**Massachusetts**

**Definitions for Perkins V Size, Scope & Quality**

**Size**

A Perkins program of sufficient **size** –

1. Has no fewer than **six students in each program (or 20 students in Perkins programs combined) each year for several years**, to support a community learning environment with peers, and may close if too few students are participating.

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| **Scope**  A Perkins program’s **scope** covers both **sequence** and **breadth**:   1. Covers **all aspects of an industry[[1]](#footnote-1)**; 2. Includes a **sequence of technical courses[[2]](#footnote-2)** that progress from **introductory exposure** of all aspects of an industry to **more advanced technical knowledge and skills**; 3. Includes **career planning**; 4. Includes **linkages or other coordination** from secondary to postsecondary education programs and provides **technical skill proficiency** or a **recognized postsecondary credential;** and 5. Provides opportunities for students to **learn and demonstrate proficiency** in **technical skills** through **competency-based and work-based, or other applied learning**. | **Technical courses** are those that prepare students for a specific occupation or cluster of occupations (CVTE) or chosen industry sector (IP).  A **sequence of technical courses** means  courses that, through prerequisites, build sequentially, from simple tasks or theories to more advanced or complex skills or requirements;  are in the same occupational field (CVTE) or industry sector (IP); and  at the **secondary level**, at least two technical courses that are each a **full-year equivalent** (such as 2 year-long courses; 4 half-year courses; 2 block schedule courses) or **two semesters** of college-level courses at a postsecondary institution; and  at the **postsecondary level**, certificate and degree programs with at least 12 credits of technical courses. |

**Quality**

A Perkins program has these elements of quality in its **design** and **implementation**:

1. **Organized educational activities** that contribute to students’ **higher-order reasoning** and **problem-solving skills** with **regular assessment** of students’ technical knowledge and skills, to provide students opportunities to increase levels of attainment;
2. Regular **evaluation** using performance outcomes (including the measure of program quality) and **comprehensive local needs assessment**, where the results are used to make program improvements;
3. A review by its **advisory group or representatives from the relevant industry**, within **the last two years[[3]](#footnote-3)** , and includes consultation on the comprehensive local needs assessment;
4. Meeting or exceeding [at 90% of] performance targets for the **Perkins V Core Indicators** across all population groups; and
5. Is aligned to **labor market demand** (for example, the Massachusetts Regional Workforce Blueprints).

In addition, the program **may** include these elements of quality –

1. Utilizing industry-standard equipment, technologies, software, and industry practices specific to the C/VTE program, consistent with **All Aspects of Industry**.
2. Integration activities delivered through academic and technical skill instruction by both academic and technical teachers.
3. Includes performance-based assessment evidenced through research and evaluation of industry standards aligned to All Aspects of Industry.
4. A program design based on research, analysis, or evaluation (where available) and that provides evidence that the activities and services will achieve intended outcomes.
5. Meeting or exceeding national program standards, where available.

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| **In Massachusetts, All Aspects of Industry** means –   1. occupational safety and health knowledge and skills; 2. technical knowledge and skills; 3. embedded academic knowledge and skills; 4. employability and career readiness knowledge and skills; 5. management and entrepreneurship knowledge and skills; and 6. technological knowledge and skills.   This includes **rigorous content** aligned with **challenging academic standards** and **relevant technical knowledge and skills**; **recognized safety credential;** and **essential power standards/sections** of applicable Massachusetts Vocational Technical Education Frameworks.  See the [Massachusetts Vocational Technical Education Frameworks](http://www.doe.mass.edu/ccte/cvte/frameworks/) and Perkins V Checklist for more. |

1. The term ‘all aspects of an industry’ means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter. See p.2 for what this means in Massachusetts. [↑](#footnote-ref-1)
2. See box at right. [↑](#footnote-ref-2)
3. Refer to guidance on the [CVTE website regarding advisory committees](http://www.doe.mass.edu/ccte/cvte/advisory.html). [↑](#footnote-ref-3)