Tools for Troubleshooting Data Associated with CTE Accountability

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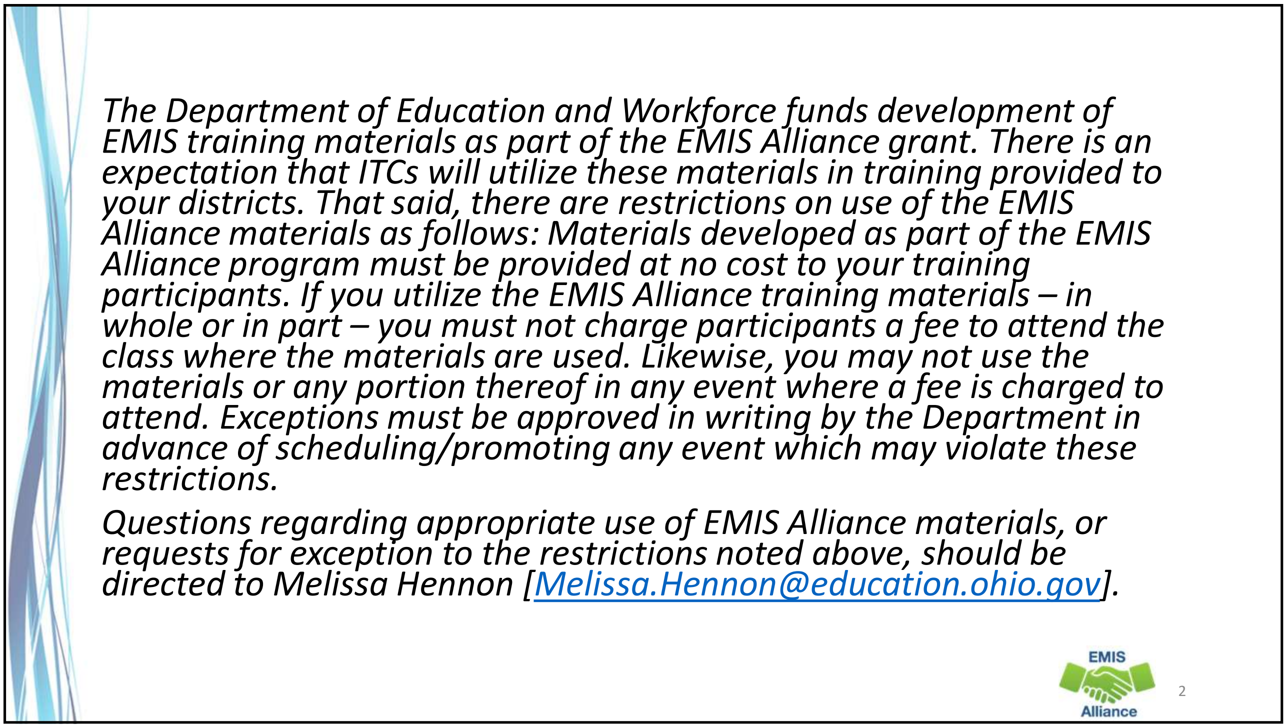

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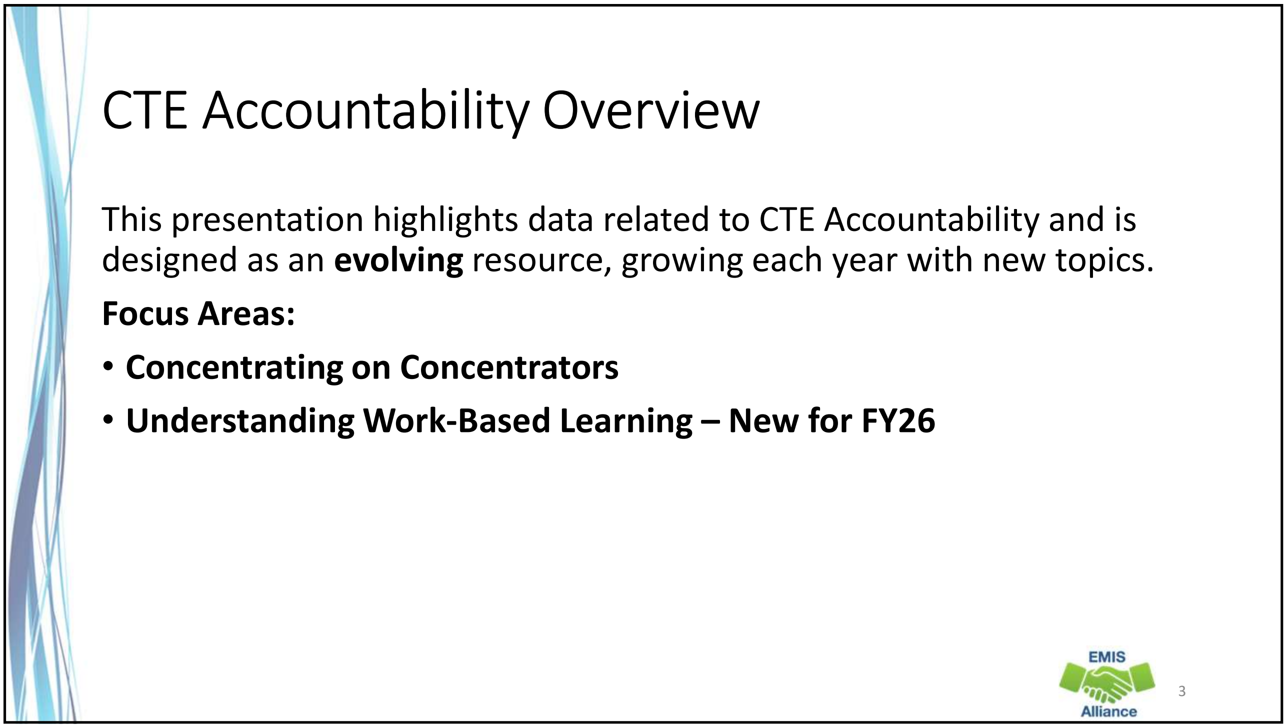


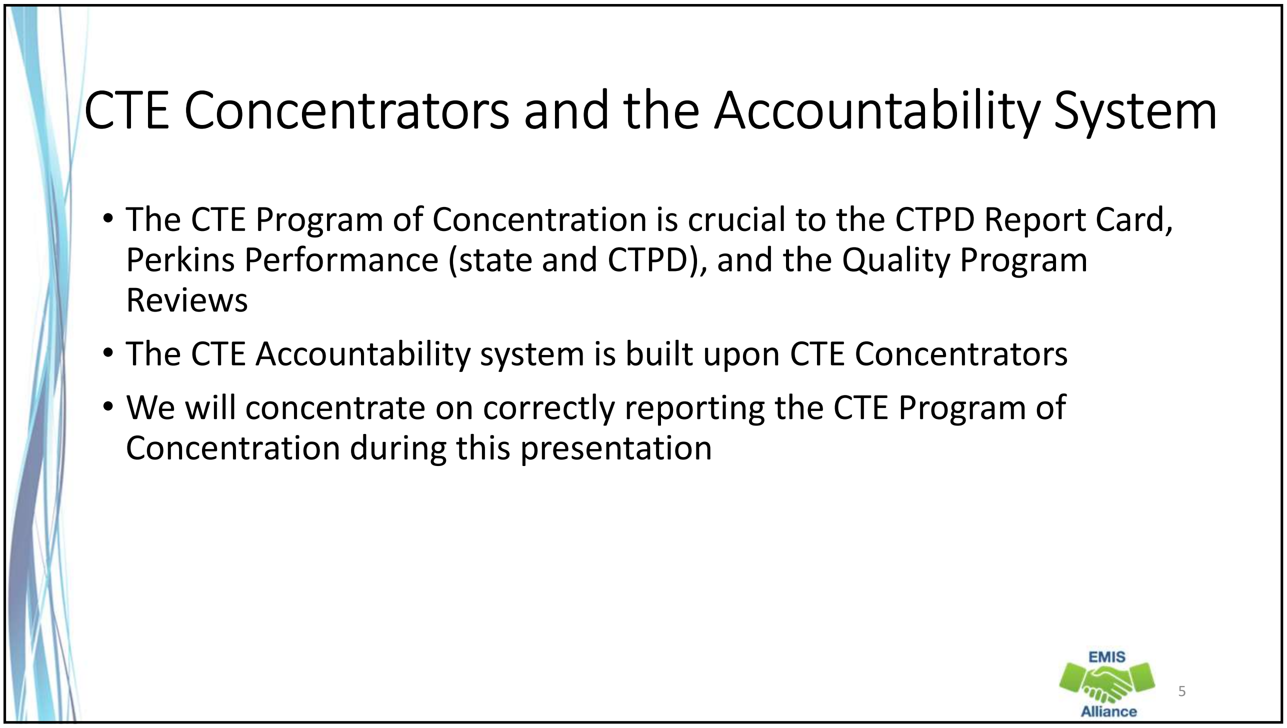
CTE Accountability Overview

This presentation highlights data related to CTE Accountability and is designed as an **evolving** resource, growing each year with new topics.

Focus Areas:

- **Concentrating on Concentrators**
- **Understanding Work-Based Learning – New for FY26**

Concentrating on Concentrators



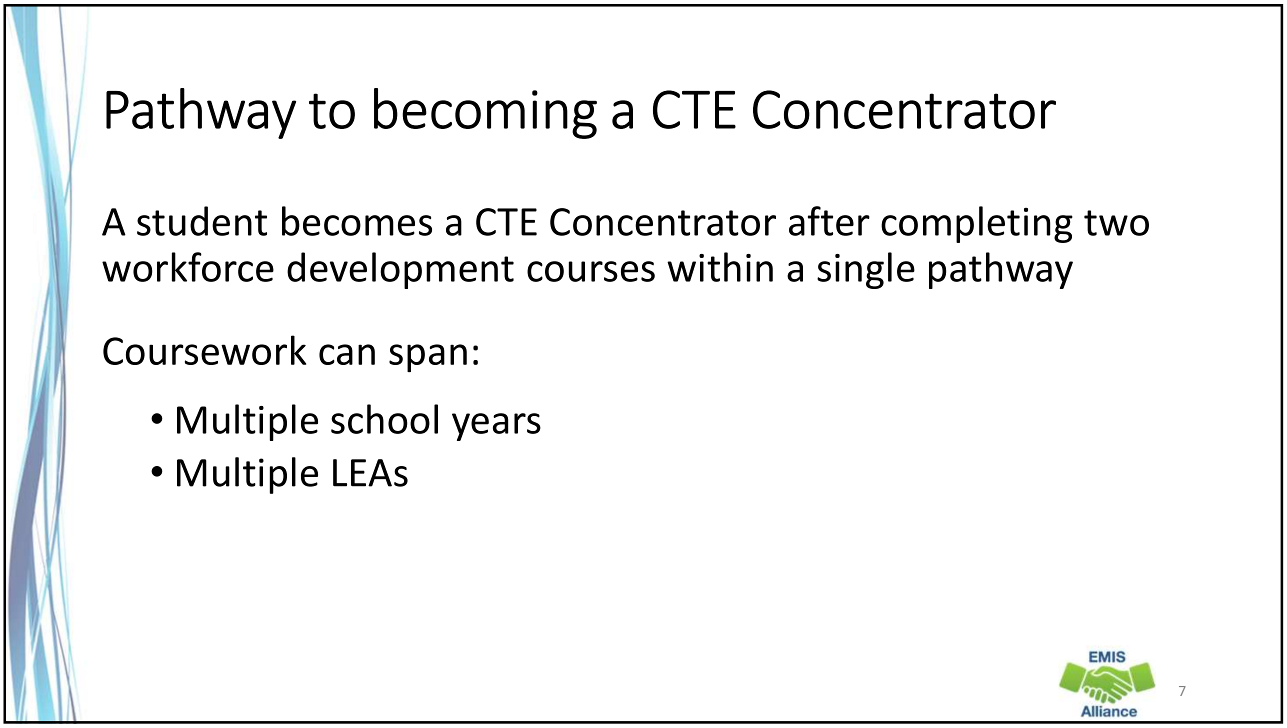
CTE Concentrators and the Accountability System

- The CTE Program of Concentration is crucial to the CTPD Report Card, Perkins Performance (state and CTPD), and the Quality Program Reviews
- The CTE Accountability system is built upon CTE Concentrators
- We will concentrate on correctly reporting the CTE Program of Concentration during this presentation

Concentrating on Concentrators Outline

We will be concentrating on:

- The pathway for a student to become a CTE Concentrator
  - Approved funded program and/or program of study
  - Course Completion
  - CTE Participant
  - CTE Concentrator
- Reporting the CTE Concentrator Programs of Concentration
- Level 2 Reports you can use to identify and troubleshoot the CTE Program of Concentration for your students
- Secure Data Center Reports



Pathway to becoming a CTE Concentrator

A student becomes a CTE Concentrator after completing two workforce development courses within a single pathway

Coursework can span:

- Multiple school years
- Multiple LEAs

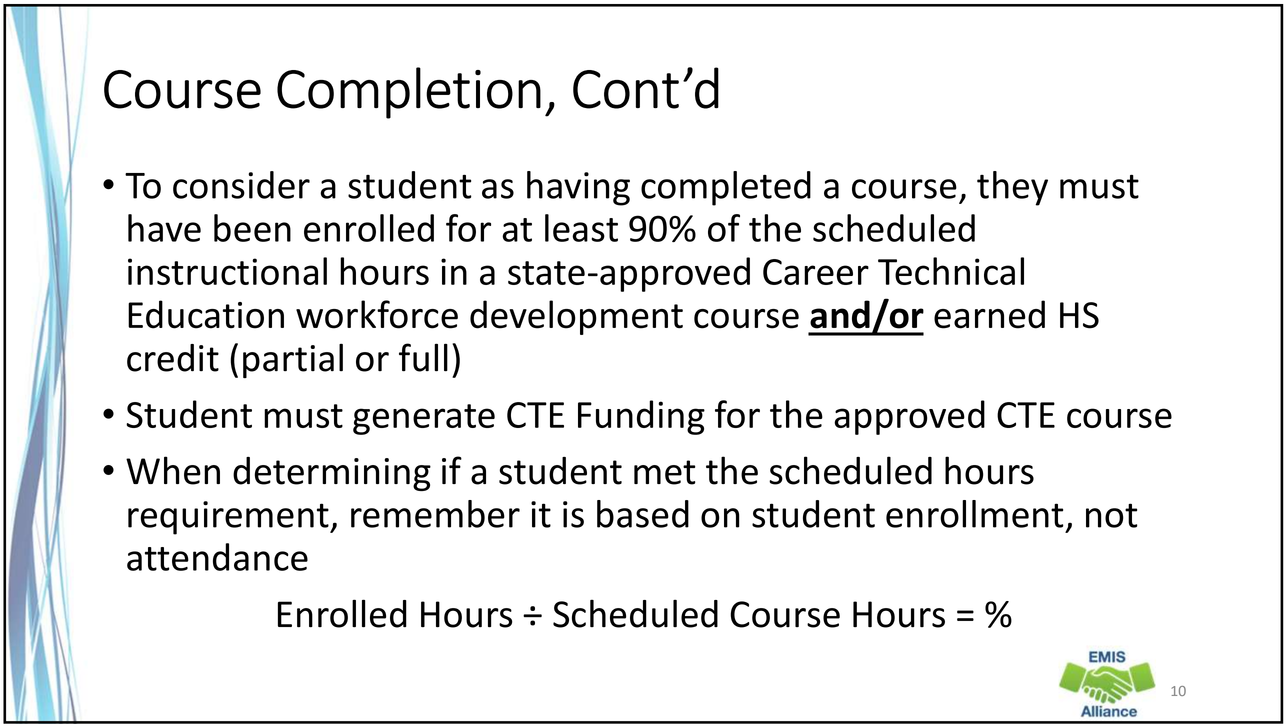
Program of Study

- 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 assessments identified in the program and assessment matrix

Course Completion

State-approved and funded Career Technical Education Course

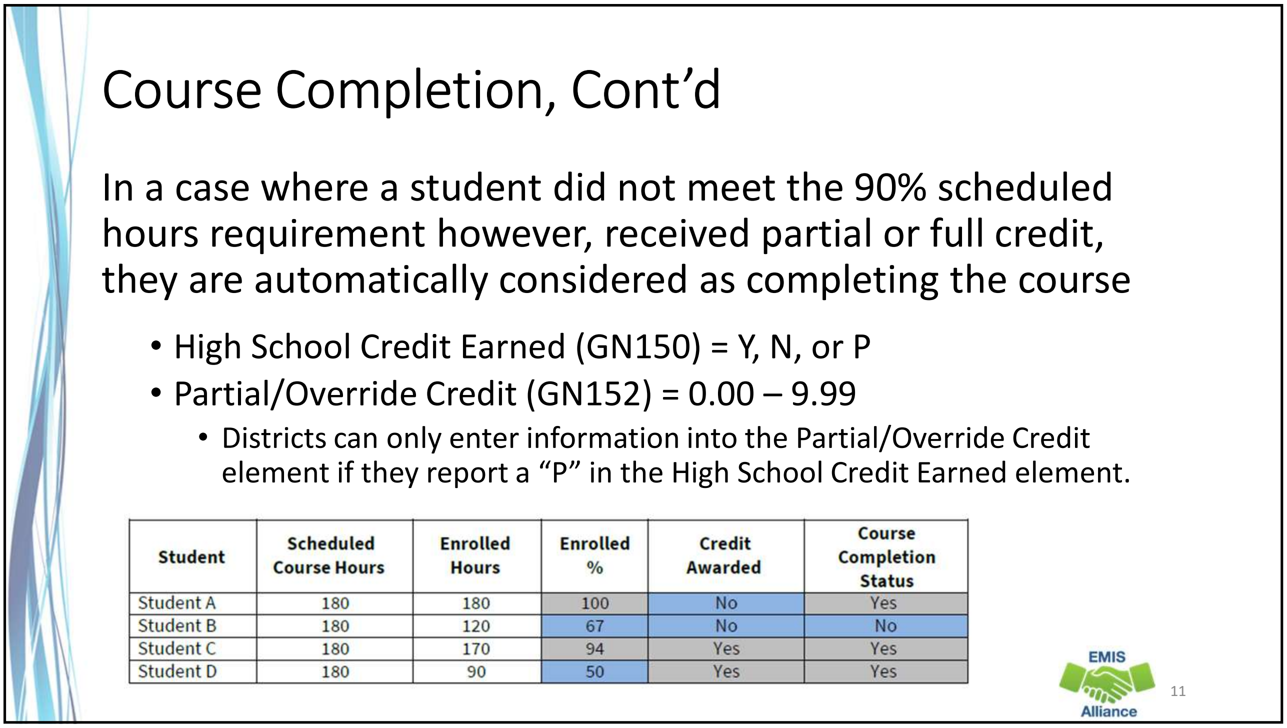
- Curriculum elements: VT, VP, VN, and PS, including job training programs
- Excludes Family and Consumer Sciences (FCS), Career Based Intervention (CBI), and Senior Only Credential Programs
- Minimum of 120 hours; two 60-hour courses as equivalent to one course
- Counts across districts and years
- Can be delivered to students in grades 7-12; and DOES NOT include VM Curriculum code courses



Course Completion, Cont’d

- To consider a student as having completed a course, they must have been enrolled for at least 90% of the scheduled instructional hours in a state-approved Career Technical Education workforce development course **and/or** earned HS credit (partial or full)
- Student must generate CTE Funding for the approved CTE course
- When determining if a student met the scheduled hours requirement, remember it is based on student enrollment, not attendance

Enrolled Hours ÷ Scheduled Course Hours = %



Course Completion, Cont’d

In a case where a student did not meet the 90% scheduled hours requirement however, received partial or full credit, they are automatically considered as completing the course

- High School Credit Earned (GN150) = Y, N, or P
- Partial/Override Credit (GN152) = 0.00 – 9.99
  - Districts can only enter information into the Partial/Override Credit element if they report a “P” in the High School Credit Earned element.

Student	Scheduled Course Hours	Enrolled Hours	Enrolled %	Credit Awarded	Course Completion Status
Student A	180	180	100	No	Yes
Student B	180	120	67	No	No
Student C	180	170	94	Yes	Yes
Student D	180	90	50	Yes	Yes

CTE Participant

- Secondary students who meet course completion for not fewer than one course in an approved Career Technical Education program or program of study in the current year
- Use the current year participant students as a tracking tool. This year’s participants could be next year’s concentrators!
- Also, all current year concentrators are also considered participants

CTE Concentrators

- Secondary student(s) who complete at least two courses in a single approved Career-Technical Education program or program of study
- Course-based, not student cohort
- Students are concentrators before they complete a program
- Students can be concentrators before 9th Grade
- More than one entity can report a student as a concentrator

Who Reports the Program of Concentration

- Entities that have approved CTE Program(s) or Programs of Study will initially report the program of concentration the year the student meets the original requirement
- More specifically, to be reported as a CTE Concentrator within a year after meeting the Program of Concentration, the student must complete a workforce development course aligned to their previous pathway

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Who Reports the Program of Concentration, cont'd

- Transfer student has completed an approved CTE course in the past school year(s). The student completes the second course at the new district in the same program of study and meets the course completion requirement; the new district reports the Program of Concentration
- Transfer student has been reported as a concentrator at the previous school district; if the student continues taking courses in the aligned previous pathway at the new district, the new district reports the Program of Concentration

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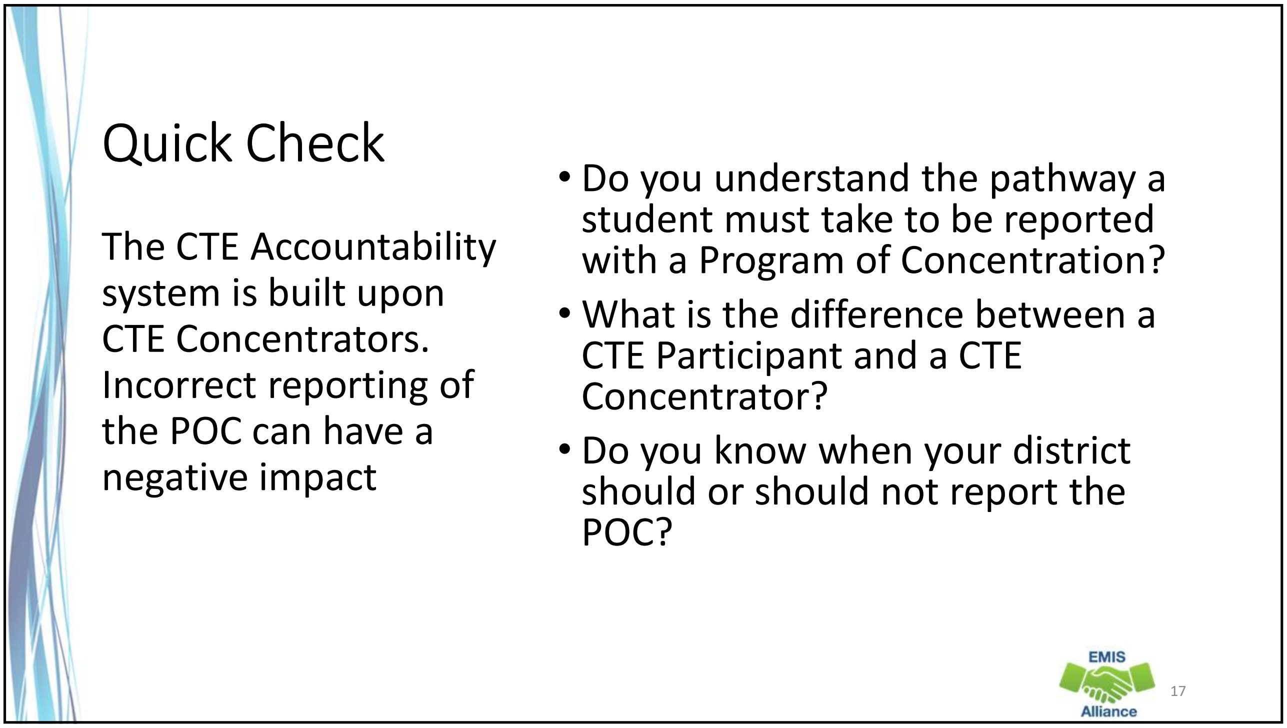
When to NOT report the Program of Concentration

- If a student has been reported as a CTE Concentrator in the past school year but does not take a CTE course in the current school year, then the district would NOT report the POC
- Districts do not duplicate reporting of other entities' Program of Concentration for the student
  - Do not match what the JVSD is reporting in their data
  - Do not match what was historically reported



Quick Check

The CTE Accountability system is built upon CTE Concentrators. Incorrect reporting of the POC can have a negative impact

- Do you understand the pathway a student must take to be reported with a Program of Concentration?
- What is the difference between a CTE Participant and a CTE Concentrator?
- Do you know when your district should or should not report the POC?

CTE Concentrator Reports

Help districts track students who have taken a CTE Workforce Development (WFD) course or had a CTE Program of Concentration reported

- Traditional districts, JVSDs, community schools, and STEM schools could receive these Level 2 reports
- When reviewing the reports, if the district believes the generated potential CTE POC(s) are not correct, the student's course enrollment and earned credit data should be reviewed
- The opportunity to appeal POCs is in the year the student is a concentrator. The data cannot be appealed in the Graduate or Follow-Up Collections

CTE Concentrator Accountability All FY POC

CTAC-101 CTE CONCENTRATOR ACCOUNTABILITY ALL FY POC

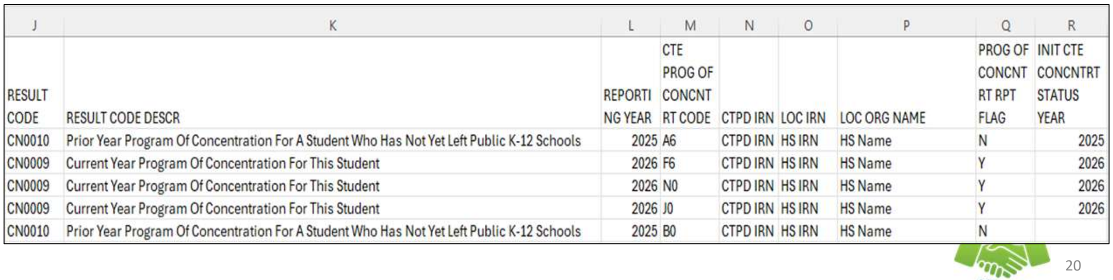
This report provides a comprehensive list of CTE Concentrators in the district

- The report includes students who are CTE Concentrators in the current FY and students who were last a CTE Concentrator in a prior FY and have not left public K-12 education
- A student is listed only once in the district(s) in which they last met the definition of a CTE Concentrator
- Only the last fiscal year and CTE POC in which the student was a CTE Concentrator are generated in the report

CTE Concentrator Accountability All FY POC

CTAC-101 CTE CONCENTRATOR ACCOUNTABILITY ALL FY POC CONT'D

- Result Code CN0009 – Current year program of concentration for this student
- Result Code CN0010 – Prior year program of concentration for a student who has not yet left public K-12 Schools



J	K	L	M	N	O	P	Q	R
RESULT CODE	RESULT CODE DESCR	REPORTING YEAR	CTE PROG OF CONCNTRT CODE	CTPD IRN	LOC IRN	LOC ORG NAME	PROG OF CONCNTRT RPT FLAG	INIT CTE CONCNTRT STATUS YEAR
CN0010	Prior Year Program Of Concentration For A Student Who Has Not Yet Left Public K-12 Schools	2025	A6	CTPD IRN	HS IRN	HS Name	N	2025
CN0009	Current Year Program Of Concentration For This Student	2026	F6	CTPD IRN	HS IRN	HS Name	Y	2026
CN0009	Current Year Program Of Concentration For This Student	2026	N0	CTPD IRN	HS IRN	HS Name	Y	2026
CN0009	Current Year Program Of Concentration For This Student	2026	J0	CTPD IRN	HS IRN	HS Name	Y	2026
CN0010	Prior Year Program Of Concentration For A Student Who Has Not Yet Left Public K-12 Schools	2025	B0	CTPD IRN	HS IRN	HS Name	N	

CTE Concentrator Accountability FY POC Missing

CTAC-102 CTE CONCENTRATOR ACCOUNTABILITY FY POC MISSING

This report lists students who do not have a CTE Program of Concentration (POC) reported in the current fiscal year

- Student has at least 1 aligned completed course in a POC that has at least 2 completed courses
- Any CTE Program of Concentration that aligns with a WFD course completed in the current year will have a row on the report
- Districts should review the potential CTE Program of Concentration on the report and report the appropriate CTE Program of Concentration on the FN Record

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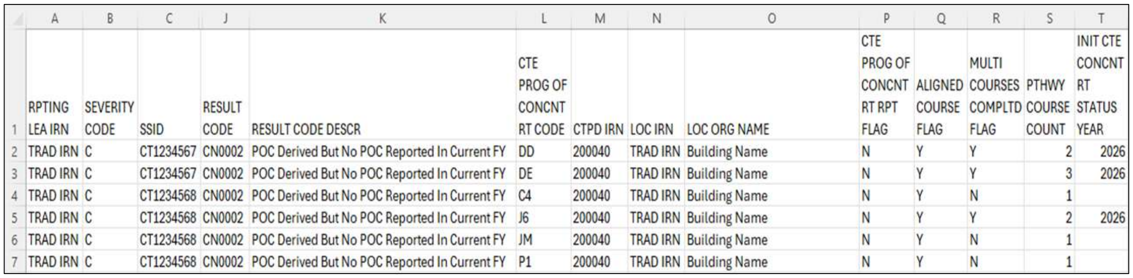
CTE Concentrator Accountability FY POC Missing

CTAC-102 CTE CONCENTRATOR ACCOUNTABILITY FY POC MISSING CONT'D

- Result Code CN0002 - POC Derived but no POC Reported in Current FY



	A	B	C	J	K	L	M	N	O	P	Q	R	S	T
1	RPTING LEA IRN	SEVERITY CODE	SSID	RESULT CODE	RESULT CODE DESCR	CTE PROG OF CONCNT RT CODE	CTPD IRN	LOC IRN	LOC ORG NAME	CTE PROG OF CONCNT RT RPT FLAG	ALIGNED COURSE FLAG	MULTI COURSES COMPLTD FLAG	PTHWY COURSE COUNT	INIT CTE CONCNT RT STATUS YEAR
2	TRAD IRN	C	CT1234567	CN0002	POC Derived But No POC Reported In Current FY	DD	200040	TRAD IRN	Building Name	N	Y	Y	2	2026
3	TRAD IRN	C	CT1234567	CN0002	POC Derived But No POC Reported In Current FY	DE	200040	TRAD IRN	Building Name	N	Y	Y	3	2026
4	TRAD IRN	C	CT1234568	CN0002	POC Derived But No POC Reported In Current FY	C4	200040	TRAD IRN	Building Name	N	Y	N	1	
5	TRAD IRN	C	CT1234568	CN0002	POC Derived But No POC Reported In Current FY	J6	200040	TRAD IRN	Building Name	N	Y	Y	2	2026
6	TRAD IRN	C	CT1234568	CN0002	POC Derived But No POC Reported In Current FY	JM	200040	TRAD IRN	Building Name	N	Y	N	1	
7	TRAD IRN	C	CT1234568	CN0002	POC Derived But No POC Reported In Current FY	P1	200040	TRAD IRN	Building Name	N	Y	N	1	

CTE Concentrator Accountability FY POC Unexpected

CTAC-103 CTE CONCENTRATOR ACCOUNTABILITY FY POC UNEXPECTED

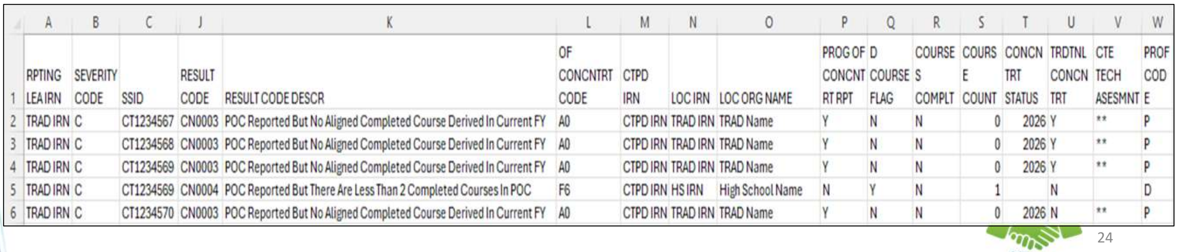
This report lists students when the reported Program of Concentration does not align with a Program of Concentration derived by DEW

- Districts need to review the Program of Concentration along with the student’s course enrollment and earned credit data
- Some districts report students as concentrators before the student meets the course completion requirement of their second course
  - These students will be flagged on the report due to the timing of the reporting

CTE Concentrator Accountability FY POC Unexpected

CTAC-103 CTE CONCENTRATOR ACCOUNTABILITY FY POC UNEXPECTED CONT'D

- CN0001 - POC Reported But Not Derived In Current FY
- CN0003 – POC Reported But No Aligned Completed Course Derived In Current FY
- CN0004 – POC Reported, But there are less than 2 completed courses in the POC



	A	B	C	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
1	RPTING LEA IRN	SEVERITY CODE	SSID	RESULT CODE	RESULT CODE DESCR	OF CONCNTRT CODE	CTPD IRN	LOC IRN	LOC ORG NAME	PROG OF CONCNT RT RPT	D COURSE FLAG	COURSE S COMPLT	COURS E COUNT	CONCN TRT STATUS	TRDTNL CONCN TRT	CTE TECH ASESMNT	PROF COD E
2	TRAD IRN	C	CT1234567	CN0003	POC Reported But No Aligned Completed Course Derived In Current FY	A0	CTPD IRN	TRAD IRN	TRAD Name	Y	N	N	0	2026	Y	**	P
3	TRAD IRN	C	CT1234568	CN0003	POC Reported But No Aligned Completed Course Derived In Current FY	A0	CTPD IRN	TRAD IRN	TRAD Name	Y	N	N	0	2026	Y	**	P
4	TRAD IRN	C	CT1234569	CN0003	POC Reported But No Aligned Completed Course Derived In Current FY	A0	CTPD IRN	TRAD IRN	TRAD Name	Y	N	N	0	2026	Y	**	P
5	TRAD IRN	C	CT1234569	CN0004	POC Reported But There Are Less Than 2 Completed Courses In POC	F6	CTPD IRN	HS IRN	High School Name	N	Y	N	1		N		D
6	TRAD IRN	C	CT1234570	CN0003	POC Reported But No Aligned Completed Course Derived In Current FY	A0	CTPD IRN	TRAD IRN	TRAD Name	Y	N	N	0	2026	N	**	P

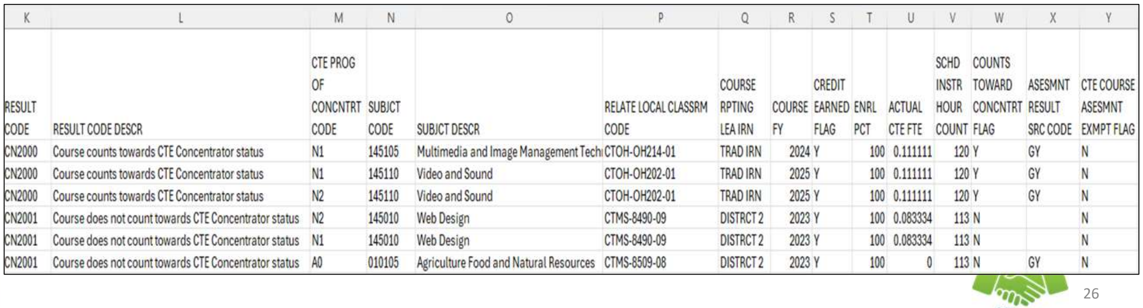
CTE Concentrator Course Report

CTAC-200 This report lists courses that factor into concentrator status

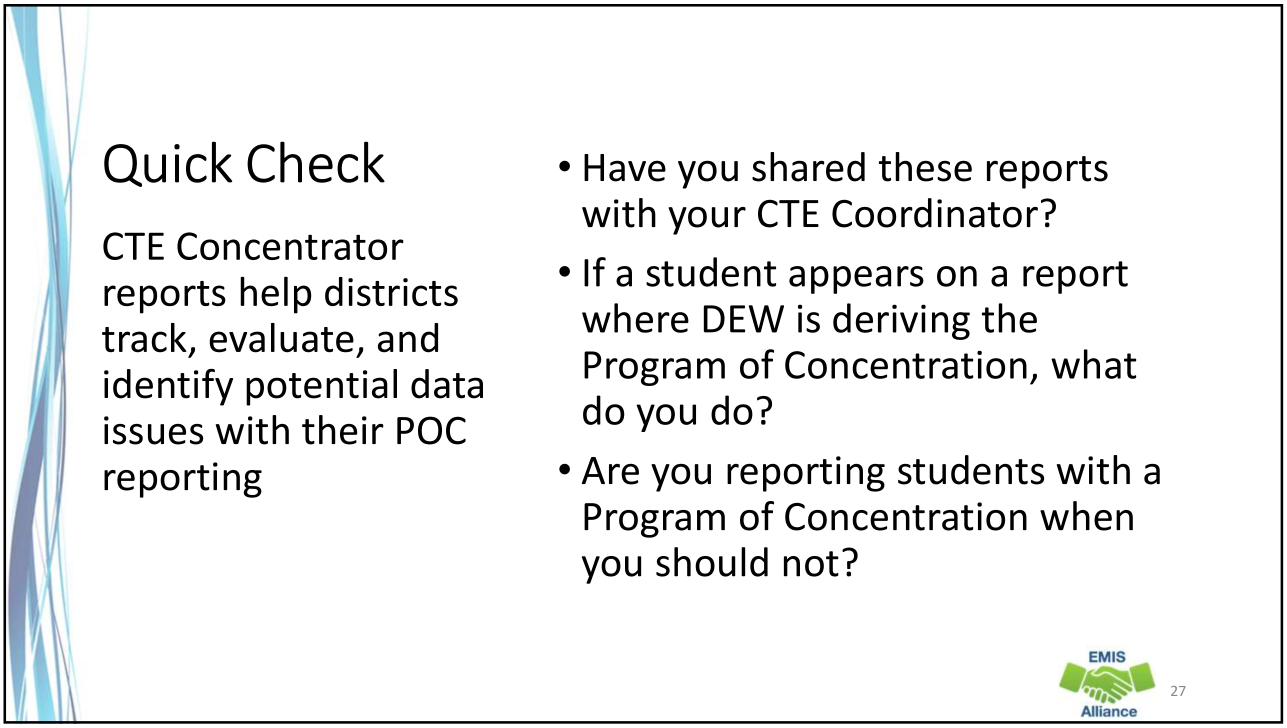
- Report aids districts in determining which courses are impacting concentrator status
- Provides the detail needed to research why a student is on the Missing or Unexpected Reports (CTAC 102 & 103)

CTE Concentrator Course Report CONT'D

- Result Code CN2000 – Course Counts towards Concentrator status
- Result Code CN2001 – Course does not count towards Concentrator status
- Result Code CN2002 – Student has reported CTE technical assessment but no reported aligned course



K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
RESULT CODE	RESULT CODE DESCR	CTE PROG OF CONCNTRT CODE	SUBJCT CODE	SUBJCT DESCR	RELATE LOCAL CLASSRM CODE	COURSE RPTING LEA IRN	COURSE FY	CREDIT EARNED FLAG	ENRL PCT	ACTUAL CTE FTE	SCHD INSTR HOUR COUNT	COUNTS TOWARD CONCNTRT FLAG	ASESMNT RESULT SRC CODE	CTE COURSE ASESMNT EXMPT FLAG
CN2000	Course counts towards CTE Concentrator status	N1	145105	Multimedia and Image Management Techı	CTOH-OH214-01	TRAD IRN	2024	Y	100	0.111111	120	Y	GY	N
CN2000	Course counts towards CTE Concentrator status	N1	145110	Video and Sound	CTOH-OH202-01	TRAD IRN	2025	Y	100	0.111111	120	Y	GY	N
CN2000	Course counts towards CTE Concentrator status	N2	145110	Video and Sound	CTOH-OH202-01	TRAD IRN	2025	Y	100	0.111111	120	Y	GY	N
CN2001	Course does not count towards CTE Concentrator status	N2	145010	Web Design	CTMS-8490-09	DISTRCT 2	2023	Y	100	0.083334	113	N		N
CN2001	Course does not count towards CTE Concentrator status	N1	145010	Web Design	CTMS-8490-09	DISTRCT 2	2023	Y	100	0.083334	113	N		N
CN2001	Course does not count towards CTE Concentrator status	A0	010105	Agriculture Food and Natural Resources	CTMS-8509-08	DISTRCT 2	2023	Y	100	0	113	N	GY	N

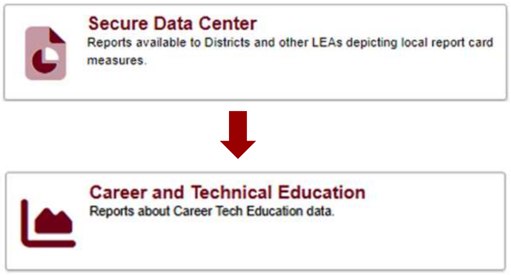


Quick Check

CTE Concentrator reports help districts track, evaluate, and identify potential data issues with their POC reporting

- Have you shared these reports with your CTE Coordinator?
- If a student appears on a report where DEW is deriving the Program of Concentration, what do you do?
- Are you reporting students with a Program of Concentration when you should not?

SDC Data & Reports – SDC Access Roles



Secure Data Center

Reports available to Districts and other LEAs depicting local report card measures.

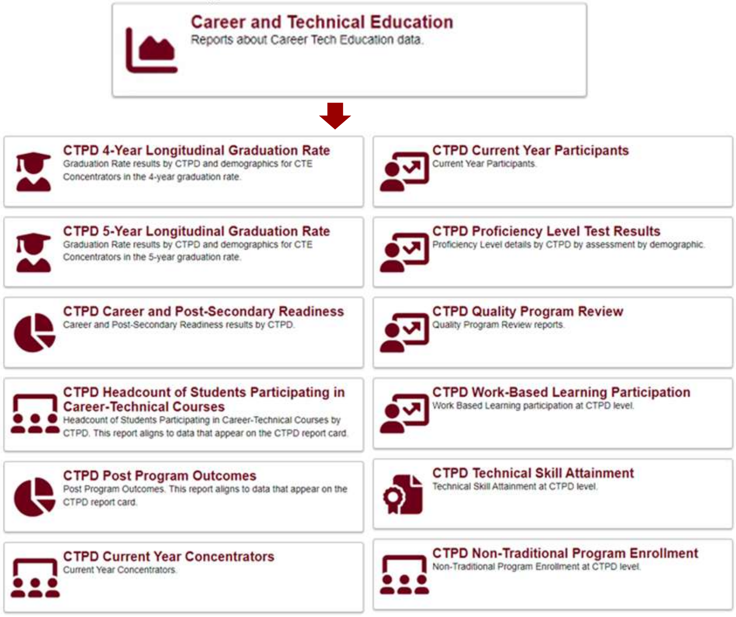
Career and Technical Education

Reports about Career Tech Education data.

- Staff with SDC access roles at the CTPD IRN would see the CTPD reports
- Staff with roles at a member district with a CTE Program would see member district reports
- If a user has both roles, CTPD and Member District, they will choose which organization view they want to view

SDC Data and Reports – CTPD View

CTPD View



Career and Technical Education
Reports about Career Tech Education data.

CTPD 4-Year Longitudinal Graduation Rate
Graduation Rate results by CTPD and demographics for CTE Concentrators in the 4-year graduation rate.

CTPD 5-Year Longitudinal Graduation Rate
Graduation Rate results by CTPD and demographics for CTE Concentrators in the 5-year graduation rate.

CTPD Career and Post-Secondary Readiness
Career and Post-Secondary Readiness results by CTPD.

CTPD Headcount of Students Participating in Career-Technical Courses
Headcount of Students Participating in Career-Technical Courses by CTPD. This report aligns to data that appear on the CTPD report card.

CTPD Post Program Outcomes
Post Program Outcomes. This report aligns to data that appear on the CTPD report card.

CTPD Current Year Concentrators
Current Year Concentrators.

CTPD Current Year Participants
Current Year Participants.

CTPD Proficiency Level Test Results
Proficiency Level details by CTPD by assessment by demographic.

CTPD Quality Program Review
Quality Program Review reports.

CTPD Work-Based Learning Participation
Work Based Learning participation at CTPD level.

CTPD Technical Skill Attainment
Technical Skill Attainment at CTPD level.

CTPD Non-Traditional Program Enrollment
Non-Traditional Program Enrollment at CTPD level.

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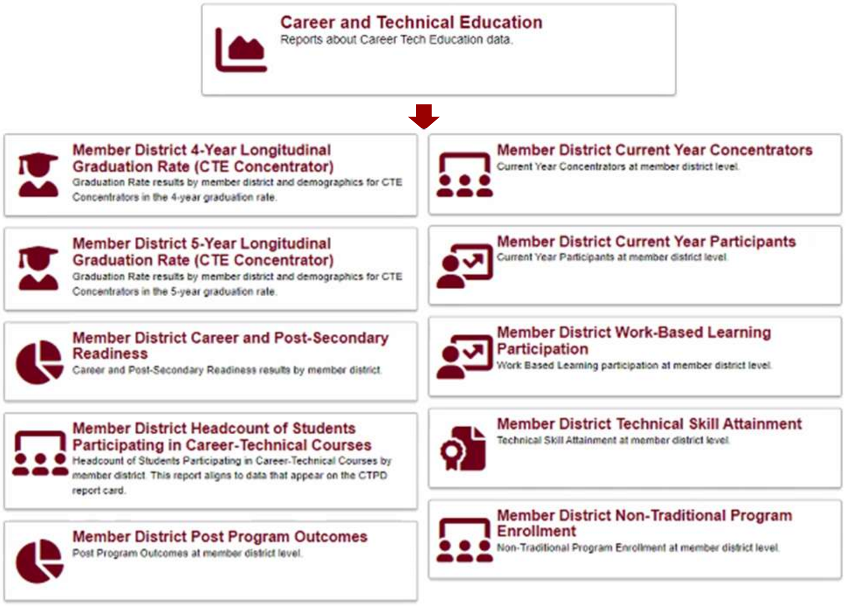
SDC Data & Reports – Member District View



Career and Technical Education
Reports about Career Tech Education data.

Member District 4-Year Longitudinal Graduation Rate (CTE Concentrator)
Graduation Rate results by member district and demographics for CTE Concentrators in the 4-year graduation rate.

Member District 5-Year Longitudinal Graduation Rate (CTE Concentrator)
Graduation Rate results by member district and demographics for CTE Concentrators in the 5-year graduation rate.

Member District Career and Post-Secondary Readiness
Career and Post-Secondary Readiness results by member district.

Member District Headcount of Students Participating in Career-Technical Courses
Headcount of Students Participating in Career-Technical Courses by member district. This report aligns to data that appear on the CTPD report card.

Member District Post Program Outcomes
Post Program Outcomes at member district level.

Member District Current Year Concentrators
Current Year Concentrators at member district level.

Member District Current Year Participants
Current Year Participants at member district level.

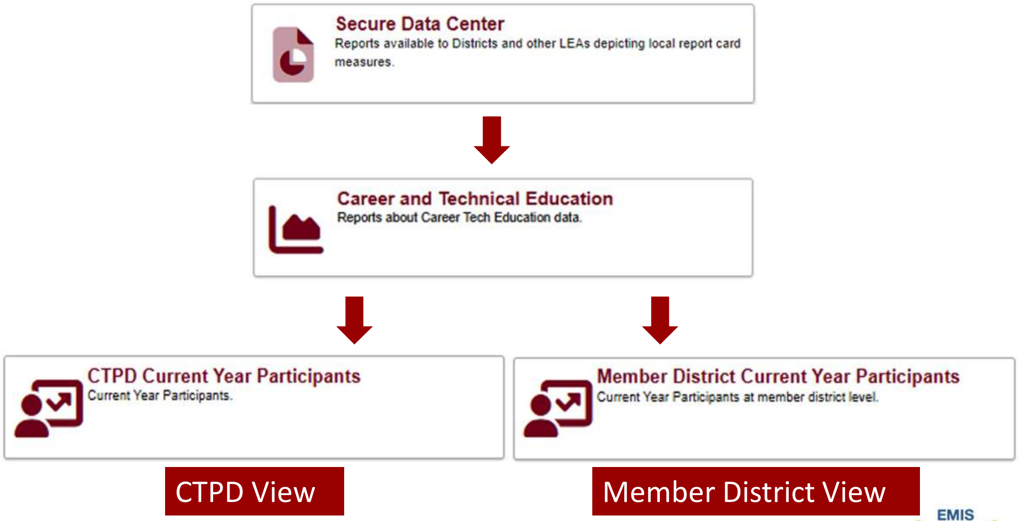
Member District Work-Based Learning Participation
Work Based Learning participation at member district level.

Member District Technical Skill Attainment
Technical Skill Attainment at member district level.

Member District Non-Traditional Program Enrollment
Non-Traditional Program Enrollment at member district level.

Member District View

SDC Data and Reports – Current Year Participants



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Career and Technical Education
Reports about Career Tech Education data.

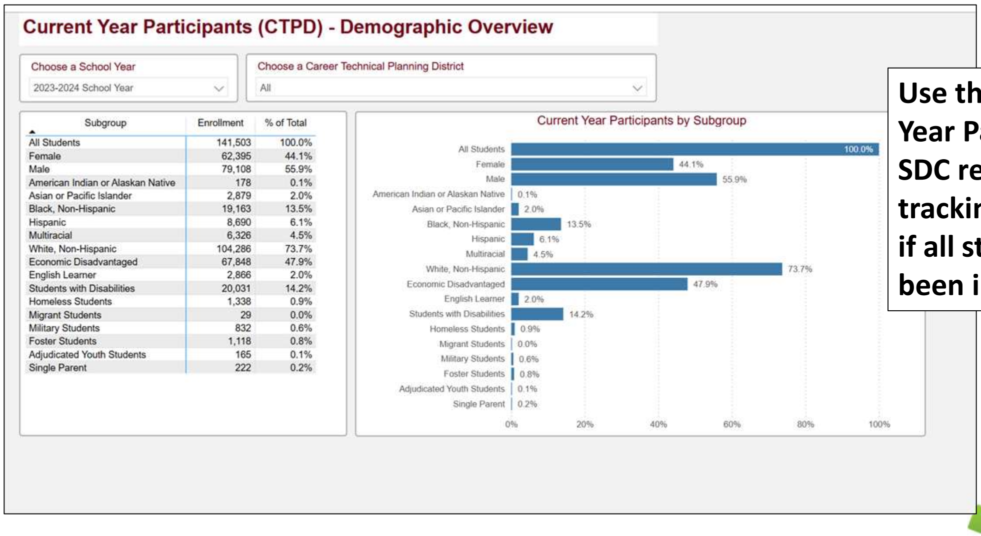
CTPD Current Year Participants
Current Year Participants.

Member District Current Year Participants
Current Year Participants at member district level.

CTPD View

Member District View

Current Year Participants – CTPD Demographic Overview


Current Year Participants by Subgroup
All Students
Female
Male
American Indian or Alaskan Native
Asian or Pacific Islander
Black, Non-Hispanic
Hispanic
Multiracial
White, Non-Hispanic
Economic Disadvantaged
English Learner
Students with Disabilities
Homeless Students
Migrant Students
Military Students
Foster Students
Adjudicated Youth Students
Single Parent
100.0%
44.1%
55.9%
0.1%
2.0%
13.5%
6.1%
4.5%
73.7%
47.9%
2.0%
14.2%
0.9%
0.0%
0.6%
0.8%
0.1%
0.2%
0%
20%
40%
60%
80%
100%

Current Year Participants (CTPD) - Demographic Overview

Choose a School Year: 2023-2024 School Year

Choose a Career Technical Planning District: All

Subgroup	Enrollment	% of Total
All Students	141,503	100.0%
Female	62,395	44.1%
Male	79,108	55.9%
American Indian or Alaskan Native	178	0.1%
Asian or Pacific Islander	2,879	2.0%
Black, Non-Hispanic	19,163	13.5%
Hispanic	8,690	6.1%
Multiracial	6,326	4.5%
White, Non-Hispanic	104,286	73.7%
Economic Disadvantaged	67,848	47.9%
English Learner	2,866	2.0%
Students with Disabilities	20,031	14.2%
Homeless Students	1,338	0.9%
Migrant Students	29	0.0%
Military Students	832	0.6%
Foster Students	1,118	0.8%
Adjudicated Youth Students	165	0.1%
Single Parent	222	0.2%

CTPD View

Use the Current Year Participant SDC reports as a tracking tool to see if all students have been identified

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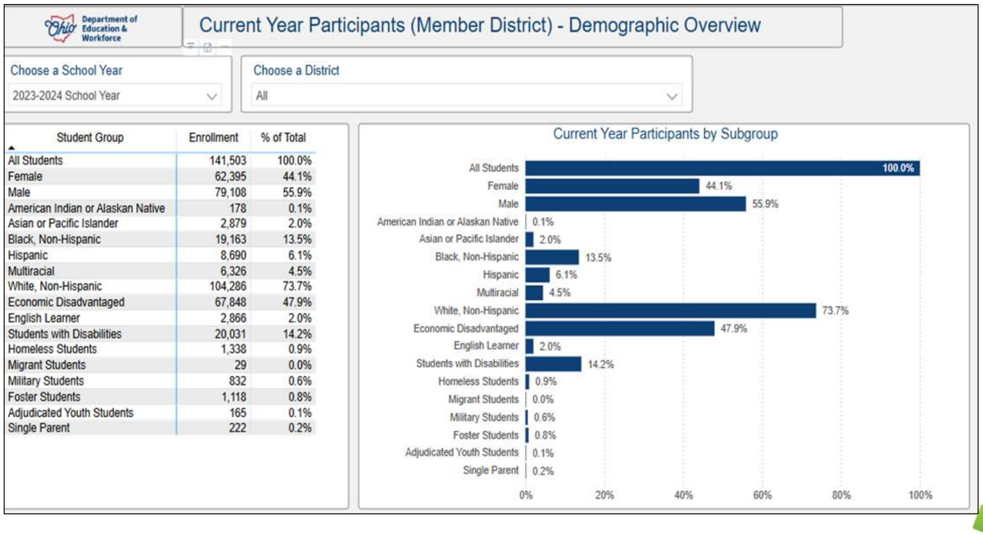
Current Year Participants – Member Demographic Overview



Current Year Participants (Member District) - Demographic Overview

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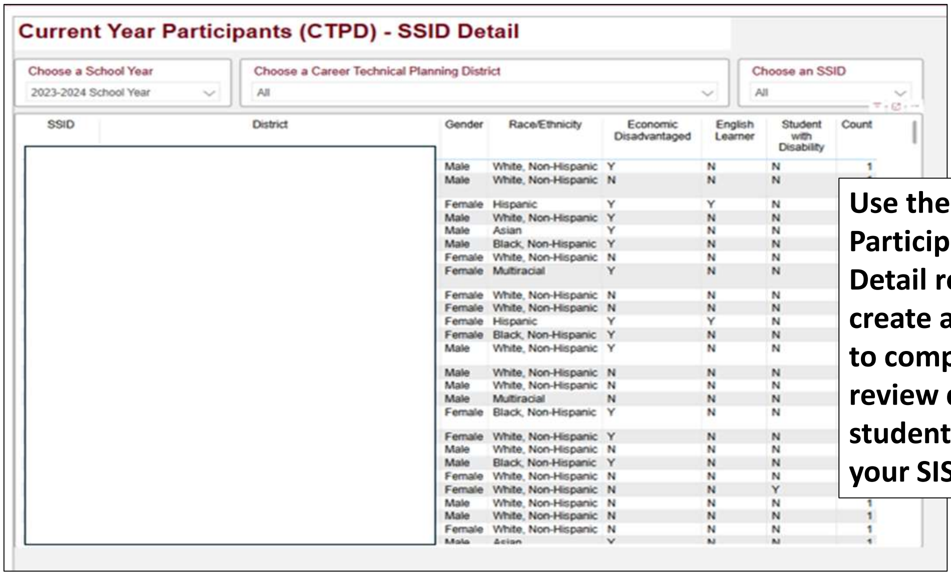
Department of Education & Workforce
Current Year Participants by Subgroup
All Students 100.0%
Female 44.1%
Male 55.9%
American Indian or Alaskan Native 0.1%
Asian or Pacific Islander 2.0%
Black, Non-Hispanic 13.5%
Hispanic 6.1%
Multiracial 4.5%
White, Non-Hispanic 73.7%
Economic Disadvantaged 47.9%
English Learner 2.0%
Students with Disabilities 14.2%
Homeless Students 0.9%
Migrant Students 0.0%
Military Students 0.6%
Foster Students 0.8%
Adjudicated Youth Students 0.1%
Single Parent 0.2%
0%
20%
40%
60%
80%
100%

Member District View

Current Year Participants – CTPD SSID Detail

CTPD View



Current Year Participants (CTPD) - SSID Detail

Choose a School Year: 2023-2024 School Year

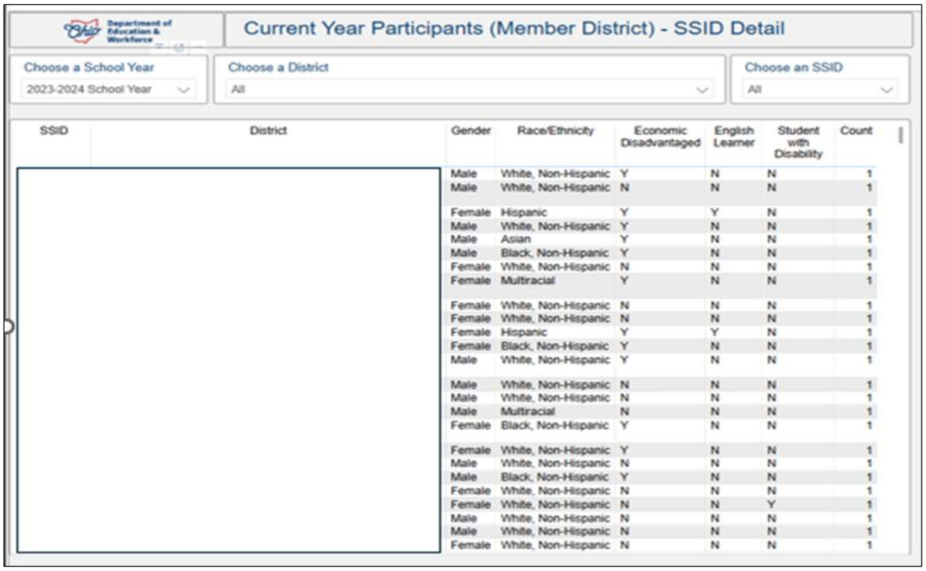
Choose a Career Technical Planning District: All

Choose an SSID: All

SSID	District	Gender	Race/Ethnicity	Economic Disadvantaged	English Learner	Student with Disability	Count
[redacted]	[redacted]	Male	White, Non-Hispanic	Y	N	N	1
[redacted]	[redacted]	Male	White, Non-Hispanic	N	N	N	
[redacted]	[redacted]	Female	Hispanic	Y	Y	N	
[redacted]	[redacted]	Male	White, Non-Hispanic	Y	N	N	
[redacted]	[redacted]	Male	Asian	Y	N	N	
[redacted]	[redacted]	Male	Black, Non-Hispanic	Y	N	N	
[redacted]	[redacted]	Female	White, Non-Hispanic	N	N	N	
[redacted]	[redacted]	Female	Multiracial	Y	N	N	
[redacted]	[redacted]	Female	White, Non-Hispanic	N	N	N	
[redacted]	[redacted]	Female	White, Non-Hispanic	N	N	N	
[redacted]	[redacted]	Female	Hispanic	Y	Y	N	
[redacted]	[redacted]	Female	Black, Non-Hispanic	Y	N	N	
[redacted]	[redacted]	Male	White, Non-Hispanic	Y	N	N	
[redacted]	[redacted]	Male	White, Non-Hispanic	N	N	N	
[redacted]	[redacted]	Male	White, Non-Hispanic	N	N	N	
[redacted]	[redacted]	Male	Multiracial	N	N	N	
[redacted]	[redacted]	Female	Black, Non-Hispanic	Y	N	N	
[redacted]	[redacted]	Female	White, Non-Hispanic	Y	N	N	
[redacted]	[redacted]	Male	White, Non-Hispanic	N	N	N	
[redacted]	[redacted]	Male	Black, Non-Hispanic	Y	N	N	
[redacted]	[redacted]	Female	White, Non-Hispanic	N	N	N	
[redacted]	[redacted]	Female	White, Non-Hispanic	N	N	Y	
[redacted]	[redacted]	Male	White, Non-Hispanic	N	N	N	1
[redacted]	[redacted]	Male	White, Non-Hispanic	N	N	N	1
[redacted]	[redacted]	Female	White, Non-Hispanic	N	N	N	1
[redacted]	[redacted]	Male	Asian	Y	N	N	1

Use the Current Year Participants SSID Detail report and create a spreadsheet to compare and review data at the student level with your SIS software

Current Year Participants – Member SSID Detail



Current Year Participants (Member District) - SSID Detail

Choose a School Year: 2023-2024 School Year

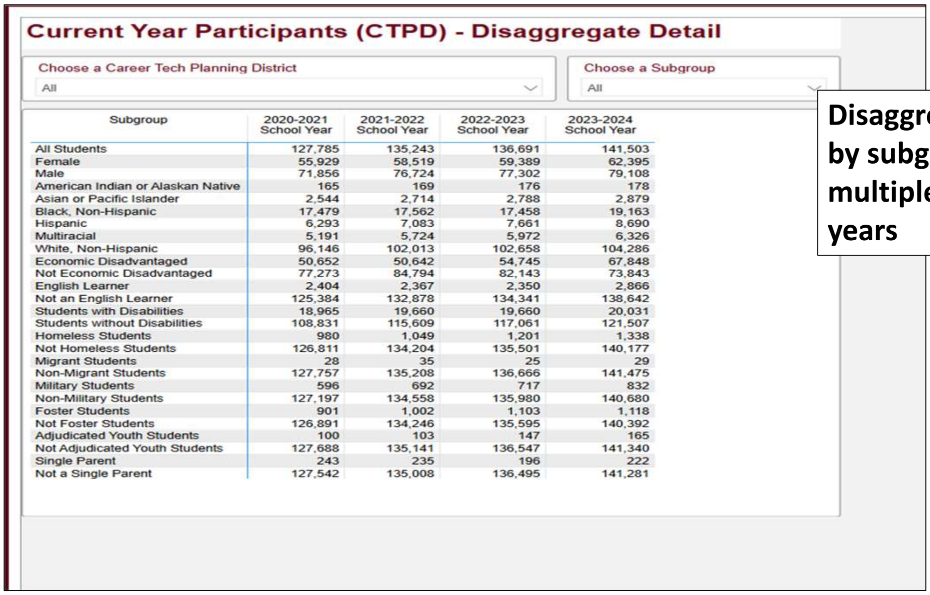
Choose a District: All

Choose an SSID: All

SSID	District	Gender	Race/Ethnicity	Economic Disadvantaged	English Learner	Student with Disability	Count
[redacted]	[redacted]	Male	White, Non-Hispanic	Y	N	N	1
[redacted]	[redacted]	Male	White, Non-Hispanic	N	N	N	1
[redacted]	[redacted]	Female	Hispanic	Y	Y	N	1
[redacted]	[redacted]	Male	White, Non-Hispanic	Y	N	N	1
[redacted]	[redacted]	Male	Asian	Y	N	N	1
[redacted]	[redacted]	Male	Black, Non-Hispanic	Y	N	N	1
[redacted]	[redacted]	Female	White, Non-Hispanic	N	N	N	1
[redacted]	[redacted]	Female	Multiracial	Y	N	N	1
[redacted]	[redacted]	Female	White, Non-Hispanic	N	N	N	1
[redacted]	[redacted]	Female	White, Non-Hispanic	N	N	N	1
[redacted]	[redacted]	Female	Hispanic	Y	Y	N	1
[redacted]	[redacted]	Female	Black, Non-Hispanic	Y	N	N	1
[redacted]	[redacted]	Male	White, Non-Hispanic	Y	N	N	1
[redacted]	[redacted]	Male	White, Non-Hispanic	N	N	N	1
[redacted]	[redacted]	Male	White, Non-Hispanic	N	N	N	1
[redacted]	[redacted]	Male	Multiracial	N	N	N	1
[redacted]	[redacted]	Female	Black, Non-Hispanic	Y	N	N	1
[redacted]	[redacted]	Female	White, Non-Hispanic	Y	N	N	1
[redacted]	[redacted]	Male	White, Non-Hispanic	N	N	N	1
[redacted]	[redacted]	Male	Black, Non-Hispanic	Y	N	N	1
[redacted]	[redacted]	Female	White, Non-Hispanic	N	N	N	1
[redacted]	[redacted]	Female	White, Non-Hispanic	N	N	Y	1
[redacted]	[redacted]	Male	White, Non-Hispanic	N	N	N	1
[redacted]	[redacted]	Male	White, Non-Hispanic	N	N	N	1
[redacted]	[redacted]	Female	White, Non-Hispanic	N	N	N	1

Member District View

Current Year Participants – CTPD Disaggregate Detail



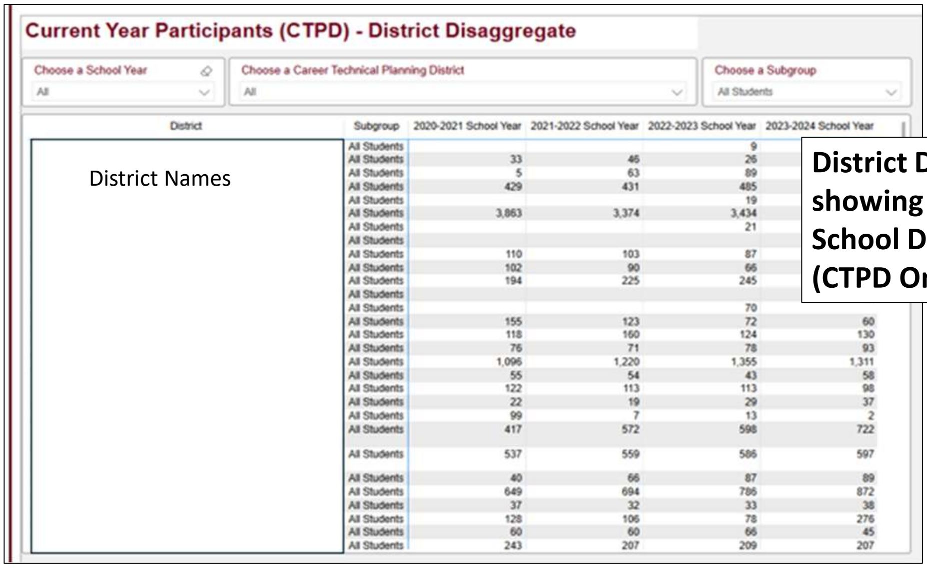
Current Year Participants (CTPD) - Disaggregate Detail

Subgroup	2020-2021 School Year	2021-2022 School Year	2022-2023 School Year	2023-2024 School Year
All Students	127,785	135,243	136,691	141,503
Female	55,929	58,519	59,389	62,395
Male	71,856	76,724	77,302	79,108
American Indian or Alaskan Native	165	169	176	178
Asian or Pacific Islander	2,544	2,714	2,788	2,879
Black, Non-Hispanic	17,479	17,562	17,458	19,163
Hispanic	6,293	7,083	7,661	8,690
Multiracial	5,191	5,724	5,972	6,326
White, Non-Hispanic	96,146	102,013	102,658	104,286
Economic Disadvantaged	50,652	50,642	54,745	67,848
Not Economic Disadvantaged	77,273	84,794	82,143	73,843
English Learner	2,404	2,367	2,350	2,866
Not an English Learner	125,384	132,878	134,341	138,642
Students with Disabilities	18,965	19,660	19,660	20,031
Students without Disabilities	108,831	115,609	117,061	121,507
Homeless Students	980	1,049	1,201	1,338
Not Homeless Students	126,811	134,204	135,501	140,177
Migrant Students	28	35	25	29
Non-Migrant Students	127,757	135,208	136,666	141,475
Military Students	596	692	717	832
Non-Military Students	127,197	134,558	135,980	140,680
Foster Students	901	1,002	1,103	1,118
Not Foster Students	126,891	134,246	135,595	140,392
Adjudicated Youth Students	100	103	147	165
Not Adjudicated Youth Students	127,688	135,141	136,547	141,340
Single Parent	243	235	196	222
Not a Single Parent	127,542	135,008	136,495	141,281

CTPD View

Disaggregate Detail by subgroups, and multiple school years

Current Year Participants – CTPD Disaggregate Detail



Current Year Participants (CTPD) - District Disaggregate

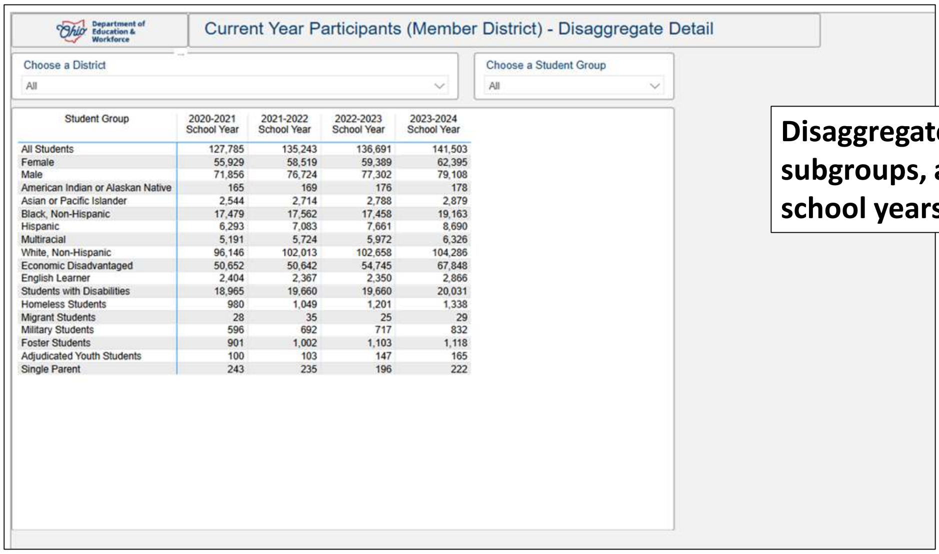
District Names

District	Subgroup	2020-2021 School Year	2021-2022 School Year	2022-2023 School Year	2023-2024 School Year
	All Students			9	
	All Students	33	46	26	
	All Students	5	63	89	
	All Students	429	431	485	
	All Students			19	
	All Students	3,863	3,374	3,434	
	All Students			21	
	All Students				
	All Students	110	103	87	
	All Students	102	90	66	
	All Students	194	225	245	
	All Students				
	All Students			70	
	All Students	155	123	72	60
	All Students	118	160	124	130
	All Students	76	71	78	93
	All Students	1,096	1,220	1,355	1,311
	All Students	55	54	43	58
	All Students	122	113	113	98
	All Students	22	19	29	37
	All Students	99	7	13	2
	All Students	417	572	598	722
	All Students	537	559	586	597
	All Students	40	66	87	89
	All Students	649	694	786	872
	All Students	37	32	33	38
	All Students	128	106	78	276
	All Students	60	60	66	45
	All Students	243	207	209	207

CTPD View

District Disaggregate showing views by School District (CTPD Only)

Current Year Participants – Member Disaggregate Detail



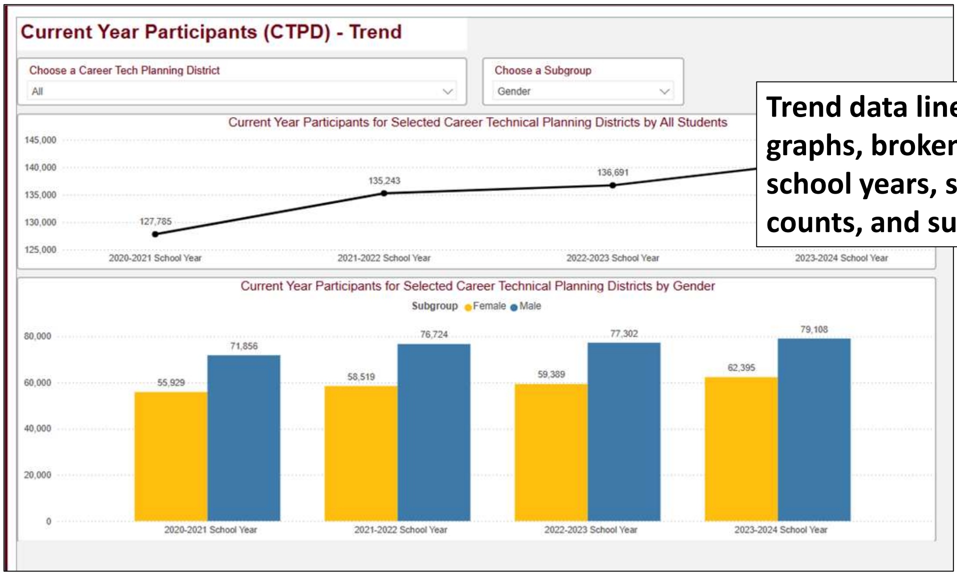
Department of Education & Workforce
Current Year Participants (Member District) - Disaggregate Detail
Choose a District
All
Choose a Student Group
All

Student Group	2020-2021 School Year	2021-2022 School Year	2022-2023 School Year	2023-2024 School Year
All Students	127,785	135,243	136,691	141,503
Female	55,929	58,519	59,389	62,395
Male	71,856	76,724	77,302	79,108
American Indian or Alaskan Native	165	169	176	178
Asian or Pacific Islander	2,544	2,714	2,788	2,879
Black, Non-Hispanic	17,479	17,562	17,458	19,163
Hispanic	6,293	7,083	7,661	8,690
Multiracial	5,191	5,724	5,972	6,326
White, Non-Hispanic	96,146	102,013	102,658	104,286
Economic Disadvantaged	50,652	50,642	54,745	67,848
English Learner	2,404	2,367	2,350	2,866
Students with Disabilities	18,965	19,660	19,660	20,031
Homeless Students	980	1,049	1,201	1,338
Migrant Students	28	35	25	29
Military Students	596	692	717	832
Foster Students	901	1,002	1,103	1,118
Adjudicated Youth Students	100	103	147	165
Single Parent	243	235	196	222

Member District View

Disaggregate Detail by subgroups, and multiple school years

Current Year Participants – CTPD Trend Data



Current Year Participants (CTPD) - Trend

Choose a Career Tech Planning District: All

Choose a Subgroup: Gender

Current Year Participants for Selected Career Technical Planning Districts by All Students

145,000
140,000
135,000
130,000
125,000
127,785
135,243
136,691
2020-2021 School Year
2021-2022 School Year
2022-2023 School Year
2023-2024 School Year

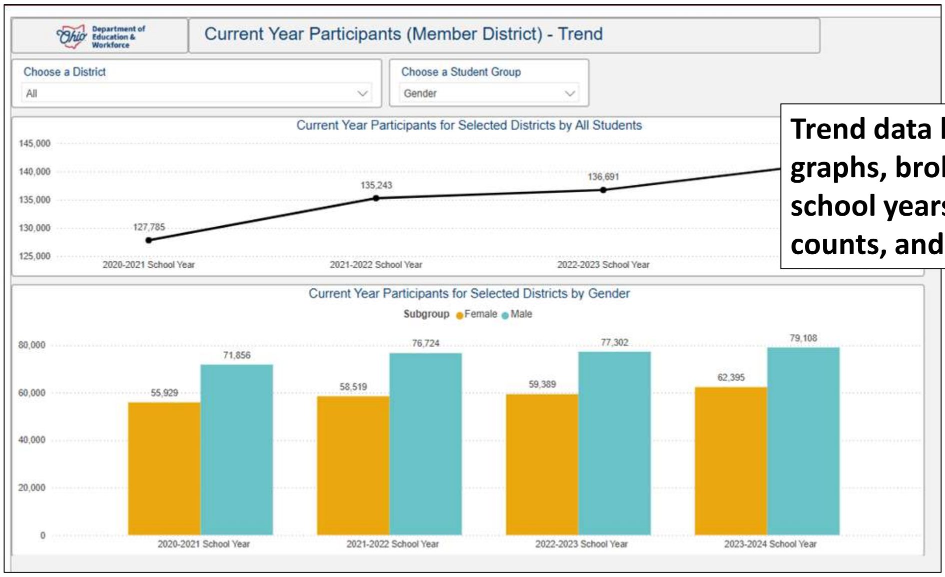
Current Year Participants for Selected Career Technical Planning Districts by Gender

Subgroup ● Female ● Male
80,000
60,000
40,000
20,000
0
55,929
71,856
58,519
76,724
59,389
77,302
62,395
79,108
2020-2021 School Year
2021-2022 School Year
2022-2023 School Year
2023-2024 School Year

CTPD View

Trend data line and bar graphs, broken down by school years, student counts, and subgroup

Current Year Participants – Member Trend Data



Current Year Participants (Member District) - Trend

Choose a District: All

Choose a Student Group: Gender

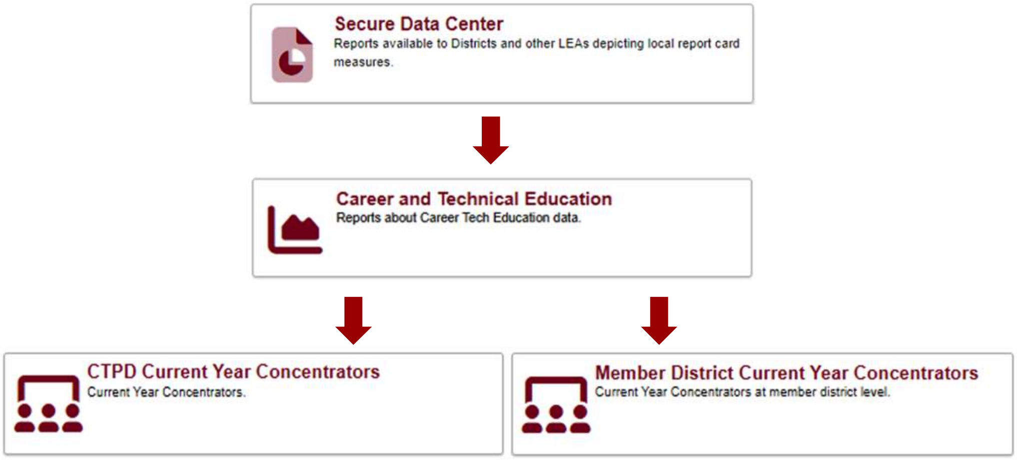
Department of Education & Workforce
Current Year Participants for Selected Districts by All Students
145,000
140,000
135,000
130,000
125,000
127,785
135,243
136,691
2020-2021 School Year
2021-2022 School Year
2022-2023 School Year
Current Year Participants for Selected Districts by Gender
Subgroup ● Female ● Male
80,000
60,000
40,000
20,000
0
55,929
71,856
58,519
76,724
59,389
77,302
62,395
79,108
2020-2021 School Year
2021-2022 School Year
2022-2023 School Year
2023-2024 School Year

Member District View

Trend data line and bar graphs, broken down by school years, student counts, and subgroup

EMIS Alliance

SDC Data and Reports – Current Year Concentrators



Secure Data Center
Reports available to Districts and other LEAs depicting local report card measures.

Career and Technical Education
Reports about Career Tech Education data.

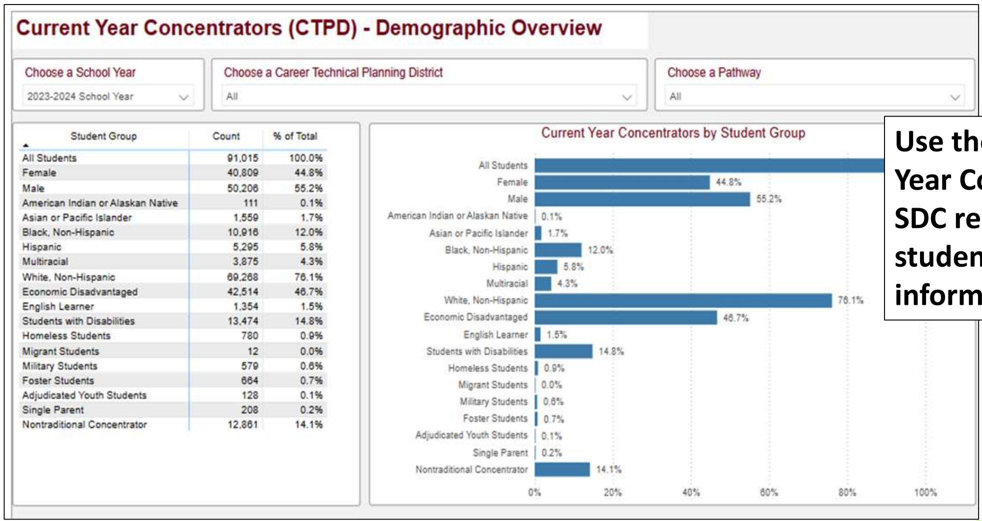
CTPD Current Year Concentrators
Current Year Concentrators.

Member District Current Year Concentrators
Current Year Concentrators at member district level.

CTPD View

Member District View

Current Year Concentrators – CTPD Demographic Overview



Current Year Concentrators (CTPD) - Demographic Overview

Choose a School Year: 2023-2024 School Year

Choose a Career Technical Planning District: All

Choose a Pathway: All

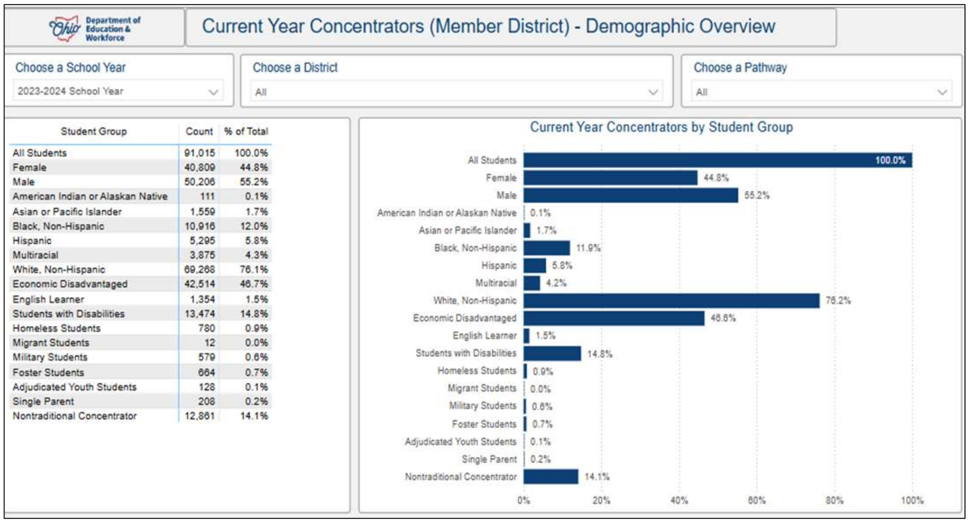
Student Group	Count	% of Total
All Students	91,015	100.0%
Female	40,809	44.8%
Male	50,206	55.2%
American Indian or Alaskan Native	111	0.1%
Asian or Pacific Islander	1,559	1.7%
Black, Non-Hispanic	10,916	12.0%
Hispanic	5,295	5.8%
Multiracial	3,875	4.3%
White, Non-Hispanic	69,268	76.1%
Economic Disadvantaged	42,514	46.7%
English Learner	1,354	1.5%
Students with Disabilities	13,474	14.8%
Homeless Students	780	0.9%
Migrant Students	12	0.0%
Military Students	579	0.6%
Foster Students	664	0.7%
Adjudicated Youth Students	128	0.1%
Single Parent	208	0.2%
Nontraditional Concentrator	12,861	14.1%

Current Year Concentrators by Student Group
All Students
Female 44.8%
Male 55.2%
American Indian or Alaskan Native 0.1%
Asian or Pacific Islander 1.7%
Black, Non-Hispanic 12.0%
Hispanic 5.8%
Multiracial 4.3%
White, Non-Hispanic 76.1%
Economic Disadvantaged 46.7%
English Learner 1.5%
Students with Disabilities 14.8%
Homeless Students 0.9%
Migrant Students 0.0%
Military Students 0.6%
Foster Students 0.7%
Adjudicated Youth Students 0.1%
Single Parent 0.2%
Nontraditional Concentrator 14.1%
0%
20%
40%
60%
80%
100%

CTPD View

Use the Current Year Concentrator SDC reports to see student subgroup information

Current Year Concentrators – Member District Demographic Overview



Current Year Concentrators (Member District) - Demographic Overview

Choose a School Year: 2023-2024 School Year

Choose a District: All

Choose a Pathway: All

Student Group	Count	% of Total
All Students	91,015	100.0%
Female	40,809	44.8%
Male	50,206	55.2%
American Indian or Alaskan Native	111	0.1%
Asian or Pacific Islander	1,559	1.7%
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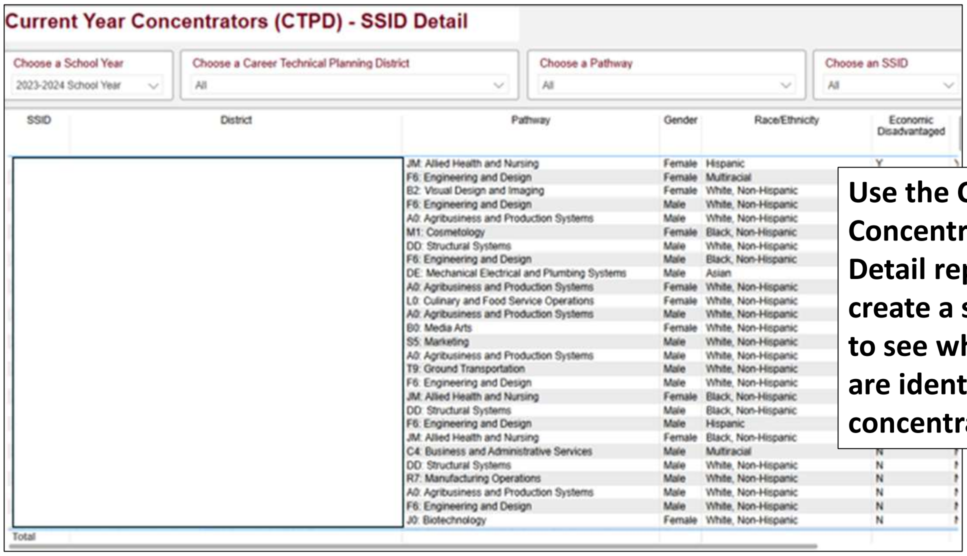
Migrant Students	12	0.0%
Military Students	579	0.6%
Foster Students	664	0.7%
Adjudicated Youth Students	128	0.1%
Single Parent	208	0.2%
Nontraditional Concentrator	12,861	14.1%

Department of Education & Workforce
Current Year Concentrators by Student Group
All Students 100.0%
Female 44.8%
Male 55.2%
American Indian or Alaskan Native 0.1%
Asian or Pacific Islander 1.7%
Black, Non-Hispanic 11.9%
Hispanic 5.8%
Multiracial 4.2%
White, Non-Hispanic 76.2%
Economic Disadvantaged 46.6%
English Learner 1.5%
Students with Disabilities 14.8%
Homeless Students 0.9%
Migrant Students 0.0%
Military Students 0.6%
Foster Students 0.7%
Adjudicated Youth Students 0.1%
Single Parent 0.2%
Nontraditional Concentrator 14.1%
0%
20%
40%
60%
80%
100%

Member District View

Current Year Concentrators – CTPD SSID Detail



Current Year Concentrators (CTPD) - SSID Detail

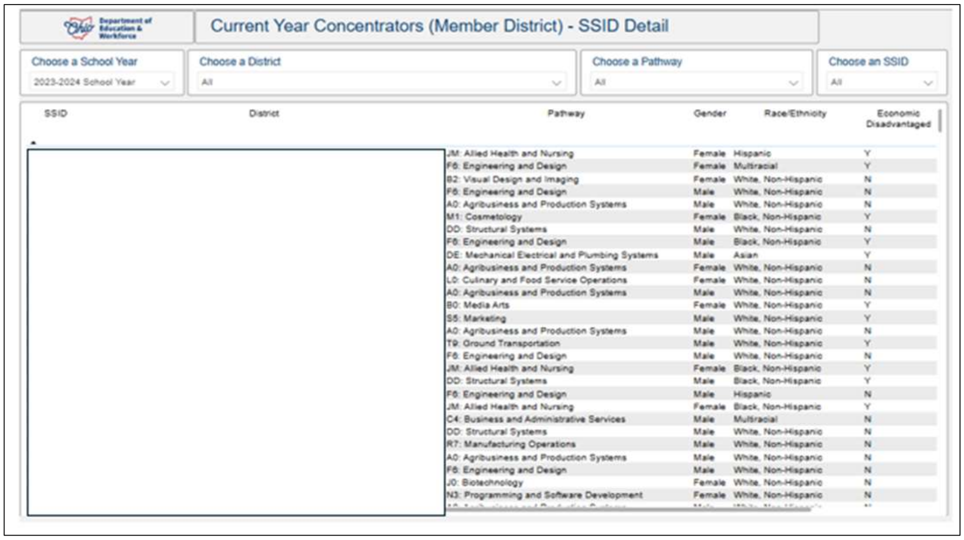
Choose a School Year: 2023-2024 School Year
Choose a Career Technical Planning District: All
Choose a Pathway: All
Choose an SSID: All

SSID	District	Pathway	Gender	Race/Ethnicity	Economic Disadvantaged
[redacted]	[redacted]	JM: Allied Health and Nursing	Female	Hispanic	Y
[redacted]	[redacted]	F6: Engineering and Design	Female	Multiracial	
[redacted]	[redacted]	B2: Visual Design and Imaging	Female	White, Non-Hispanic	
[redacted]	[redacted]	F6: Engineering and Design	Male	White, Non-Hispanic	
[redacted]	[redacted]	A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	
[redacted]	[redacted]	M1: Cosmetology	Female	Black, Non-Hispanic	
[redacted]	[redacted]	DD: Structural Systems	Male	White, Non-Hispanic	
[redacted]	[redacted]	F6: Engineering and Design	Male	Black, Non-Hispanic	
[redacted]	[redacted]	DE: Mechanical Electrical and Plumbing Systems	Male	Asian	
[redacted]	[redacted]	A0: Agribusiness and Production Systems	Female	White, Non-Hispanic	
[redacted]	[redacted]	L0: Culinary and Food Service Operations	Female	White, Non-Hispanic	
[redacted]	[redacted]	A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	
[redacted]	[redacted]	B0: Media Arts	Female	White, Non-Hispanic	
[redacted]	[redacted]	S5: Marketing	Male	White, Non-Hispanic	
[redacted]	[redacted]	A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	
[redacted]	[redacted]	T9: Ground Transportation	Male	White, Non-Hispanic	
[redacted]	[redacted]	F6: Engineering and Design	Male	White, Non-Hispanic	
[redacted]	[redacted]	JM: Allied Health and Nursing	Female	Black, Non-Hispanic	
[redacted]	[redacted]	DD: Structural Systems	Male	Black, Non-Hispanic	
[redacted]	[redacted]	F6: Engineering and Design	Male	Hispanic	
[redacted]	[redacted]	JM: Allied Health and Nursing	Female	Black, Non-Hispanic	
[redacted]	[redacted]	C4: Business and Administrative Services	Male	Multiracial	N
[redacted]	[redacted]	DD: Structural Systems	Male	White, Non-Hispanic	N
[redacted]	[redacted]	R7: Manufacturing Operations	Male	White, Non-Hispanic	N
[redacted]	[redacted]	A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	N
[redacted]	[redacted]	F6: Engineering and Design	Male	White, Non-Hispanic	N
[redacted]	[redacted]	J0: Biotechnology	Female	White, Non-Hispanic	N
Total					

CTPD View

Use the Current Year Concentrator SSID Detail report and create a spreadsheet to see what students are identified as concentrators

Current Year Concentrators – Member District SSID Detail



Current Year Concentrators (Member District) - SSID Detail

Choose a School Year: 2023-2024 School Year

Choose a District: All

Choose a Pathway: All

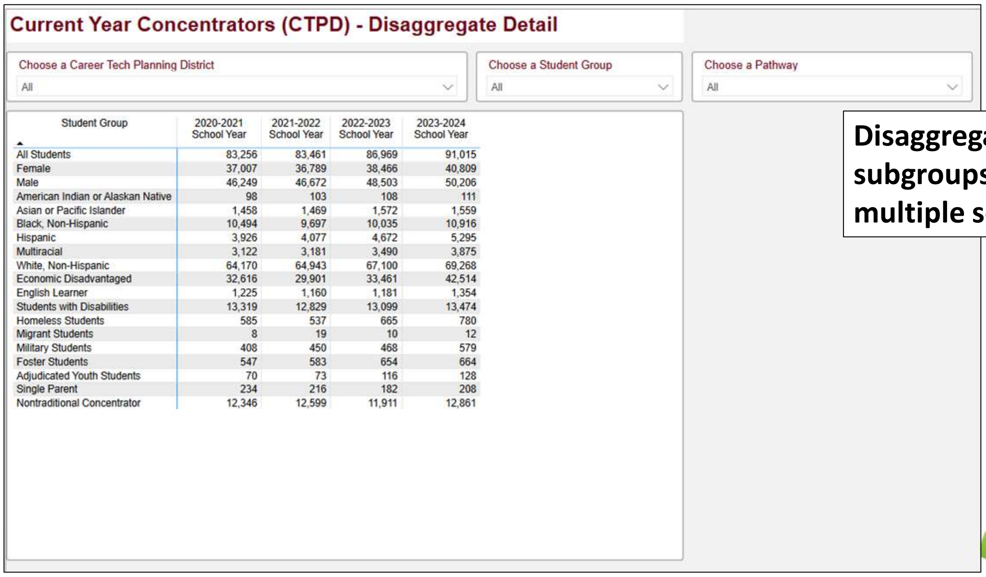
Choose an SSID: All

SSID	District	Pathway	Gender	Race/Ethnicity	Economic Disadvantaged
[redacted]	[redacted]	JM: Allied Health and Nursing	Female	Hispanic	Y
[redacted]	[redacted]	F6: Engineering and Design	Female	Multiracial	Y
[redacted]	[redacted]	B2: Visual Design and Imaging	Female	White, Non-Hispanic	N
[redacted]	[redacted]	F6: Engineering and Design	Male	White, Non-Hispanic	N
[redacted]	[redacted]	A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	N
[redacted]	[redacted]	M1: Cosmetology	Female	Black, Non-Hispanic	Y
[redacted]	[redacted]	DD: Structural Systems	Male	White, Non-Hispanic	N
[redacted]	[redacted]	F6: Engineering and Design	Male	Black, Non-Hispanic	Y
[redacted]	[redacted]	DE: Mechanical Electrical and Plumbing Systems	Male	Asian	Y
[redacted]	[redacted]	A0: Agribusiness and Production Systems	Female	White, Non-Hispanic	N
[redacted]	[redacted]	L0: Culinary and Food Service Operations	Female	White, Non-Hispanic	N
[redacted]	[redacted]	A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	N
[redacted]	[redacted]	B0: Media Arts	Female	White, Non-Hispanic	Y
[redacted]	[redacted]	S5: Marketing	Male	White, Non-Hispanic	Y
[redacted]	[redacted]	A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	N
[redacted]	[redacted]	T9: Ground Transportation	Male	White, Non-Hispanic	Y
[redacted]	[redacted]	F6: Engineering and Design	Male	White, Non-Hispanic	N
[redacted]	[redacted]	JM: Allied Health and Nursing	Female	Black, Non-Hispanic	Y
[redacted]	[redacted]	DD: Structural Systems	Male	Black, Non-Hispanic	Y
[redacted]	[redacted]	F6: Engineering and Design	Male	Hispanic	N
[redacted]	[redacted]	JM: Allied Health and Nursing	Female	Black, Non-Hispanic	Y
[redacted]	[redacted]	C4: Business and Administrative Services	Male	Multiracial	N
[redacted]	[redacted]	DD: Structural Systems	Male	White, Non-Hispanic	N
[redacted]	[redacted]	R7: Manufacturing Operations	Male	White, Non-Hispanic	N
[redacted]	[redacted]	A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	N
[redacted]	[redacted]	F6: Engineering and Design	Male	White, Non-Hispanic	N
[redacted]	[redacted]	J0: Biotechnology	Female	White, Non-Hispanic	N
[redacted]	[redacted]	N3: Programming and Software Development	Female	White, Non-Hispanic	N

Member District View

Current Year Concentrator – CTPD Disaggregate Detail

CTPD View

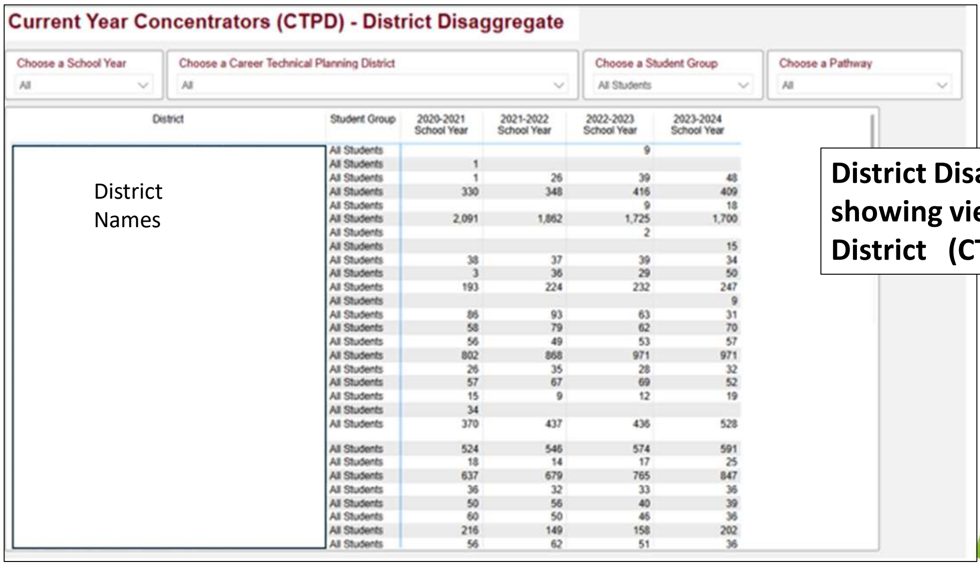


Current Year Concentrators (CTPD) - Disaggregate Detail

Student Group	2020-2021 School Year	2021-2022 School Year	2022-2023 School Year	2023-2024 School Year
All Students	83,256	83,461	86,969	91,015
Female	37,007	36,789	38,466	40,809
Male	46,249	46,672	48,503	50,206
American Indian or Alaskan Native	98	103	108	111
Asian or Pacific Islander	1,458	1,469	1,572	1,559
Black, Non-Hispanic	10,494	9,697	10,035	10,916
Hispanic	3,926	4,077	4,672	5,295
Multiracial	3,122	3,181	3,490	3,875
White, Non-Hispanic	64,170	64,943	67,100	69,268
Economic Disadvantaged	32,616	29,901	33,461	42,514
English Learner	1,225	1,160	1,181	1,354
Students with Disabilities	13,319	12,829	13,099	13,474
Homeless Students	585	537	665	780
Migrant Students	8	19	10	12
Military Students	408	450	468	579
Foster Students	547	583	654	664
Adjudicated Youth Students	70	73	116	128
Single Parent	234	216	182	208
Nontraditional Concentrator	12,346	12,599	11,911	12,861

Disaggregate Detail by subgroups, and multiple school years

Current Year Concentrator – CTPD Disaggregate Detail



Current Year Concentrators (CTPD) - District Disaggregate

Choose a School Year: All

Choose a Career Technical Planning District: All

Choose a Student Group: All Students

Choose a Pathway: All

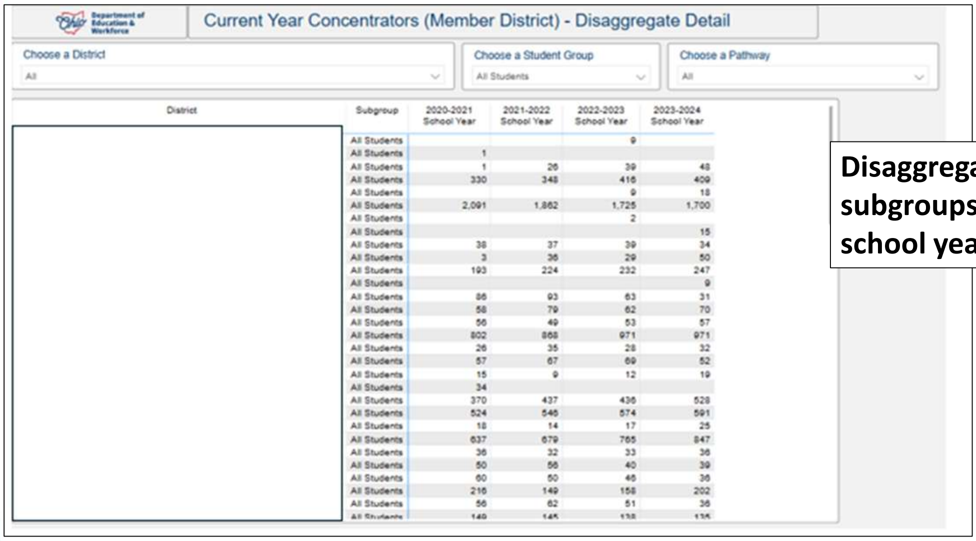
District	Student Group	2020-2021 School Year	2021-2022 School Year	2022-2023 School Year	2023-2024 School Year
	All Students			9	
	All Students	1			
	All Students	1	26	39	48
	All Students	330	348	416	409
	All Students			9	18
	All Students	2,091	1,862	1,725	1,700
	All Students			2	
	All Students				15
	All Students	38	37	39	34
	All Students	3	36	29	50
	All Students	193	224	232	247
	All Students				9
	All Students	86	93	63	31
	All Students	58	79	62	70
	All Students	56	49	53	57
	All Students	802	868	971	971
	All Students	26	35	28	32
	All Students	57	67	69	52
	All Students	15	9	12	19
	All Students	34			
	All Students	370	437	436	528
	All Students	524	546	574	591
	All Students	18	14	17	25
	All Students	637	679	765	847
	All Students	36	32	33	36
	All Students	50	56	40	39
	All Students	60	50	46	36
	All Students	216	149	158	202
	All Students	56	62	51	36

District Names

CTPD View

District Disaggregate showing views by School District (CTPD Only)

Current Year Concentrators – Member District Disaggregate Detail



Department of Education & Workforce
Current Year Concentrators (Member District) - Disaggregate Detail
Choose a District

Choose a District: All

Choose a Student Group: All Students

Choose a Pathway: All

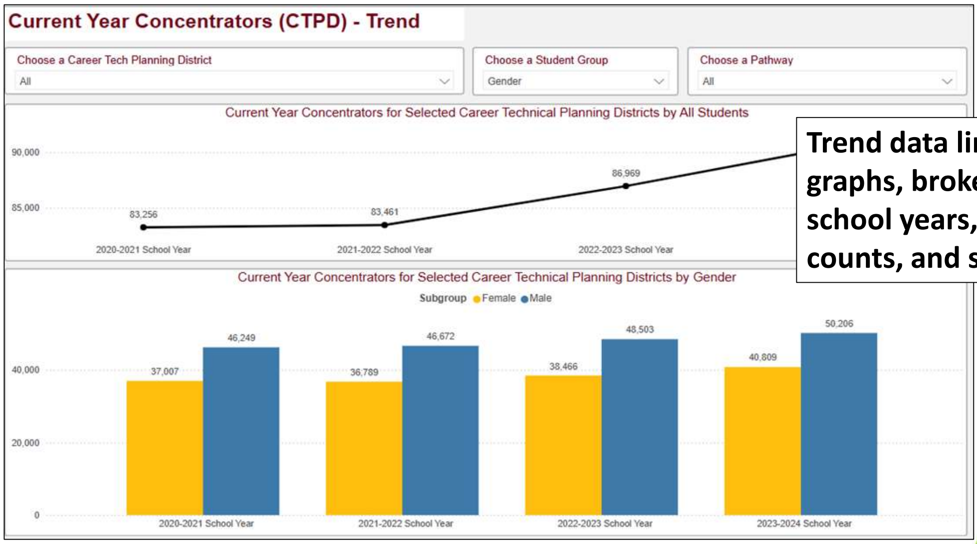
District	Subgroup	2020-2021 School Year	2021-2022 School Year	2022-2023 School Year	2023-2024 School Year
	All Students			9	
	All Students	1			
	All Students	1	26	39	48
	All Students	330	348	416	409
	All Students			9	18
	All Students	2,091	1,862	1,725	1,700
	All Students			2	
	All Students				15
	All Students	38	37	39	34
	All Students	3	36	29	50
	All Students	193	224	232	247
	All Students				9
	All Students	86	93	63	31
	All Students	58	79	62	70
	All Students	56	49	53	57
	All Students	802	868	971	971
	All Students	26	35	28	32
	All Students	57	67	69	52
	All Students	15	9	12	19
	All Students	34			
	All Students	370	437	436	528
	All Students	524	546	574	591
	All Students	18	14	17	25
	All Students	637	679	765	847
	All Students	36	32	33	36
	All Students	50	56	40	39
	All Students	60	50	46	36
	All Students	216	149	158	202
	All Students	56	62	51	36
	All Students	149	145	138	135

Member District View

Disaggregate Detail by subgroups, and multiple school years

Current Year Concentrator – CTPD Trend Data

CTPD View



Current Year Concentrators (CTPD) - Trend

Choose a Career Tech Planning District: All

Choose a Student Group: Gender

Choose a Pathway: All

Current Year Concentrators for Selected Career Technical Planning Districts by All Students

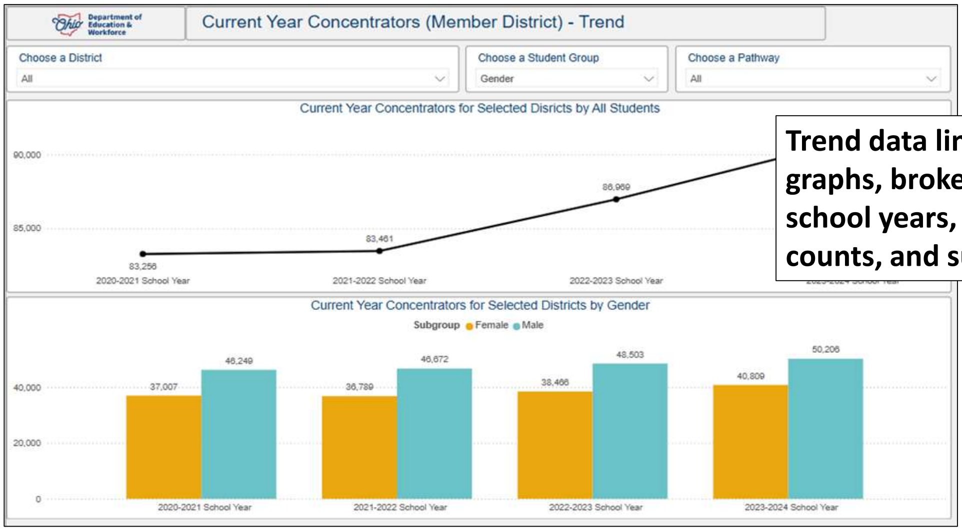
90,000
85,000
83,256
83,461
86,969
2020-2021 School Year
2021-2022 School Year
2022-2023 School Year

Current Year Concentrators for Selected Career Technical Planning Districts by Gender

Subgroup ● Female ● Male
40,000
20,000
0
37,007
46,249
36,789
46,672
38,466
48,503
40,809
50,206
2020-2021 School Year
2021-2022 School Year
2022-2023 School Year
2023-2024 School Year

Trend data line and bar graphs, broken down by school years, student counts, and subgroups

Current Year Concentrators – Member District Trend Data



Current Year Concentrators (Member District) - Trend

Choose a District: All

Choose a Student Group: Gender

Choose a Pathway: All

Department of Education & Workforce
Current Year Concentrators for Selected Disricts by All Students
90,000
85,000
83,256
83,461
86,969
2020-2021 School Year
2021-2022 School Year
2022-2023 School Year
Current Year Concentrators for Selected Districts by Gender
Subgroup ● Female ● Male
40,000
20,000
0
37,007
46,249
36,789
46,672
38,466
48,503
40,809
50,206
2020-2021 School Year
2021-2022 School Year
2022-2023 School Year
2023-2024 School Year

Member District View

Trend data line and bar graphs, broken down by school years, student counts, and subgroup

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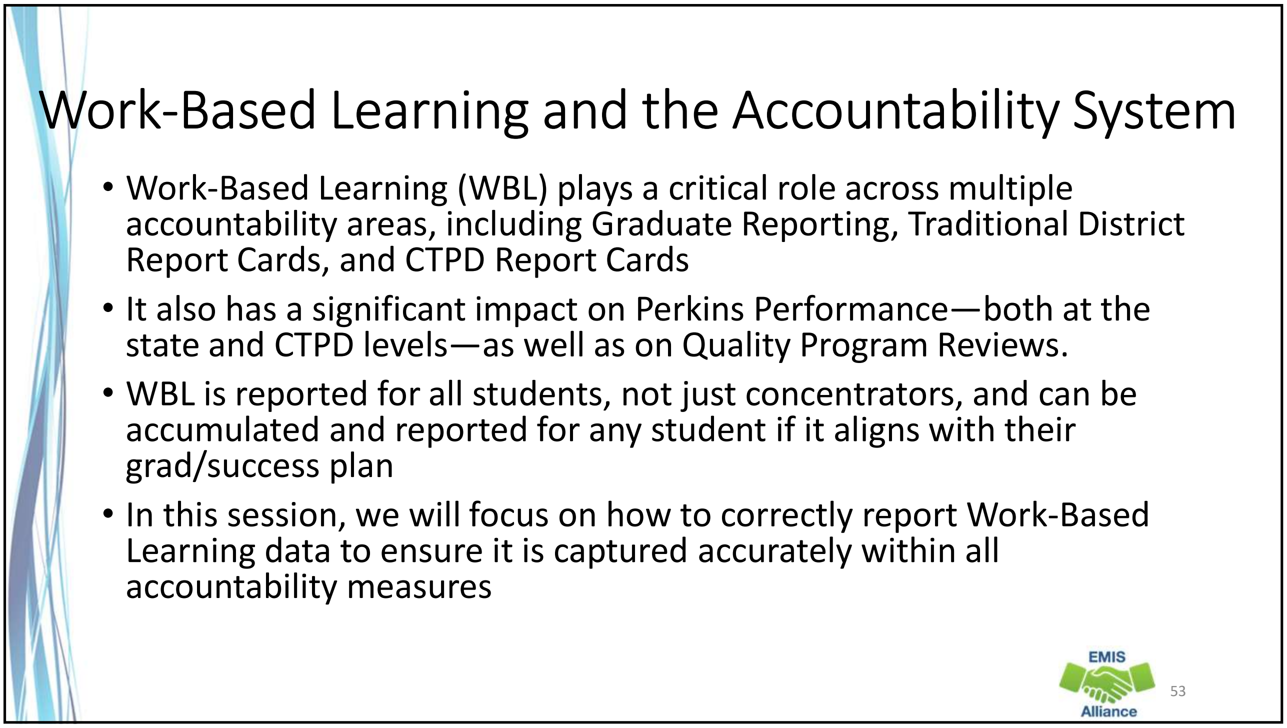
Quick Check

Use your Secure Data Center reports to analyze your CTE Participants and CTE Concentrator students

- Did you find out what type of CTE access you have in the SDC?
- Were you able to pull a spreadsheet of your Participants and Concentrators?
- Have you shared the SDC reports with your CTE Data Team?

Understanding Work-Based Learning



Work-Based Learning and the Accountability System

- Work-Based Learning (WBL) plays a critical role across multiple accountability areas, including Graduate Reporting, Traditional District Report Cards, and CTPD Report Cards
- It also has a significant impact on Perkins Performance—both at the state and CTPD levels—as well as on Quality Program Reviews.
- WBL is reported for all students, not just concentrators, and can be accumulated and reported for any student if it aligns with their grad/success plan
- In this session, we will focus on how to correctly report Work-Based Learning data to ensure it is captured accurately within all accountability measures

Understanding Work-Based Learning Outline

We will focus on the following areas:

- What is Work-Based Learning?
- Earning Work-Based Learning hours
- WBL Program Code Reporting
- Key Points on Work-Based Learning Reporting
- Level 1 Validation and General Issues Reports
- WBL and Graduates: Alternative Competency Option Career Experience and Technical Skills option, CCWMR, and CPSR
- Use of Work-Based Learning in: CTPD State Performance Level Indicators and Traditional District Indicators
- Secure Data Center Reports

What is Work-Based Learning

Work-Based Learning experiences take place at a work site during or after school and can also occur within school facilities through a defined learning experience (this should not occur during teacher-led instructional time).

WBL is designed to provide authentic learning opportunities that connect academic, technical, and professional skills.

There are 6 Types of WBL Experiences	
Off-Site Placement or Internship	Apprenticeship/Pre-Apprenticeship
Remote or Virtual Placement	Entrepreneurship
School-Based Enterprise	Simulated Work Environment

What is Work-Based Learning, Cont'd

Key Components of Work-Based Learning

- Collaboration between business and education partners
- Evaluation and supervision of the student's experience by two mentors (one an educational representative and one an industry partner)
- Documented learning agreements outlining goals and expectations

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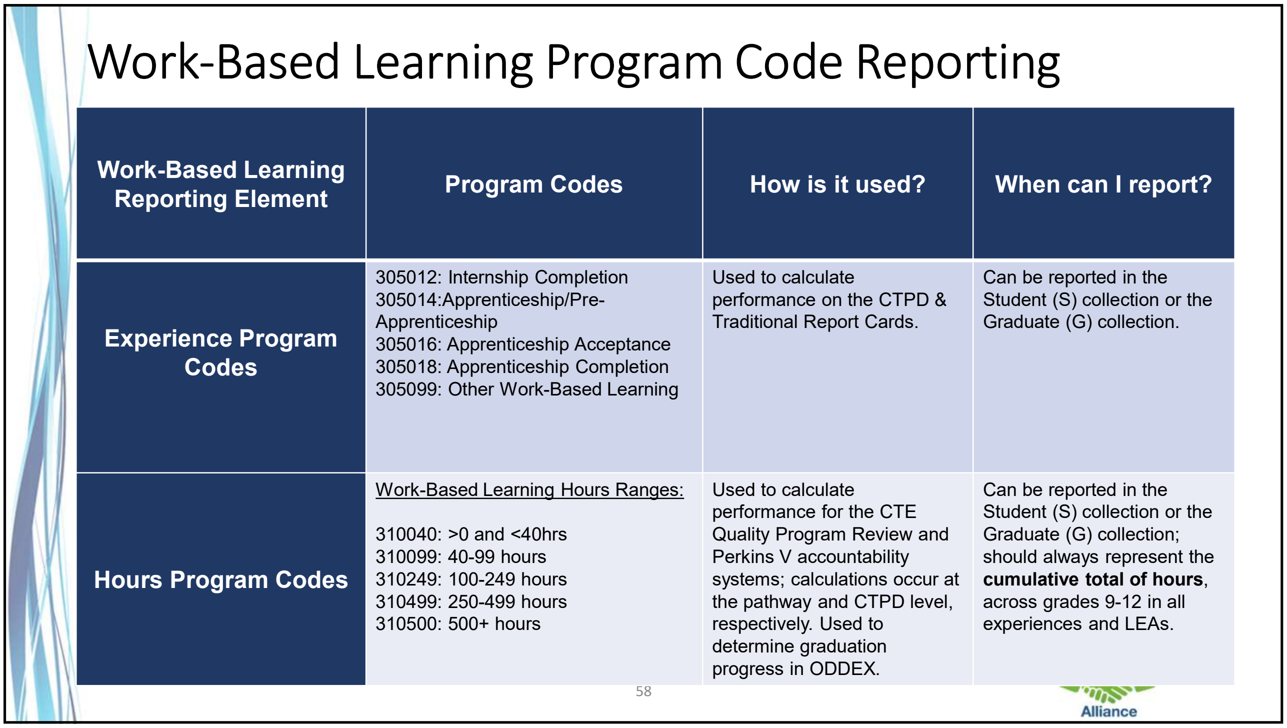
Earning Work-Based Learning Hours

When Can a Student Start Earning Work-Based Learning Hours

- Students can and should begin earning WBL hours as early as Grade 9
- Students should accumulate 250 hours of work-based learning aligned to their program of study or their student success or graduation plan, with evidence of positive evaluations
- Hours may be accumulated across multiple types of work-based learning experiences



Work-Based Learning Program Code Reporting

Work-Based Learning Reporting Element	Program Codes	How is it used?	When can I report?
Experience Program Codes	305012: Internship Completion 305014:Apprenticeship/Pre-Apprenticeship 305016: Apprenticeship Acceptance 305018: Apprenticeship Completion 305099: Other Work-Based Learning	Used to calculate performance on the CTPD & Traditional Report Cards.	Can be reported in the Student (S) collection or the Graduate (G) collection.
Hours Program Codes	Work-Based Learning Hours Ranges: 310040: >0 and <40hrs 310099: 40-99 hours 310249: 100-249 hours 310499: 250-499 hours 310500: 500+ hours	Used to calculate performance for the CTE Quality Program Review and Perkins V accountability systems; calculations occur at the pathway and CTPD level, respectively. Used to determine graduation progress in ODDEX.	Can be reported in the Student (S) collection or the Graduate (G) collection; should always represent the **cumulative total of hours**, across grades 9-12 in all experiences and LEAs.

Key Points on Work-Based Learning Reporting

Report Only Valid WBL Experiences

Only include experiences that meet the guiding principles and official definition of WBL. Experiences that do not meet these criteria should **not** be reported in EMIS.

1. Work-based learning experiences must occur at a work site (a work site can also exist virtually or within the school facilities)
2. Work-based learning experiences must be co-supervised by an instructor or other educational representative and an employer or business mentor
3. A learning agreement built on professional, academic, and technical competencies aligned to the student's program of study, student success, or graduation plans must be in place

Refer to the Ohio Work-Based Learning Pathway Options Overview

Key Points on Work-Based Learning Reporting

Report Only Completed or Participated Experiences

WBL experiences should be reported only after they actually occur. Some districts report WBL program codes as soon as a student enrolls or registers in a pre-apprenticeship or internship program. However, these should not be reported unless the experience has taken place.

- For **Internship (305012)** and **Apprenticeship Completion (305018)**, the experience must be **completed** before reporting.
- For **Pre-Apprenticeship or Apprenticeship Participation (305014)**, the student only needs to have **participated**, not necessarily completed the experience.

Only Exception: The WBL experience program code **305016** may be reported upon apprenticeship acceptance, even if the student has not yet participated. This reflects acceptance into an apprenticeship that begins after the student turns 18. Participation is not required for this program code to be reported.

Key Points on Work-Based Learning Reporting

Don't Forget to Include WBL Hours

If a student has a WBL experience code reported in EMIS, corresponding work-based learning hours must also be reported. This is critical for WBL general issues and manifest checks.

If reporting is absent or incorrect Level 1 validations and General Issues Reports will be generated.

Key Points on Work-Based Learning Reporting

Importance of Accurate WBL Reporting

Accurate WBL reporting affects multiple accountability measures, including:

- Traditional report card (CCWMR)
- CTPD report card (CPSR)
- Perkins Performance (Work-Based Learning Participation)
- Districts’ CTE Quality Program Reviews (Work-Based Learning Participation)

Quick Check

Understanding how to report Work-Based Learning is critical for accurate Graduate, CTPD, and CCWMR data reporting.

- Are you only reporting valid WBL experiences that meet program requirements?
- Are you only reporting WBL experiences that students have completed or participated in?
- Did you include all WBL hours for each reported experience?

Level 1 Validation and General Issues Reports

Level 1 Validation errors

GQ.0018a and GQ.0018b

Run in the Graduate and Final Student and Final SOES Student Collections starting in 2026.

- Flags students with WBL experience codes (305012, 305014, 305018, 305099) with no WBL hours code (310040, 310099, 310249, 310499, 310500) and vice versa
- Does NOT cross districts and years
- Does not include 305016: Apprenticeship Acceptance
- To resolve: Report the aligned hours/experience code

Level 1 Validation and General Issues Reports

GNIS 497 – Work-Based Learning Experience Program Code Reported, but no Work-Based Learning Hours Reported

- Check is run during the Graduate and Final Student and Final SOES Student Collections
- Level 2 report
- Flags students with WBL experience codes (305012, 305014, 305018, 305099) with no WBL hours code
- Crosses districts and years
- Pay attention to the WBL reporting LEA in grad, it may not have been you!
- Does not include 305016: Apprenticeship Acceptance

Level 1 Validation and General Issues Reports

GNIS 498 – Work-Based Learning Hours Program Code Reported, but no Work-Based Learning Experience Code Reported

- Check is run during the Graduate and Final Student and Final SOES Student Collections
- Level 2 report
- Flags students with WBL hours codes (310040, 310099, 310249, 310499, 310500) with no WBL experience code
- Crosses districts and years
- Pay attention to the WBL reporting LEA in grad, it may not have been you!
- Does not include 305016: Apprenticeship Acceptance

Level 1 Validation and General Issues Reports

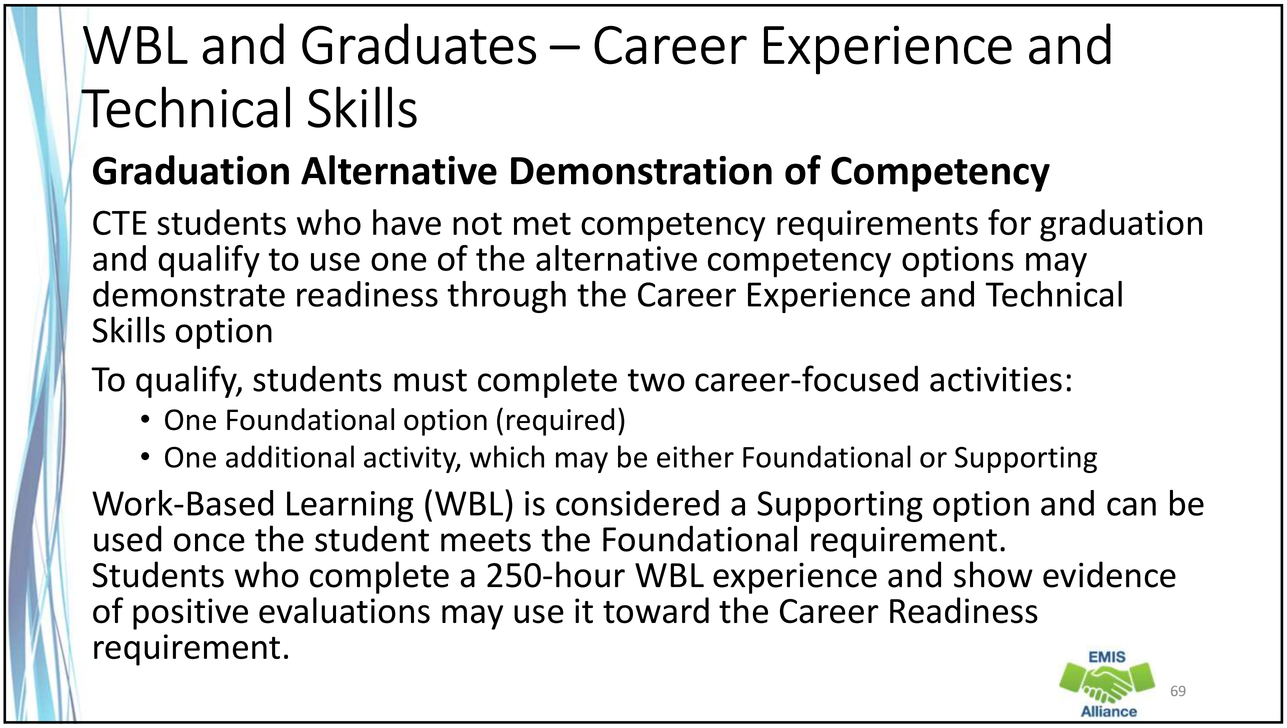
Do you have WBL General Issues reports?

- Determine which experience or hours code applies and report it in your Student or Graduate collections
  - If reported by another LEA, reach out to the other LEA
  - Data reported by any LEA is included in report card, Perkins and QPR calculations
- Issues reporting prior year WBL data should be escalated to your ITC

Quick Check

It is important to review your Level 1 validation errors and check your General Issues reports to ensure your data is accurate.

- Do you know where to locate your General Issues reports?
- Have you reviewed your Level 1 validation errors?
- Have you shared the validation and General Issues reports with the appropriate staff?



WBL and Graduates – Career Experience and Technical Skills

Graduation Alternative Demonstration of Competency

CTE students who have not met competency requirements for graduation and qualify to use one of the alternative competency options may demonstrate readiness through the Career Experience and Technical Skills option

To qualify, students must complete two career-focused activities:

- One Foundational option (required)
- One additional activity, which may be either Foundational or Supporting

Work-Based Learning (WBL) is considered a Supporting option and can be used once the student meets the Foundational requirement. Students who complete a 250-hour WBL experience and show evidence of positive evaluations may use it toward the Career Readiness requirement.

WBL and Graduates – CCWMR

Traditional District College, Career, Workforce, Military Readiness (CCWMR) Component – WBL Student Inclusion Criteria

A student who earns WBL learning experiences and WBL hours could be included in the CCWMR component's numerator (positive impact) if they earn one of the following:

- Acceptance into an Apprenticeship Post High School or
  - Program Code 305016
- Completion of an Apprenticeship or
  - Program Code 305018

WBL and Graduates – CCWMR Cont'd

- OhioMeansJobs Readiness Seal AND has 250 Hours Internship/Work-Based Learning
  - OhioMeansJobs Readiness Seal
    - Program Code 510001, AND
  - Work-Based Learning Hours:
    - Program code 310499 - 250–499 hours, or
    - Program code 310500 - 500+ hours

Districts need to monitor their WBL and CCWMR data in the SDC during the graduate collection open window

Please reference the Office of Accountability Readiness Component Webinar & CCWMR Technical Document for more details of qualifications.

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WBL and Graduates - CPSR

CTPD Report Card Post Secondary Readiness Component (CPSR) - WBL Student Inclusion Criteria

A WBL student will be included in the CPSR measure numerator (positive impact) if they earn points through any of the following work-based learning experiences:

- Completion of an Internship – Program Code 305012
- Participation in a Pre-Apprenticeship or Apprenticeship – Program Code 305014
- Participation in Other Work-Based Learning – Program Code 305099

CTPDs need to monitor their WBL and CPSR data in the SDC during the graduate collection open window

Please reference the Office of Accountability Readiness Component Webinar & CPSR Technical Document for more details of qualifications.

Quick Check

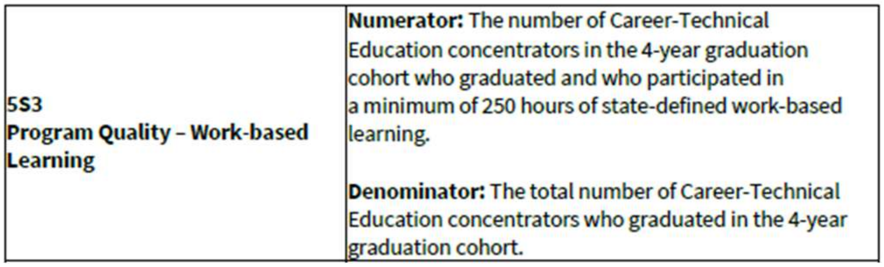
Work-Based Learning data is important to review and verify, as misreporting can impact Graduate data and the CCWMR/CPSR components.

- Do you have any students using the Alternative Competency: Career Experience and Technical Skills pathway?
- Are you reporting WBL hour program codes for all your WBL experiences?
- Is your data team reviewing your graduate and CCWMR/CPSR data?

Work-Based Learning – State Performance Level Indicator

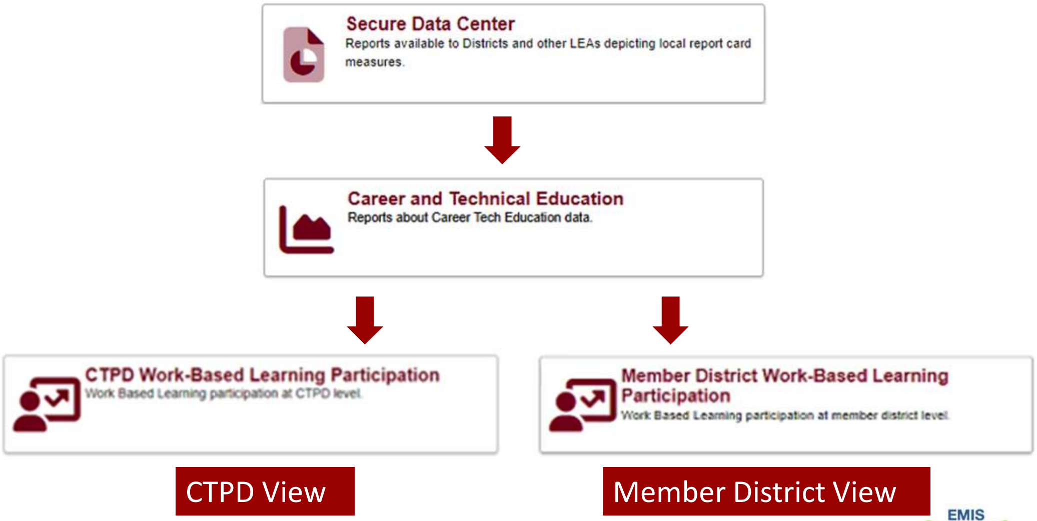
- Work-based learning is one of the 7 State Performance Level Indicators on the Career Tech Report Card
- It is the percentage of Career-Technical concentrators in the 4yr graduation cohort who have participated in WBL and a minimum of 250 hours of work-based learning.
- This measure only includes concentrators who have graduated.

Work-Based Learning – State Performance Level Indicator



5S3 **Program Quality – Work-based Learning**	**Numerator:** The number of Career-Technical Education concentrators in the 4-year graduation cohort who graduated and who participated in a minimum of 250 hours of state-defined work-based learning. **Denominator:** The total number of Career-Technical Education concentrators who graduated in the 4-year graduation cohort.

SDC Data and Reports – WBL Participation



Secure Data Center
Reports available to Districts and other LEAs depicting local report card measures.

Career and Technical Education
Reports about Career Tech Education data.

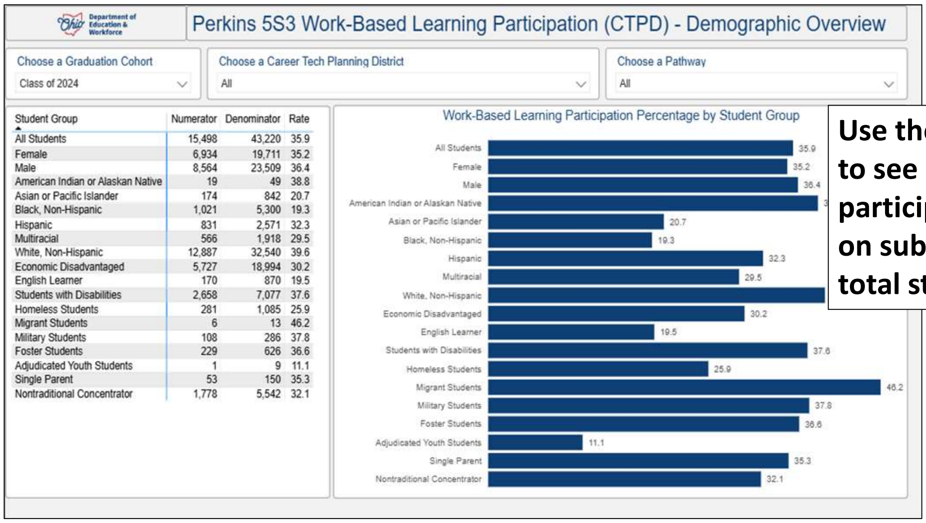
CTPD Work-Based Learning Participation
Work Based Learning participation at CTPD level.

Member District Work-Based Learning Participation
Work Based Learning participation at member district level.

CTPD View

Member District View

Work-Based Learning – 5S3 WBL Participation CTPD Demographic



Perkins 5S3 Work-Based Learning Participation (CTPD) - Demographic Overview

Choose a Graduation Cohort: Class of 2024

Choose a Career Tech Planning District: All

Choose a Pathway: All

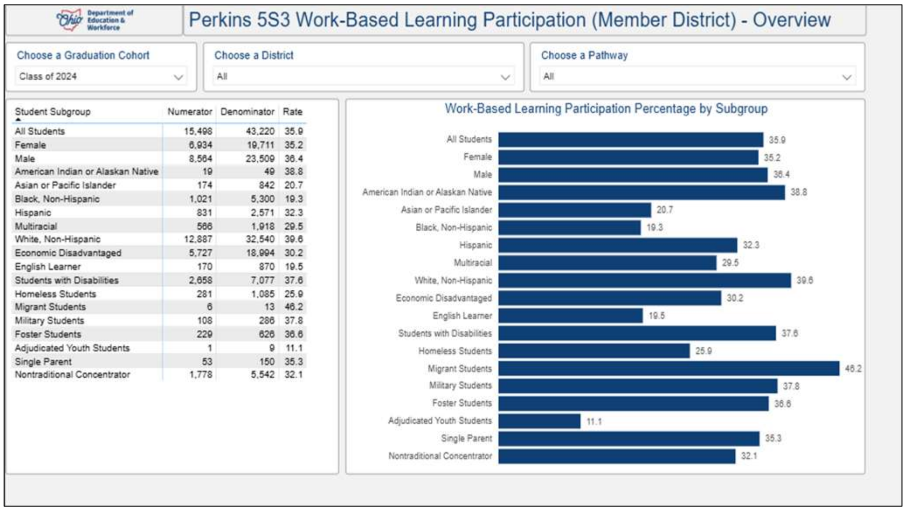
Student Group	Numerator	Denominator	Rate
All Students	15,498	43,220	35.9
Female	6,934	19,711	35.2
Male	8,564	23,509	36.4
American Indian or Alaskan Native	19	49	38.8
Asian or Pacific Islander	174	842	20.7
Black, Non-Hispanic	1,021	5,300	19.3
Hispanic	831	2,571	32.3
Multiracial	566	1,918	29.5
White, Non-Hispanic	12,887	32,540	39.6
Economic Disadvantaged	5,727	18,994	30.2
English Learner	170	870	19.5
Students with Disabilities	2,658	7,077	37.6
Homeless Students	281	1,085	25.9
Migrant Students	6	13	46.2
Military Students	108	286	37.8
Foster Students	229	626	36.6
Adjudicated Youth Students	1	9	11.1
Single Parent	53	150	35.3
Nontraditional Concentrator	1,778	5,542	32.1

Department of Education & Workforce
Work-Based Learning Participation Percentage by Student Group
All Students 35.9
Female 35.2
Male 36.4
American Indian or Alaskan Native 3
Asian or Pacific Islander 20.7
Black, Non-Hispanic 19.3
Hispanic 32.3
Multiracial 29.5
White, Non-Hispanic
Economic Disadvantaged 30.2
English Learner 19.5
Students with Disabilities 37.6
Homeless Students 25.9
Migrant Students 46.2
Military Students 37.8
Foster Students 36.6
Adjudicated Youth Students 11.1
Single Parent 35.3
Nontraditional Concentrator 32.1

CTPD View

Use the SDC reports to see WBL student participation based on subgroups and total student counts

Work-Based Learning – 5S3 WBL Participation Member District Demographic



Perkins 5S3 Work-Based Learning Participation (Member District) - Overview

Choose a Graduation Cohort: Class of 2024

Choose a District: All

Choose a Pathway: All

Student Subgroup	Numerator	Denominator	Rate
All Students	15,498	43,220	35.9
Female	6,934	19,711	35.2
Male	8,564	23,509	36.4
American Indian or Alaskan Native	19	49	38.8
Asian or Pacific Islander	174	842	20.7
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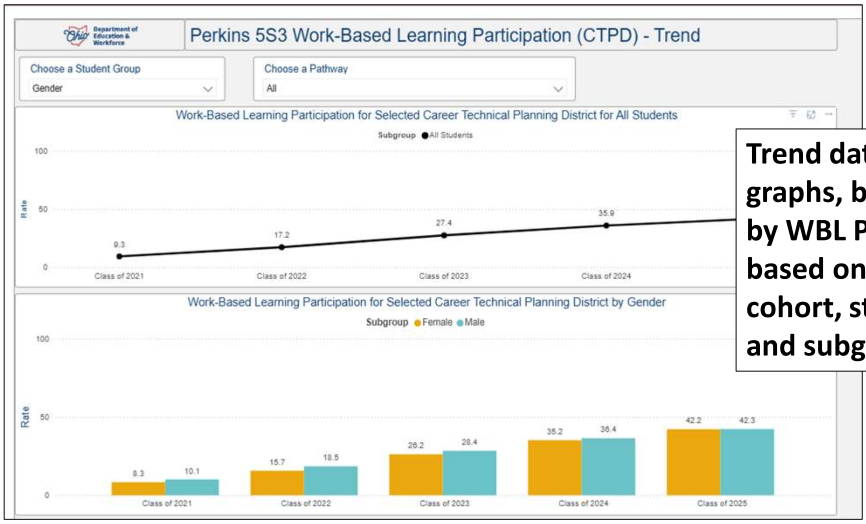
Foster Students	229	626	36.6
Adjudicated Youth Students	1	9	11.1
Single Parent	53	150	35.3
Nontraditional Concentrator	1,778	5,542	32.1

Work-Based Learning Participation Percentage by Subgroup

Department of Education & Workforce
All Students 35.9
Female 35.2
Male 36.4
American Indian or Alaskan Native 38.8
Asian or Pacific Islander 20.7
Black, Non-Hispanic 19.3
Hispanic 32.3
Multiracial 29.5
White, Non-Hispanic 39.6
Economic Disadvantaged 30.2
English Learner 19.5
Students with Disabilities 37.6
Homeless Students 25.9
Migrant Students 46.2
Military Students 37.8
Foster Students 36.6
Adjudicated Youth Students 11.1
Single Parent 35.3
Nontraditional Concentrator 32.1

Member District View

Work-Based Learning – 5S3 WBL Participation CTPD Trend Data



Perkins 5S3 Work-Based Learning Participation (CTPD) - Trend

Choose a Student Group: Gender

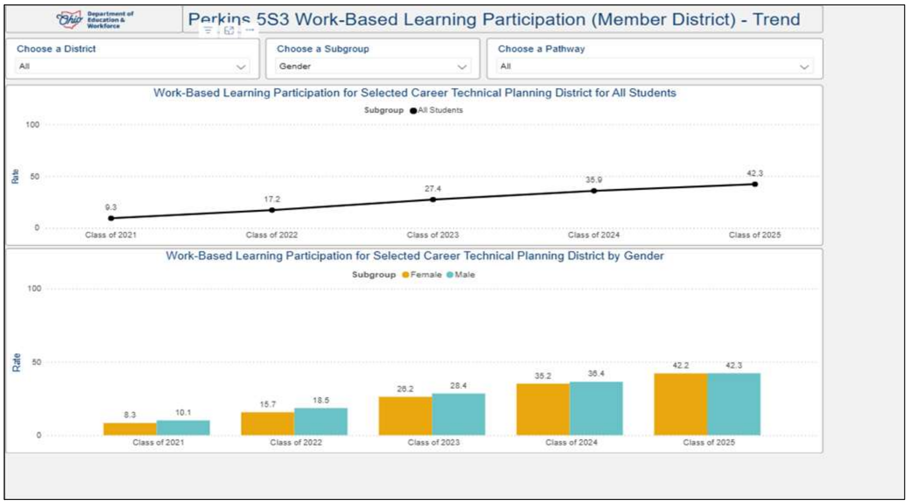
Choose a Pathway: All

Department of Education & Workforce
Work-Based Learning Participation for Selected Career Technical Planning District for All Students
Subgroup ● All Students
Rate
100
50
0
9.3
17.2
27.4
35.9
Class of 2021
Class of 2022
Class of 2023
Class of 2024
Work-Based Learning Participation for Selected Career Technical Planning District by Gender
Subgroup ● Female ● Male
Rate
100
50
0
8.3
10.1
15.7
18.5
26.2
28.4
35.2
36.4
42.2
42.3
Class of 2021
Class of 2022
Class of 2023
Class of 2024
Class of 2025

CTPD View

Trend data line and bar graphs, broken down by WBL Participation based on school years, cohort, student counts, and subgroups

Work-Based Learning – 5S3 WBL Participation Member District Trend Data



Perkins 5S3 Work-Based Learning Participation (Member District) - Trend

Choose a District: All

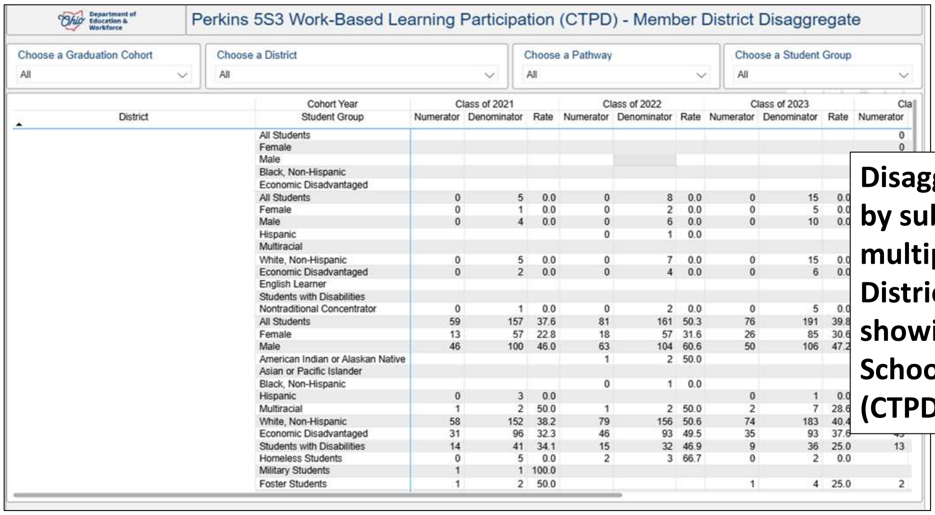
Choose a Subgroup: Gender

Choose a Pathway: All

Department of Education & Workforce
Work-Based Learning Participation for Selected Career Technical Planning District for All Students
Subgroup ● All Students
100
50
0
Rate
9.3
17.2
27.4
35.9
42.3
Class of 2021
Class of 2022
Class of 2023
Class of 2024
Class of 2025
Work-Based Learning Participation for Selected Career Technical Planning District by Gender
Subgroup ● Female ● Male
100
50
0
Rate
8.3
10.1
15.7
18.5
26.2
28.4
35.2
36.4
42.2
42.3
Class of 2021
Class of 2022
Class of 2023
Class of 2024
Class of 2025

Member District View

Work-Based Learning – 5S3 WBL Participation CTPD Member District Disaggregate



Perkins 5S3 Work-Based Learning Participation (CTPD) - Member District Disaggregate

Choose a Graduation Cohort: All

Choose a District: All

Choose a Pathway: All

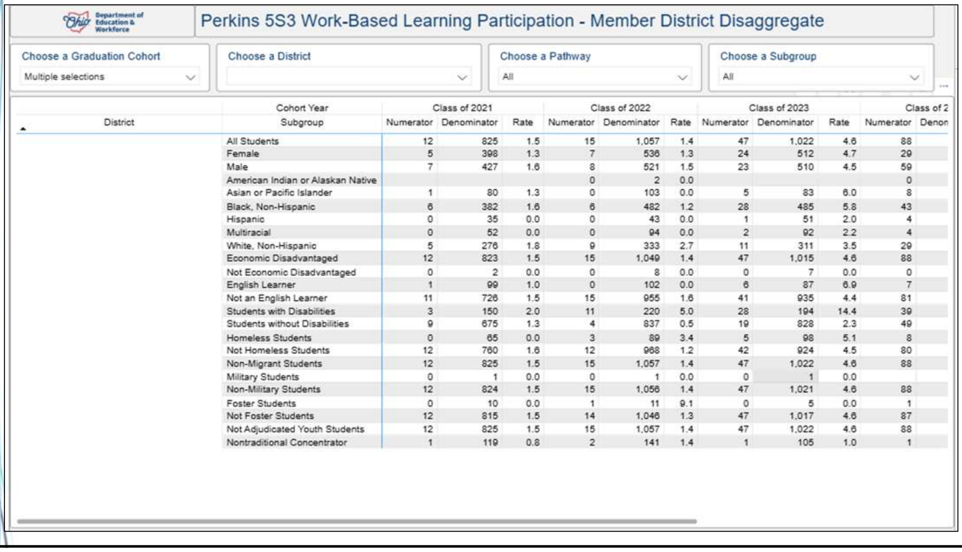
Choose a Student Group: All

	Cohort Year	Class of 2021			Class of 2022			Class of 2023			Cla
District	Student Group	Numerator	Denominator	Rate	Numerator	Denominator	Rate	Numerator	Denominator	Rate	Numerator
	All Students										0
	Female										0
	Male										
	Black, Non-Hispanic										
	Economic Disadvantaged										
	All Students	0	5	0.0	0	8	0.0	0	15	0.0	
	Female	0	1	0.0	0	2	0.0	0	5	0.0	
	Male	0	4	0.0	0	6	0.0	0	10	0.0	
	Hispanic				0	1	0.0				
	Multiracial										
	White, Non-Hispanic	0	5	0.0	0	7	0.0	0	15	0.0	
	Economic Disadvantaged	0	2	0.0	0	4	0.0	0	6	0.0	
	English Learner										
	Students with Disabilities										
	Nontraditional Concentrator	0	1	0.0	0	2	0.0	0	5	0.0	
	All Students	59	157	37.6	81	161	50.3	76	191	39.8	
	Female	13	57	22.8	18	57	31.6	26	85	30.6	
	Male	46	100	46.0	63	104	60.6	50	106	47.2	
	American Indian or Alaskan Native				1	2	50.0				
	Asian or Pacific Islander										
	Black, Non-Hispanic				0	1	0.0				
	Hispanic	0	3	0.0				0	1	0.0	
	Multiracial	1	2	50.0	1	2	50.0	2	7	28.6	
	White, Non-Hispanic	58	152	38.2	79	156	50.6	74	183	40.4	
	Economic Disadvantaged	31	96	32.3	46	93	49.5	35	93	37.6	
	Students with Disabilities	14	41	34.1	15	32	46.9	9	36	25.0	13
	Homeless Students	0	5	0.0	2	3	66.7	0	2	0.0	
	Military Students	1	1	100.0							
	Foster Students	1	2	50.0				1	4	25.0	2

CTPD View

Disaggregate Detail by subgroups, and multiple school years District Disaggregate showing views by School District (CTPD Only)

Work-Based Learning – 5S3 WBL Participation Member District Disaggregate



Perkins 5S3 Work-Based Learning Participation - Member District Disaggregate

Choose a Graduation Cohort: Multiple selections

Choose a District:

Choose a Pathway: All

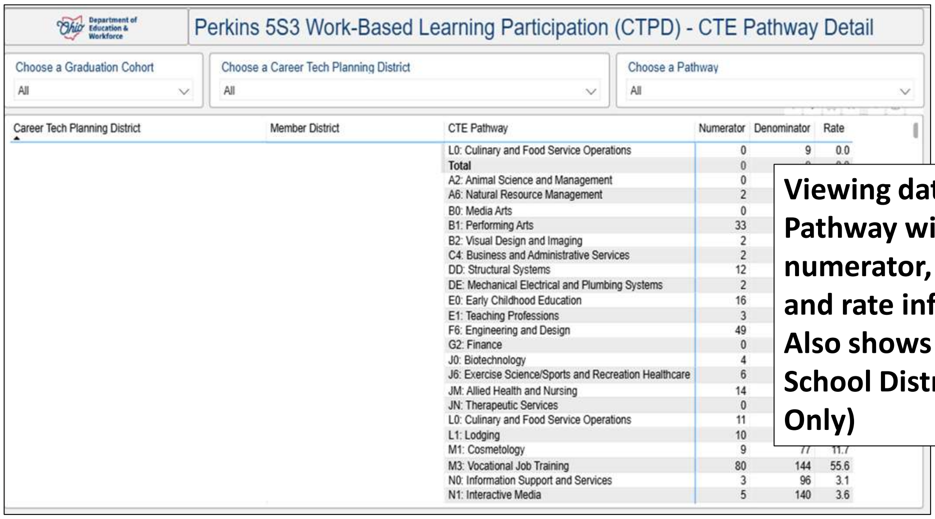
Choose a Subgroup: All

	Cohort Year	Class of 2021			Class of 2022			Class of 2023			Class of 2	
District	Subgroup	Numerator	Denominator	Rate	Numerator	Denominator	Rate	Numerator	Denominator	Rate	Numerator	Denon
	All Students	12	825	1.5	15	1,057	1.4	47	1,022	4.6	88	
	Female	5	398	1.3	7	536	1.3	24	512	4.7	29	
	Male	7	427	1.6	8	521	1.5	23	510	4.5	59	
	American Indian or Alaskan Native				0	2	0.0				0	
	Asian or Pacific Islander	1	80	1.3	0	103	0.0	5	83	6.0	8	
	Black, Non-Hispanic	6	382	1.6	6	482	1.2	28	485	5.8	43	
	Hispanic	0	35	0.0	0	43	0.0	1	51	2.0	4	
	Multiracial	0	52	0.0	0	94	0.0	2	92	2.2	4	
	White, Non-Hispanic	5	276	1.8	9	333	2.7	11	311	3.5	29	
	Economic Disadvantaged	12	823	1.5	15	1,049	1.4	47	1,015	4.6	88	
	Not Economic Disadvantaged	0	2	0.0	0	8	0.0	0	7	0.0	0	
	English Learner	1	99	1.0	0	102	0.0	6	87	6.9	7	
	Not an English Learner	11	726	1.5	15	955	1.6	41	935	4.4	81	
	Students with Disabilities	3	150	2.0	11	220	5.0	28	194	14.4	39	
	Students without Disabilities	9	675	1.3	4	837	0.5	19	828	2.3	49	
	Homeless Students	0	65	0.0	3	89	3.4	5	98	5.1	8	
	Not Homeless Students	12	760	1.6	12	968	1.2	42	924	4.5	80	
	Non-Migrant Students	12	825	1.5	15	1,057	1.4	47	1,022	4.6	88	
	Military Students	0	1	0.0	0	1	0.0	0	1	0.0		
	Non-Military Students	12	824	1.5	15	1,056	1.4	47	1,021	4.6	88	
	Foster Students	0	10	0.0	1	11	9.1	0	5	0.0	1	
	Not Foster Students	12	815	1.5	14	1,046	1.3	47	1,017	4.6	87	
	Not Adjudicated Youth Students	12	825	1.5	15	1,057	1.4	47	1,022	4.6	88	
	Nontraditional Concentrator	1	119	0.8	2	141	1.4	1	105	1.0	1	

Member District View

Work-Based Learning – 5S3 WBL Participation CTPD CTE Pathway Detail

CTPD View



Perkins 5S3 Work-Based Learning Participation (CTPD) - CTE Pathway Detail

Choose a Graduation Cohort: All

Choose a Career Tech Planning District: All

Choose a Pathway: All

Career Tech Planning District	Member District	CTE Pathway	Numerator	Denominator	Rate
		L0: Culinary and Food Service Operations	0	9	0.0
		Total	0		
		A2: Animal Science and Management	0		
		A6: Natural Resource Management	2		
		B0: Media Arts	0		
		B1: Performing Arts	33		
		B2: Visual Design and Imaging	2		
		C4: Business and Administrative Services	2		
		DD: Structural Systems	12		
		DE: Mechanical Electrical and Plumbing Systems	2		
		E0: Early Childhood Education	16		
		E1: Teaching Professions	3		
		F6: Engineering and Design	49		
		G2: Finance	0		
		J0: Biotechnology	4		
		J6: Exercise Science/Sports and Recreation Healthcare	6		
		JM: Allied Health and Nursing	14		
		JN: Therapeutic Services	0		
		L0: Culinary and Food Service Operations	11		
		L1: Lodging	10		
		M1: Cosmetology	9	77	11.7
		M3: Vocational Job Training	80	144	55.6
		N0: Information Support and Services	3	96	3.1
		N1: Interactive Media	5	140	3.6

Viewing data by CTE Pathway with numerator, denominator and rate information. Also shows views by School District (CTPD Only)

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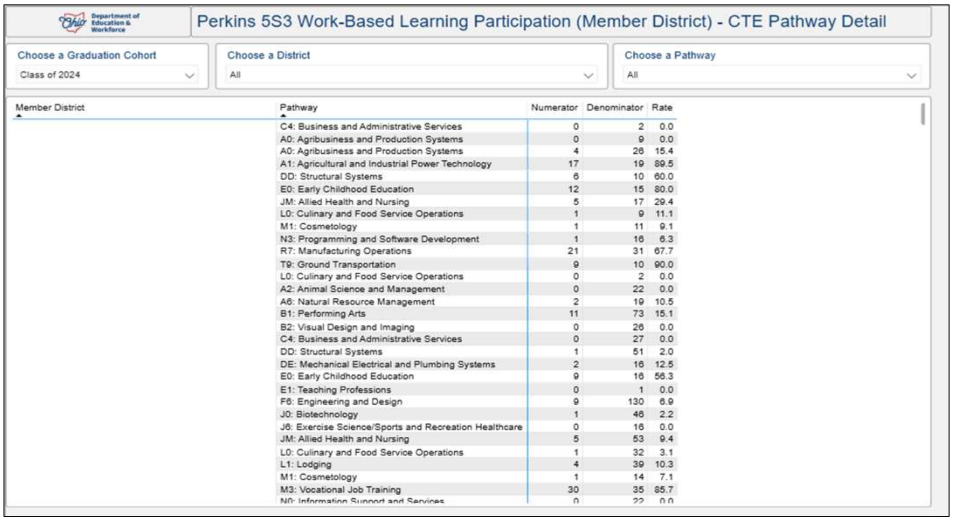
Work-Based Learning – 5S3 WBL Participation Member District CTE Pathway Detail



Perkins 5S3 Work-Based Learning Participation (Member District) - CTE Pathway Detail

Choose a Graduation Cohort: Class of 2024

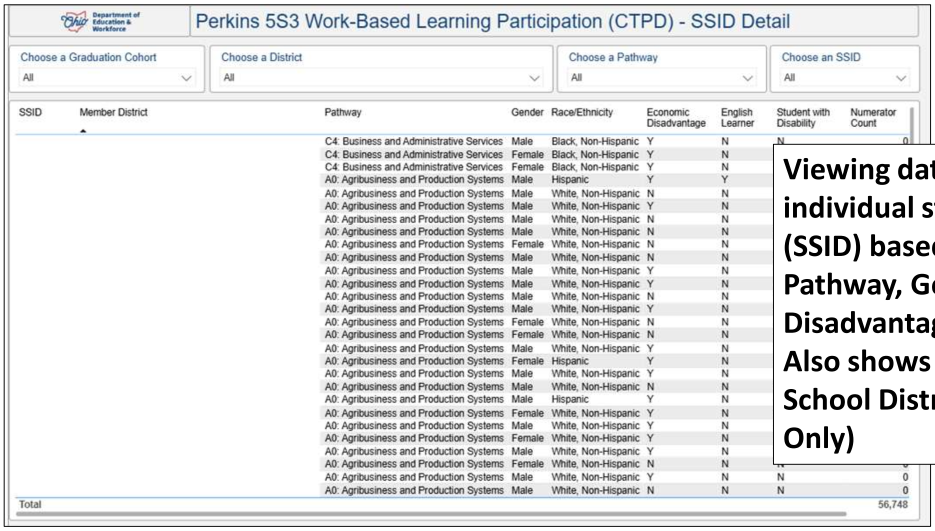
Choose a District: All

Choose a Pathway: All

Member District	Pathway	Numerator	Denominator	Rate
	C4: Business and Administrative Services	0	2	0.0
	A0: Agribusiness and Production Systems	0	9	0.0
	A0: Agribusiness and Production Systems	4	26	15.4
	A1: Agricultural and Industrial Power Technology	17	19	89.5
	DD: Structural Systems	6	10	60.0
	E0: Early Childhood Education	12	15	80.0
	JM: Allied Health and Nursing	5	17	29.4
	L0: Culinary and Food Service Operations	1	9	11.1
	M1: Cosmetology	1	11	9.1
	N3: Programming and Software Development	1	16	6.3
	R7: Manufacturing Operations	21	31	67.7
	T9: Ground Transportation	9	10	90.0
	L0: Culinary and Food Service Operations	0	2	0.0
	A2: Animal Science and Management	0	22	0.0
	A6: Natural Resource Management	2	19	10.5
	B1: Performing Arts	11	73	15.1
	B2: Visual Design and Imaging	0	26	0.0
	C4: Business and Administrative Services	0	27	0.0
	DD: Structural Systems	1	51	2.0
	DE: Mechanical Electrical and Plumbing Systems	2	16	12.5
	E0: Early Childhood Education	9	16	56.3
	E1: Teaching Professions	0	1	0.0
	F6: Engineering and Design	9	130	6.9
	J0: Biotechnology	1	46	2.2
	J6: Exercise Science/Sports and Recreation Healthcare	0	16	0.0
	JM: Allied Health and Nursing	5	53	9.4
	L0: Culinary and Food Service Operations	1	32	3.1
	L1: Lodging	4	39	10.3
	M1: Cosmetology	1	14	7.1
	M3: Vocational Job Training	30	35	85.7
	N0: Information Support and Services	0	22	0.0

Member District View

Work-Based Learning – 5S3 WBL Participation CTPD SSID Detail



Perkins 5S3 Work-Based Learning Participation (CTPD) - SSID Detail

Choose a Graduation Cohort: All

Choose a District: All

Choose a Pathway: All

Choose an SSID: All

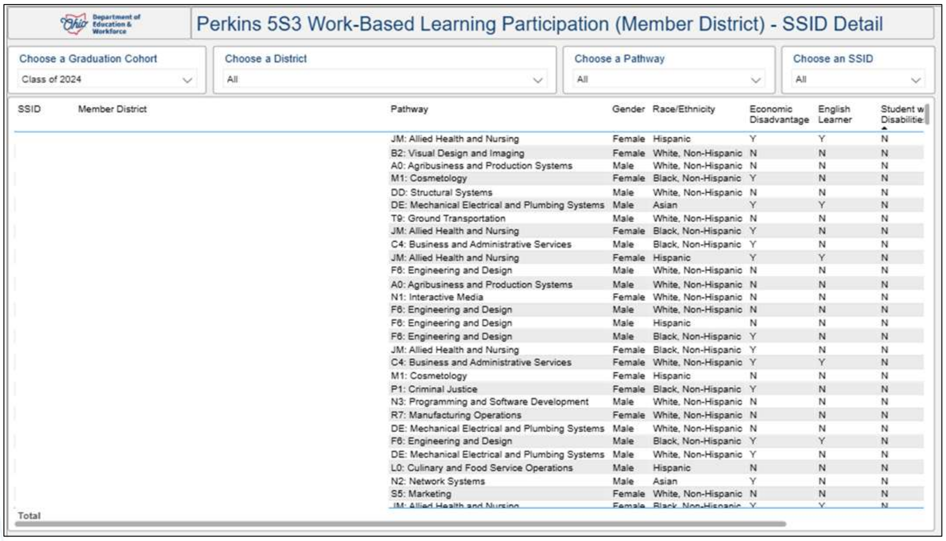
SSID	Member District	Pathway	Gender	Race/Ethnicity	Economic Disadvantage	English Learner	Student with Disability	Numerator Count
		C4: Business and Administrative Services	Male	Black, Non-Hispanic	Y	N	N	0
		C4: Business and Administrative Services	Female	Black, Non-Hispanic	Y	N		
		C4: Business and Administrative Services	Female	Black, Non-Hispanic	Y	N		
		A0: Agribusiness and Production Systems	Male	Hispanic	Y	Y		
		A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	N	N		
		A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	Y	N		
		A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	N	N		
		A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	N	N		
		A0: Agribusiness and Production Systems	Female	White, Non-Hispanic	N	N		
		A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	N	N		
		A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	Y	N		
		A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	Y	N		
		A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	N	N		
		A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	Y	N		
		A0: Agribusiness and Production Systems	Female	White, Non-Hispanic	N	N		
		A0: Agribusiness and Production Systems	Female	White, Non-Hispanic	N	N		
		A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	Y	N		
		A0: Agribusiness and Production Systems	Female	Hispanic	Y	N		
		A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	Y	N		
		A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	N	N		
		A0: Agribusiness and Production Systems	Male	Hispanic	Y	N		
		A0: Agribusiness and Production Systems	Female	White, Non-Hispanic	Y	N		
		A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	Y	N		
		A0: Agribusiness and Production Systems	Female	White, Non-Hispanic	Y	N		
		A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	Y	N		
		A0: Agribusiness and Production Systems	Female	White, Non-Hispanic	N	N		
		A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	Y	N	N	0
		A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	N	N	N	0
Total								56,748

CTPD View

Viewing data by individual student data (SSID) based on CTE Pathway, Gender, Race, Disadvantagement, etc.. Also shows views by School District (CTPD Only)

EMIS Alliance

Work-Based Learning – 5S3 WBL Participation Member District SSID Detail



Perkins 5S3 Work-Based Learning Participation (Member District) - SSID Detail

Choose a Graduation Cohort: Class of 2024

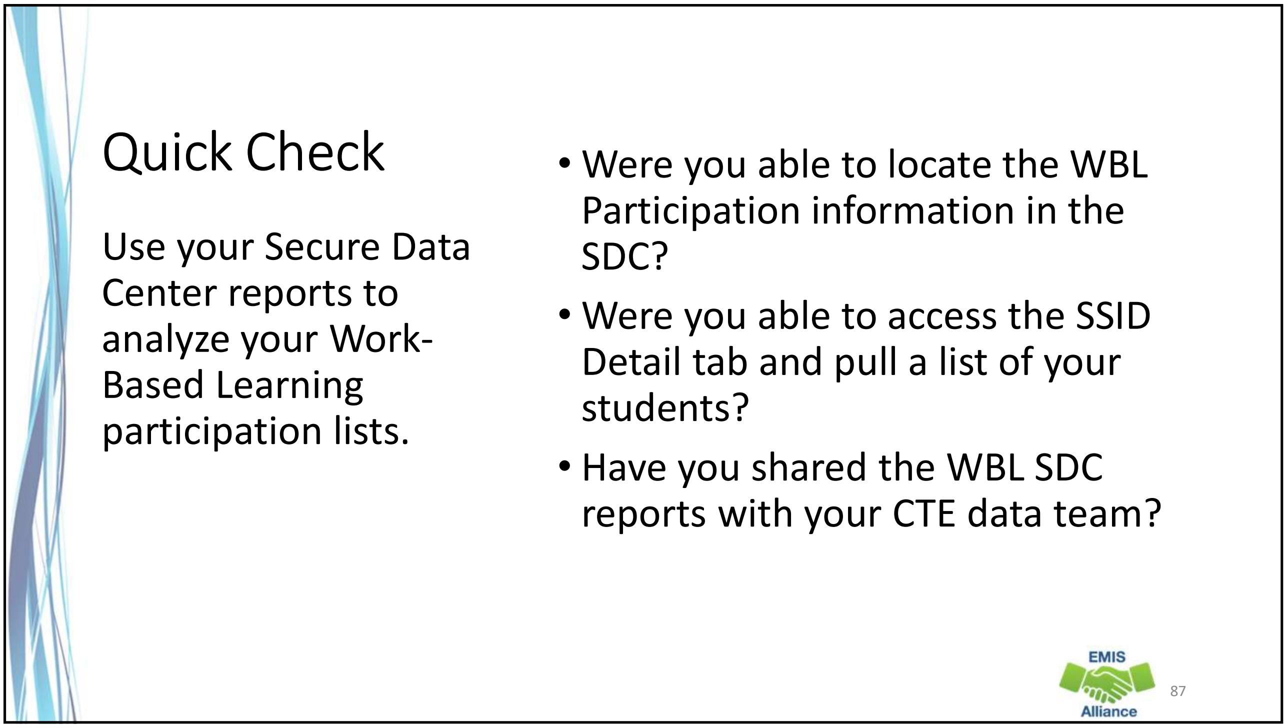
Choose a District: All

Choose a Pathway: All

Choose an SSID: All

SSID	Member District	Pathway	Gender	Race/Ethnicity	Economic Disadvantage	English Learner	Student w Disabilitie
		JM: Allied Health and Nursing	Female	Hispanic	Y	Y	N
		B2: Visual Design and Imaging	Female	White, Non-Hispanic	N	N	N
		A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	N	N	N
		M1: Cosmetology	Female	Black, Non-Hispanic	Y	N	N
		DD: Structural Systems	Male	White, Non-Hispanic	N	N	N
		DE: Mechanical Electrical and Plumbing Systems	Male	Asian	Y	Y	N
		T9: Ground Transportation	Male	White, Non-Hispanic	N	N	N
		JM: Allied Health and Nursing	Female	Black, Non-Hispanic	Y	N	N
		C4: Business and Administrative Services	Male	Black, Non-Hispanic	Y	N	N
		JM: Allied Health and Nursing	Female	Hispanic	Y	Y	N
		F6: Engineering and Design	Male	White, Non-Hispanic	N	N	N
		A0: Agribusiness and Production Systems	Male	White, Non-Hispanic	N	N	N
		N1: Interactive Media	Female	White, Non-Hispanic	N	N	N
		F6: Engineering and Design	Male	White, Non-Hispanic	N	N	N
		F6: Engineering and Design	Male	Hispanic	N	N	N
		F6: Engineering and Design	Male	Black, Non-Hispanic	Y	N	N
		JM: Allied Health and Nursing	Female	Black, Non-Hispanic	Y	N	N
		C4: Business and Administrative Services	Female	White, Non-Hispanic	Y	Y	N
		M1: Cosmetology	Female	Hispanic	N	N	N
		P1: Criminal Justice	Female	Black, Non-Hispanic	Y	N	N
		N3: Programming and Software Development	Male	White, Non-Hispanic	N	N	N
		R7: Manufacturing Operations	Female	White, Non-Hispanic	N	N	N
		DE: Mechanical Electrical and Plumbing Systems	Male	White, Non-Hispanic	N	N	N
		F6: Engineering and Design	Male	Black, Non-Hispanic	Y	Y	N
		DE: Mechanical Electrical and Plumbing Systems	Male	White, Non-Hispanic	Y	N	N
		L0: Culinary and Food Service Operations	Male	Hispanic	N	N	N
		N2: Network Systems	Male	Asian	Y	N	N
		S5: Marketing	Female	White, Non-Hispanic	N	N	N
		JM: Allied Health and Nursing	Female	Black, Non-Hispanic	Y	Y	N
Total							

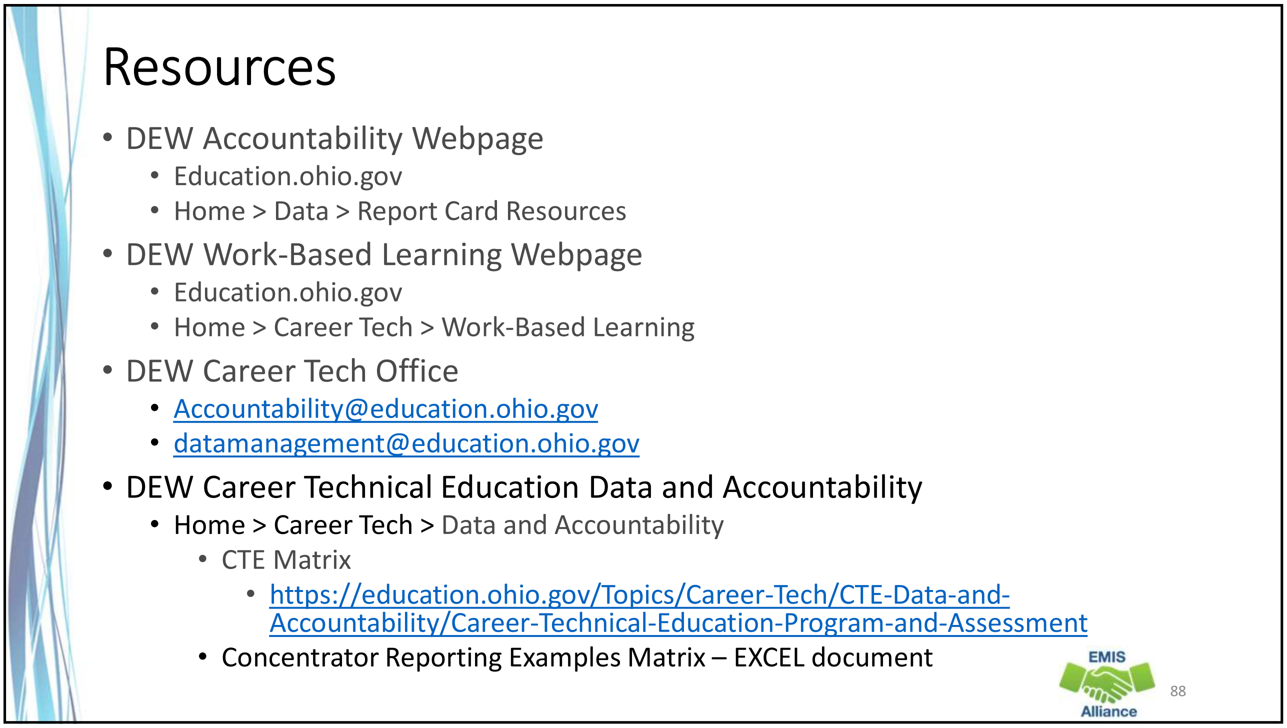
Member District View



Quick Check

Use your Secure Data Center reports to analyze your Work-Based Learning participation lists.

- Were you able to locate the WBL Participation information in the SDC?
- Were you able to access the SSID Detail tab and pull a list of your students?
- Have you shared the WBL SDC reports with your CTE data team?

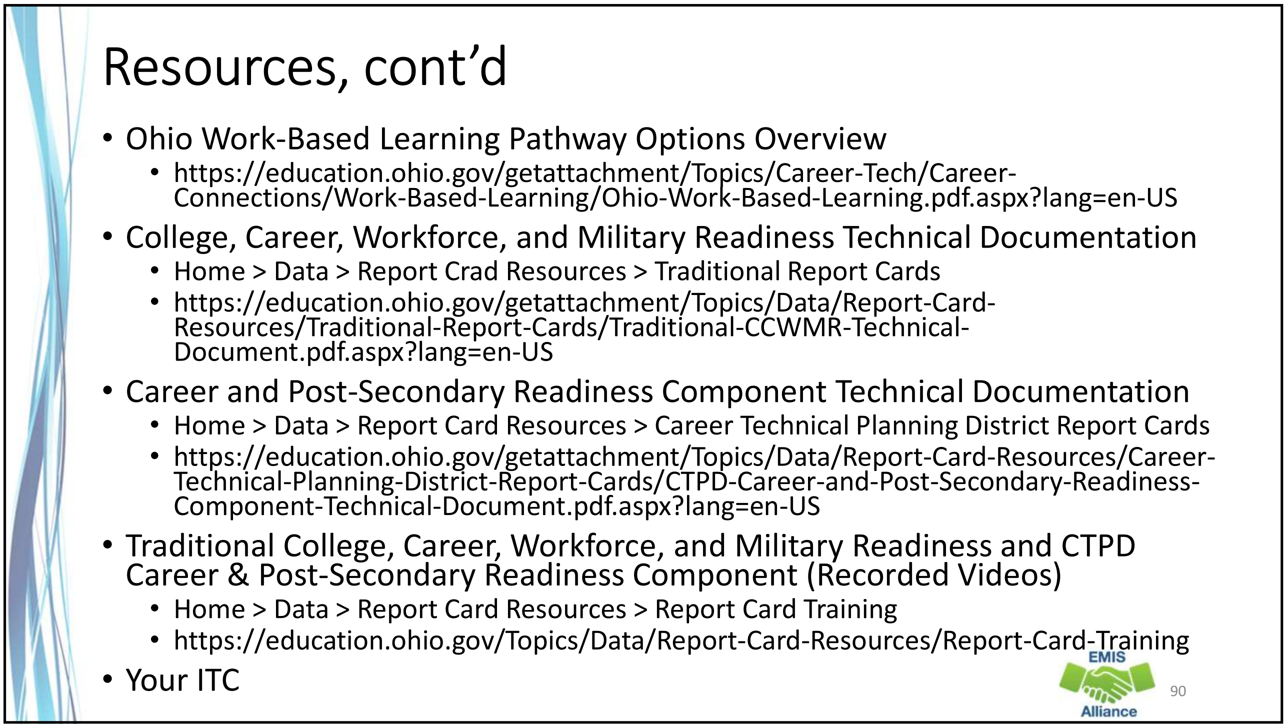


Resources

- DEW Accountability Webpage
  - Education.ohio.gov
  - Home > Data > Report Card Resources
- DEW Work-Based Learning Webpage
  - Education.ohio.gov
  - Home > Career Tech > Work-Based Learning
- DEW Career Tech Office
  - Accountability@education.ohio.gov
  - datamanagement@education.ohio.gov
- DEW Career Technical Education Data and Accountability
  - Home > Career Tech > Data and Accountability
    - CTE Matrix
      - https://education.ohio.gov/Topics/Career-Tech/CTE-Data-and-Accountability/Career-Technical-Education-Program-and-Assessment
    - Concentrator Reporting Examples Matrix – EXCEL document

Resources, cont'd

- Data and Accountability Guidebook 2024 (not available, being revised)
  - Home > Career Tech > Planning, Funding and Accountability > Accountability > Data and Accountability > Career-Technical Education Data and Accountability Guidebook
  - https://education.ohio.gov/getattachment/Topics/Career-Tech/CTE-Data-and-Accountability/Data-and-Accountability-Guidebook-2024.pdf.aspx?lang=en-US
- DEW Secure Data Center – Status of Reports (Career Technical Education Tile Reports)
  - Home > Data > EMIS > Documentation > Secure Data Center - Status of Reports
  - https://education.ohio.gov/Topics/Data/EMIS/EMIS-Documentation/Secure-Data-Center-Status-of-Reports#CT
- Your ITC



Resources, cont’d

- Ohio Work-Based Learning Pathway Options Overview
  - https://education.ohio.gov/getattachment/Topics/Career-Tech/Career-Connections/Work-Based-Learning/Ohio-Work-Based-Learning.pdf.aspx?lang=en-US
- College, Career, Workforce, and Military Readiness Technical Documentation
  - Home > Data > Report Crad Resources > Traditional Report Cards
  - https://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Traditional-Report-Cards/Traditional-CCWMR-Technical-Document.pdf.aspx?lang=en-US
- Career and Post-Secondary Readiness Component Technical Documentation
  - Home > Data > Report Card Resources > Career Technical Planning District Report Cards
  - https://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Career-Technical-Planning-District-Report-Cards/CTPD-Career-and-Post-Secondary-Readiness-Component-Technical-Document.pdf.aspx?lang=en-US
- Traditional College, Career, Workforce, and Military Readiness and CTPD Career & Post-Secondary Readiness Component (Recorded Videos)
  - Home > Data > Report Card Resources > Report Card Training
  - https://education.ohio.gov/Topics/Data/Report-Card-Resources/Report-Card-Training
- Your ITC

Questions?

If you would like a certificate of attendance for this training, you must complete the below feedback form within 5 business days of this training
https://tinyurl.com/EA-District-Feedback

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