022 Graduation Cohort	2023 Graduation Cohort
1S2: Extended Graduation Rate	85.9%	90.0%	91.0%	92.0%	93.0%
		2019 Graduation Cohort	2020 Graduation Cohort	2021 Graduation Cohort	2022 Graduation Cohort
2S1: Academic Proficiency in Reading Language Arts	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0)	86.0 (71.7%)
		2020-21 Concentrator	2021-22 Concentrator	2022-23 Concentrator	2023-24 Concentrator
2S2: Academic Proficiency in Mathematics	54.0 (45.0%)	56.0 (46.7%)	58.0 (48.3%)	60.0 (50.0%)	62.0 (51.7%)
		2020-21 Concentrator	2021-22 Concentrator	2022-23 Concentrator	2023-24 Concentrator
2S3: Academic Proficiency in Science	78.0 (65.0%)	80.0 (66.7%)	82.0 (68.3%)	84.0 (70.0)	86.0 (71.7%)
		2020-21 Concentrator	2021-22 Concentrator	2022-23 Concentrator	2023-24 Concentrator
3S1: Postsecondary Placement	70.0%	71.0%	72.0%	73.0%	74.0%
		Concentrators who left Secondary Education Academic Year 2019-2020	Concentrators who left Secondary Education Academic Year 2020-2021	Concentrators who left Secondary Education Academic Year 2021-2022	Concentrators who left Secondary Education Academic Year 2022-2023
4S1: Non-traditional Program Enrollment	17.0%	17.5%	18.0%	18.5%	19.0%
		2020-21 Concentrator	2021-22 Concentrator	2022-23 Concentrator	2023-24 Concentrator
5S3: Program Quality – Participated in Work-Based Learning	12.0%	12.0%	13.0%	14.0%	15.0%
		2020 Graduation Cohort	2021 Graduation Cohort	2022 Graduation Cohort	2023 Graduation Cohort
5S4: Program Quality – Technical Skill Attainment	66.0%	67%	68.0%	69.0%	70.0%
		2020-21 Concentrator	2021-22 Concentrator	2022-23 Concentrator	2023-24 Concentrator

Concentrator Reporting and Examples

Examples of Concentrator Status Reporting Matrix by Program of Concentration (POC) and Local Education Agency (LEA)

Legend		
		The point that a student becomes a Perkins V concentrator. Subsequent years remaining this color indicates that the student remains a concentrator under the same program of concentration in the same Local Education Agency (LEA)
		The point that a student becomes a concentrator either: 1. In a different program of concentration; 2. In a different LEA; or 3. Both 1 and 2.
		The point that a student becomes a concentrator either: 1. In a third program of concentration; 2. In a third LEA; or 3. Both 1 and 2.

Workforce development course (WFD) is defined as a funded VN, VT, VP or PS curriculum coded course that can be counted towards completion of a workforce development pathway.

- Excludes FCS and CBI;
- Course filters will identify a course at a minimum of 120 hours;
- Two 60-hour courses equate to one course;
- Counts across districts and years
- Can be delivered to students in grades 7 – 12; and
- Does not include VM curriculum coded courses.

Student enrolled in a single POC within the same LEA ***Concentrator LEA and Concentrator POC are the same in all examples.***

Grade	7	8	9	10	11	12	Scenario Notes
Course Taken	VM (Optional)	VM (Optional)	WFD Course 1	WFD Course 2	WFD Course 3	WFD Course 4	Student takes a single WFD course each year beginning in 9th grade.
Course Taken	VM (Optional)	WFD Course 1	WFD Course 2	WFD Course 3	WFD Course 4	WFD Course 5	Student takes a single WFD course each year beginning in 8th grade.
Course Taken	WFD Course 1	WFD Course 2	WFD Course 3	WFD Course 4	WFD Course 5	WFD Course 6	Student becomes a concentrator in middle school under a satellite program (ran by 9-12 grade LEA).
Course Taken	VM (Optional)	VM (Optional)	VM (Optional)	VM (Optional)	WFD Course 1 WFD Course 2	WFD Course 3 WFD Course 4	Student does not take any qualifying courses until 11th grade.

Student enrolled and changes POC within the same LEA ***Concentrator LEA is the same in all examples.***

Grade	7	8	9	10	11	12	Scenario Notes
Course Taken	VM (Optional)	VM (Optional)	WFD Course 1 POC A	WFD Course 2 POC A	WFD Course 1 POC B	WFD Course 2 POC B	In all instance, student remains a concentrator in POC A and does not become a concentrator in POC B until they have completed the 2nd course in POC B.
Reported POC	-	-	-	POC A		POC B	
Course Taken	VM (Optional)	WFD Course 1 POC A	WFD Course 2 POC A	WFD Course 1 POC B	WFD Course 2 POC B	WFD Course 3 POC B	
Concentrator POC	-	-	POC A		POC B	POC B	
Course Taken	VM (Optional)	VM (Optional)	WFD Course 1 POC A	WFD Course 2 POC A	WFD Course 1 POC B	WFD Course 2 POC B	
Concentrator POC	-	-	-	POC A		POC B	
Course Taken	VM (Optional)	VM (Optional)	WFD Course 1 POC A	WFD Course 2 POC A	WFD Course 1 WFD Course 2 POC B	WFD Course 3 WFD Course 4 POC B	
Concentrator POC	-	-	-	POC A	POC B	POC B	
Course Taken	VM (Optional)	VM (Optional)	WFD Course 1 POC A	WFD Course 2 POC A	WFD Course 3 WFD Course 4 POC A	WFD Course 1 WFD Course 2 POC B	
Concentrator POC	-	-	-	POC A	POC A	POC B	
Course Taken	WFD Course 1 POC A	WFD Course 2 POC A	WFD Course 1 POC B	WFD Course 2 POC B	WFD Course 3 POC B	WFD Course 4 POC B	Student becomes a concentrator in middle school in POC A under a satellite program (ran by 9-12 grade LEA) and does not become a concentrator in POC B until they have complete the 2nd course in POC B.
Concentrator POC	-	POC A		POC B	POC B	POC B	

Student enrolled in same POC and changes LEA***Concentrator POC is the same in all examples.***

Grade	7	8	9	10	11	12	Scenario Notes
Course Taken	VM (Optional)	VM (Optional)	WFD Course 1 LEA 1	WFD Course 2 LEA 1	WFD Course 3 LEA 2	WFD Course 4 LEA 2	In all instances, since the student was already a concetrator under the same POC, they become a concentrator for the new LEA as soon as they have completed a single course at that LEA.
Concentrator LEA	-	-	-	LEA 1	LEA 2	LEA 2	
Course Taken	VM (Optional)	VM (Optional)	WFD Course 1 LEA 1	WFD Course 2 LEA 1	WFD Course 3 WFD Course 4 LEA 2	WFD Course 5 WFD Course 6 LEA 2	
Concentrator LEA	-	-	-	LEA 1	LEA 2	LEA 2	
Course Taken	VM (Optional)	VM (Optional)	VM (Optional)	VM (Optional)	WFD Course 1 WFD Course 2	WFD Course 3 WFD Course 4	
Concentrator LEA	-	-	-	-	LEA 1	LEA 2	
Course Taken	WFD Course 1	WFD Course 2	WFD Course 3	WFD Course 4	WFD Course 5 WFD Course 6	WFD Course 7 WFD Course 8	Student becomes a concentrator in middle school after completing the 2nd WFD course (non-satellite), becomes a concentrator at the high school in grade 9 after completing one course, then becomes a concentrator at the career center in grade 11 after completing one course.
Concentrator LEA	-	LEA 1	LEA 2	LEA 2	LEA 3	LEA 3	

Student changes POC and changes LEA

Grade	7	8	9	10	11	12	Scenario Notes
Course Taken	VM (Optional)	VM (Optional)	WFD Course 1 POC A LEA 1	WFD Course 2 POC A LEA 1	WFD Course 1 POC B LEA 2	WFD Course 2 POC B LEA 2	In both cases, the student remains a concentrator under POC A in LEA 1 until they have completed the 2nd WFD course under POC B. At this point, they are a concetrator in LEA 2 since this is where they completed the second course under POC B.
Concentrator POC	-	-	-	POC A		POC B	
Concentrator ELA	-	-	-	LEA 1		LEA 2	
Course Taken	VM (Optional)	VM (Optional)	WFD Course 1 POC A LEA 1	WFD Course 2 POC A LEA 1	WFD Course 1 WFD Course 2 POC B LEA 2	WFD Course 3 WFD Course 4 POC B LEA 2	
Concentrator POC	-	-	-	POC A	POC B	POC B	
Concentrator ELA	-	-	-	LEA 1	LEA 2	LEA 2	
Course Taken	VM (Optional)	VM (Optional)	WFD Course 1 POC A LEA 1	WFD Course 2 POC A LEA 1	WFD Course 3 WFD Course 4 POC A LEA 2	WFD Course 1 WFD Course 2 POC B LEA 2	Student becomes a concentrator under POC A in LEA 1 after completing the second WFD course. The student then goes to LEA 2 and becomes a concentrator there after completing one WFD course under the same POC A. The student changes POC and becomes a concentrator under POC B in LEA 2 after they complete the second course under POC B.
Concentrator POC	-	-	-	POC A	POC A	POC B	
Concentrator ELA	-	-	-	LEA 1	LEA 2	LEA 2	
Course Taken	WFD Course 1 POC A LEA 1	WFD Course 2 POC A LEA 1	WFD Course 3 POC A LEA 2	WFD Course 4 POC A LEA 2	WFD Course 5 WFD Course 6 POC A LEA 3	WFD Course 1 WFD Course 2 POC B LEA 3	Student becomes a concentrator in middle school after completing the 2nd WFD course (non-satellite), becomes a concentrator at the high school in grade 9 after completing one course under the same POC, then becomes a concentrator at LEA 3 in grade 11 after completing one course under the same POC. The student then becomes a concentrator under a different POC(B) at the LEA 3 after completing 2 courses under POC B.
Concentrator POC	-	POC A	POC A	POC A	POC A	POC B	
Concentrator ELA	-	LEA 1	LEA 2	LEA 2	LEA 3	LEA 3	
Course Taken	VM (Optional)	VM (Optional)	WFD Course 1 POC A LEA 1	WFD Course 1 POC B LEA 2	WFD Course 2 POC B LEA 2	WFD Course 3 POC B LEA 2	Student did not ever become a concentrator under POC A and does not become a concentrator under POC B until they complete the second course.
Concentrator POC	-	-	-	-	POC B	POC B	
Concentrator ELA	-	-	-	-	LEA 2	LEA 2	

If a student leaves Career-technnial Education (CTE) before leaving school, the most recent Local Education Agency (LEA) that reported the student as a concentrator is responsible for post-program placement.

Work-Based Learning

Work-based learning is defined as sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

Beginning as early as grade 9, students should accumulate 250 hours of work-based learning aligned to their program of study, student success or graduation plan, with evidence of positive evaluations. Students enrolled in career-technical education courses should participate in experiences aligned to their program of study; work-based learning completed prior to enrollment in career technical education courses should be aligned to the student's graduation and/or student success plan. Students may accumulate hours across multiple types of work-based learning experiences. Experiences may include one or more of the following:

Job Site Placement and Internship	Entrepreneurship
Apprenticeship and Pre-Apprenticeship	School-Based Enterprise
Remote or Virtual Placement	Simulated Work Environment

WORK-BASED LEARNING GUIDING PRINCIPLES

Work-based learning experiences are conducted at work-based learning sites during or after school. The experiences are designed to provide authentic learning experiences to students that link academic, technical and professional skills. Business and education partners work together to evaluate and supervise the experience, which must be documented with learning agreements.

Work-based learning experiences must occur at work-based learning sites.

- A work-based learning site also can exist virtually or within the school facilities. Work-based learning hours should never occur during instructional time and should otherwise not overlap or interfere with teacher-led activities.
- All work-based learning sites should include regular interaction with community members as is commiserate with the typical experience of that industry. For example, students completing work-based learning experiences in an automotive services lab should have the opportunity to interact with and serve customers in the same fashion a professional mechanic would.

Work-based learning experiences should be co-supervised by an instructor or other educational representative and an employer or business mentor.

- Supervisors are not required to visit job sites every day. Additionally, co-supervision can occur in groups, through the use of technology or through any other appropriate measures, especially those that allow for supervision of multiple student experiences to be as efficient as possible. However, frequent, in-person instructional visits can be valuable for many types of work-based learning experiences. The student, instructor and employer or business mentor should work together to design a supervision schedule that meets educational needs.

- Work-based learning supervision often requires additional time outside of the classroom/laboratory component of the program and may occur on a year-round basis. Therefore, some of this additional time likely will occur beyond the standard teaching contract. To accommodate this individualized, year-round instruction, the instructor should have appropriately scheduled coordination time and may be provided extended contract days to facilitate supervision during summer months.

A Learning Agreement built on professional, academic and technical competencies aligned to the student's program of study must be in place.

- Learning agreements should be developed in partnership with all relevant stakeholders including, but not limited to the student, the parent or guardian, employer or business mentor and instructor or other educational representative. The student should be the primary leader and decision-maker of the experience.
- Learning agreements and other documentation of the work-based learning experience (including financial records, evidence of planning, credentials or certifications earned, student reflections, supervisor evaluations, other records of skills and knowledge attained, etc.) can and should be considered as sources of data for demonstrating student growth. The learning agreement also could be used as a component of industry certification programs, a graded component of career-technical education coursework, or an opportunity for receiving technical credit through the local credit flexibility policy.