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# Perkins V Definitions

Academic and Technical Integration: The term academic and technical integration means that academic knowledge and skills are embedded in the technical curriculum and instruction. The challenge is for educators to identify, appropriately teach, and assess student acquisition of the academic knowledge and skills that are embedded.

*See Strand 3****:*** *Embedded Academic Knowledge and Skills in each of Massachusetts Vocational Technical Education Frameworks* <http://www.doe.mass.edu/ccte/cvte/frameworks/>

Administration: means activities necessary for the proper and efficient performance of the grant including the supervision of such activities*.* The United States Department of Education requires that the **combined expenditures proposed for both indirect and direct administrative costs** in a Perkins (Title I) Grant when taken together not exceed **5%** of the total grant amount. The administrative cost categories (**functions** that should be considered as a direct administrative cost in calculating the **5%** ceiling) are:

* Developing the Local Application.
* Supervising Local Application activities.
* Supervising Perkins-funded staff.
* Assuring compliance with applicable Federal laws.
* Supporting and developing local data systems for Perkins. (This does not include data collection and analysis.)

All Aspects of the Industry: The term “all aspects of an industry” means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter. In Massachusetts, this term means occupational safety & health, technical, embedded academic, employability, management & entrepreneurship, *and* technological *knowledge and skills* that should be included in curricula for career and technical education programs under Perkins V.

The Massachusetts Vocational Technical Education Frameworks [*http://www.doe.mass.edu/ccte/cvte/frameworks/*](http://www.doe.mass.edu/ccte/cvte/frameworks/) reflect a*ll aspects of industry* in depth.

Apprenticeship Program: Refer to the definition of **Registered Apprenticeship Program.**

Articulation Agreement: In Perkins V, the term ‘articulation agreement’ means a written commitment:

1. that is agreed-upon at the State level or approved annually by the lead administrators of—
	1. a secondary institution and a postsecondary educational institution; or
	2. a sub-baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and
2. linked to a program that is:
	1. designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and
	2. linked through credit transfer agreements between the two institutions described in clause (i) or (ii) of subparagraph (A) (as the case may be).

Career Pathway:The term ‘‘career pathways’’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

1. aligns with the skill needs of industries in the economy of the State or regional economy involved;
2. prepares an individual to be successful in a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 ((commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171))
3. Includes counseling to support an individual in achieving the individual’s education and career goals;
4. Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster

Career Plan***:*** A Career Plan is a **tool designed to allow students to develop a comprehensive plan for postsecondary success where current learning is matched with career goals.** The Career Plan is based on both formal and informal assessments, student’s self-identified interests and goals, and identification of areas in which a learner needs to increase knowledge and skills to reach documented goals. A Career Plan is designed to facilitate the transition from high school to future learning and employment. When the Career Plan is implemented through an online tool, it may be thought of as both a process and an instrument. As an instrument, a Career Plan captures and records the achievement of learning objectives at each grade level. The instrument may also act as an e-Portfolio capturing artifacts that demonstrate student growth and success. As a process, it provides guidance for students in developing academic plans, demonstrating personal/social growth, and engaging in career development activities consistent with the student’s unique, self-identified interests, needs and goals for the attainment of post-secondary success. **Districts may use MyCAP or other platforms in career planning.**

**Additional information is on the CCTE website:**

* [MyCAP](http://www.doe.mass.edu/ccte/ccr/mycap/)
* [Career Development](http://www.doe.mass.edu/connect/cde/)
* [Connecting Activities](http://www.doe.mass.edu/connect/)

Career and Technical Education Program: Organized educational activities that offer a sequence of courses that –

1. at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and
2. at the postsecondary level, a student enrolled in an eligible recipient who has—
	1. earned at least 12 credits within a career and technical education program or program of study; or
	2. completed such a program if the program encompasses fewer than;
	3. 12 credits or the equivalent in total.
	4. Include competency-based work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical sills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual;
3. to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and
4. may include career exploration at the high school level or as early as the middle grades (grade 5), (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965).

Also refer to the Massachusetts Perkins V Checklist for components aligned to the Strengthening Career and Technical Education for the 21st Century Act.

Career Technical Student Organizations (CTSO): These organizations serve students enrolled in career and technical education programs by engaging students in a variety of career development and leadership activities. They are assisted with Perkins V (Title I) funds especially with respect to increasing the participation and success of students who are members of special populations. The CVTSO’s in Massachusetts are Business Professionals of America (BPA), Distributive Education Clubs of America (DECA), Future Farmers of America (FFA), Health Occupations Students of America (HOSA), and SkillsUSA.

Career Guidance and Academic Counseling:The term “career guidance and academic counseling” means guidance and counseling that—

1. provides access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities and planning with respect to an individual’s occupational and academic future;
2. provides information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and
3. may provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.

Chapter 74 State-Approved Career and Technical Education Program: A Chapter 74 state-approved career and technical education program is a program that is approved by DESE pursuant to Massachusetts General Law Chapter 74 and the Vocational Technical Education Regulations (see <http://www.doe.mass.edu/ccte/cvte/frameworks/>), and that meets the definition of career and technical education contained in the *Strengthening Career and Technical Education for the 21st Century Act* P.L. 115-224. Refer to the [individual School Profiles](https://profiles.doe.mass.edu/search/get_closest_orgs.aspx) on the DESE website (list Chapter 74 state-approved vocational technical education programs by district.

Charter School:The term “charter school” has the meaning given the term in section 4310 of the Elementary and Secondary Education Act of 1965, which is a public school that—

(A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;

(For a full description see Law at: [www.doe.mass.edu/charter](http://www.doe.mass.edu/charter) )

Cooperative Education:Cooperative Education per the “Strengthening Career and Technical Education for the 21st Century Act”, PL 115-224, means a method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous technical education instruction, by alternation of study in school with a job in any occupational field, which alternation—

1. shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual; and
2. may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.”

***Only districts with Chapter 74-approved vocational technical education programs may offer Cooperative Education as defined in M.G.L.***

***Massachusetts Cooperative Education - per M.G.L. Chapter 74, Section 1:***

*(Chapter 74 Manual for Vocational Technical Cooperative Education, Page 3)*

A program of vocational technical education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational technical instruction, by the alternation of study in school with a job in any occupational field.

Such instruction shall be planned and supervised by the school and the employer so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half-days, full days, weeks or other coordinated periods of time. Editor’s Note: Cooperative education is always paid as inherent in the definition’s use of the term “employer.”

***Cooperative Education per M.G.L. Chapter 149, Section 1 (MA Child Labor Laws)*** *“*Co-operative courses'', courses approved as such by DESE and conducted in public schools or any approved vocational school where technical or related instruction is given in conjunction with practical experience by employment in co-operating factories, manufacturing, mechanical or mercantile establishments or workshops or other co-operating employments.

***Cooperative Education per The Code of Federal Regulations Title 29 (CFR 29) Part 570.50 (c) (1) (2)*** defines student learners:

1. The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local educational authority or in a course of study in a substantially similar program conducted by a private school and;
2. Such student-learner is employed under a written agreement, which provides:
3. That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to his/her training;
4. That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person;
5. That safety instructions shall be given by the school and correlated by the employer with on-the-job training; and
6. That a schedule of organized and progressive work processes to be performed on the job shall have been prepared. Each such written agreement shall contain the name of student-learner and shall be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer*.*

This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed there under. A high school graduate may be employed in an occupation in which he/she has completed training as provided in this paragraph as a student-learner, even though he/she is not yet 18 years of age.

Core Indicators***:*** Indicators of performance under Perkins V, which comprise the Accountability system for Perkins programs.

Credit Transfer Agreement:The term ‘credit transfer agreement’ means a formal agreement, such as an articulation agreement, among and between secondary and postsecondary education institutions or systems that grant students transcripted postsecondary credit, which may include credit granted to students in dual or concurrent enrollment programs, early college high school, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.

CTE Concentrator:The term ‘CTE concentrator’ means—

(A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and

(B) at the postsecondary level, a student enrolled as an eligible recipient who has—

(i) earned at least 12 credits within a career and technical education program or program of study; or

(ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

DESE calculates CTE Concentrators based on data submitted.

CTE Participant:The term ‘CTE participant’ (or, enrollee) means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient. Beginning with Perkins V, this is not reported to US ED.

English Learner:The term ‘English learner’ means—

1. a secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965; or an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and—
2. whose native language is a language other than English; or
3. who lives in a family environment or community in which a language other than English is the dominant language.

Individual with disability:The term “individual with a disability” means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C.12102))

### In-Demand Industry Sector or Occupation:

(A) The term ‘‘in-demand industry sector or occupation’’ means—

* 1. an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or
	2. an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional or local economy, as appropriate.
1. The determination of whether an industry sector or occupation is in-demand under this paragraph shall be made by the State board or local board, as appropriate, using State and regional business and labor market projections, including the use of labor market information.

**Innovation Pathways**

As part of the Massachusetts Regional Workforce Skills Planning Initiative, [state and regional data packages](https://www.mass.gov/service-details/2019-data-package-update) have been generated with information on the local labor market in seven regions across the Commonwealth. The regional planning data packages have been developed in order to build a better collective understanding of current and projected labor market needs, in particular in priority industry sectors and occupations, and enhance the alignment and market responsiveness of local workforce, education and economic development systems. The updated decks are available to confirm regional priority industries and occupations, as well as evaluate any new demographic, labor pool and talent pipeline considerations impacting workforce skills gaps in the region. In turn, these insights can inform policy-making and investments targeted at strengthening the Massachusetts economy.

Data packages include a **Demand Star Ranking**, which is a ranking of highest-demand, highest-wage jobs in Massachusetts, based on short-term employment projections (2020), long-term employment projections (2026), 12-month job postings from Burning Glass, and median regional occupation wages. The ranking is developed by State of Louisiana’s workforce system and implemented with support of Boston Federal Reserve. Noted in the resources are **4- and 5-star occupations** requiring a postsecondary non-degree award, some college, or an Associate degree; bolded occupations appear across multiple priority industries.

Non-Chapter 74 Career and Technical Education Program: In Massachusetts, a program that is not a Chapter 74 state-approved vocational technical education program yet meets the definition of career and technical education contained in Strengthening Career and Technical Education for the 21st Century Act-Perkins V. PL. 115-224 is a non-Chapter 74 career and technical education program.

Nontraditional Fields: The term nontraditional fields means occupations or fields of work such as careers in computer science, technology and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25% of individuals employed in each such occupation or field of work. Massachusetts uses the lists of nontraditional careers produced by the National Alliance for Partnerships Equity (NAPE) and the Massachusetts Supplement to the NAPE Nontraditional by Gender Lists.

**NTBG Careers for Males** **in Massachusetts as of 2022**

|  |  |  |
| --- | --- | --- |
| **CIP CODE Chapter 74** | **Non-Chapter 74 Code** | **MA STATE\_TITLE** |
| 120401 | 1241 | Cosmetology  |
| 131210 | 1320 | Early Education and Care  |
| 510000 | 5100 | Health Assisting |
| 510601 | 5161 | Dental Assisting  |
| 510801 | 5181 | Medical Assisting |
| 520407 | 5247 | Office Technology  |

**NAPE NTBG Careers for Females** **in Massachusetts as of 2022**

|  |  |  |
| --- | --- | --- |
| **CIP CODE Chapter 74** | **Non-Chapter 74 Code** | **MA STATE\_TITLE** |
| 010201 | 0121 | Agricultural Mechanics |
| 010601 | 0161 | Horticulture  |
| 090701 | 0971 | Radio & Television Broadcasting  |
| 110201 | 1121 | Programming & Web Development |
| 110401 | 1141 | Information Support Services & Networking |
| 120500 | 1250 | Culinary Arts |
| 150000 | 1500 | Engineering Technology |
| 150303 | 1533 | Electronics |
| 150305 | 1535 | Telecommunications - Fiber Optics  |
| 150401 | 1541 | Biotechnology |
| 150507 | 1557 | Environmental Science & Technology |
| 151301 | 1531 | Drafting  |
| 430107 | 4300 | Criminal Justice |
| 460101 | 4611 | Masonry & Tile Setting |
| 460201 | 4621 | Carpentry  |
| 460302 |   | Electricity |
| 460401 | 4641 | Facilities Management  |
| 460408 | 4648 | Painting & Design Technologies  |
| 460503 |   | Plumbing |
| 470106 | 4716 | Major Appliance Installation/Repairing  |
| 470201 | 4721 | Heating - Ventilation - Air Conditioning - Refrigeration |
| 470603 | 4763 | Automotive Collision Repair & Refinishing  |
| 470604 | 4764 | Automotive Technology  |
| 470605 | 4765 | Diesel Technology |
| 470606 | 4766 | Power Equipment Technology |
| 470616 | 4761 | Marine Service Technology |
| 479999 | 4799 | Stationary Engineering  |
| 480501 | 4851 | Machine Tool Technology |
| 480506 | 4856 | Sheet Metalworking |
| 480599 | 4859 | Metal Fabrication & Joining Technologies |
| 480703 | 4873 | Cabinetmaking |

Out of School Youth: As it is defined in WIOA, which is: “out-of-school youth means an individual who is—

1. not attending any school (as defined under State law);
2. not younger than age 16 or older than age 24; and
3. one or more of the following:
	1. A school dropout.
	2. A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.
	3. A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is—

(aa) basic skills deficient; or

(bb) an English language learner.

* 1. An individual who is subject to the juvenile or adult justice system. An individual who is subject to the juvenile or adult justice system.
	2. A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C.)

Paraprofessionalas defined in ESSA, which is also known as a “para-educator,” includes an education assistant and instructional assistant.

Postsecondary Educational Institution:The term “postsecondary educational institution” means—

1. an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree;
2. a tribally controlled college or university; or
3. a nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

Program of Study:‘Program of study’ means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that—

1. incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
2. addresses both academic and technical knowledge and skills, including employability skills;
3. is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
4. progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
5. has multiple entry and exit points that incorporate credentialing; and
6. culminates in the attainment of a recognized postsecondary credential.

Professional Development***:*** The term ‘professional development’ means activities that—

1. are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary levels; and
2. are sustained (not stand-alone, 1 day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based, and may include activities that –
3. improve and increase educators’ - (I) knowledge of the academic and technical subjects; (II) understanding of how students learn; and (III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;
4. are an integral part of eligible recipients’ improvement plans;
5. allow personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback;
6. support the recruitment, hiring, and training of effective educators, including educators who became certified through State and local alternative routes to certification;
7. advance educator understanding of— [I.] effective instructional strategies that are evidence based; and strategies for improving student academic and technical achievement or substantially increasing the knowledge and teaching skills of educators;
8. are developed with extensive participation of educators, parents, students, and representatives of Indian Tribes (as applicable), of schools and institutions served under this Act;
9. are designed to give educators of students who are English learners in career and technical education programs or programs of study the knowledge and skills to provide instruction and appropriate language and academic support services to those students, including the appropriate use of curricula and assessments;
10. as a whole, are regularly evaluated for their impact on increased educator effectiveness and improved student academic and technical achievement, with the findings of the evaluation used to improve the quality of professional development;
11. are designed to give educators of individuals with disabilities in career and technical education programs or programs of study the knowledge and skills to provide instruction and academic support services to those individuals, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;
12. include instruction in the use of data and assessments to inform and instruct classroom practice;
13. include instruction in ways that educators may work more effectively with parents and families;
14. provide follow-up training to educators who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the educators are implemented in the classroom;
15. promote the integration of academic knowledge and skills and relevant technical knowledge and skills including programming jointly delivered to academic and career and technical education teachers; or
16. increase the ability of educators providing career and technical education instruction to stay current with industry standards.

Program of Study Grid: A Program of Study Grid is a career-planning tool that outlines the recommended courses, work- based learning, and other activities leading to a degree or certificate, including a certificate from a registered apprenticeship program.

Public Two-Year College: In Massachusetts, the fifteen community colleges, Benjamin Franklin Institute of Technology, and Quincy College are public two-year colleges.

Recognized Postsecondary Credential: The term ‘‘recognized postsecondary credential’’ means a credential consisting of an industry recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

Registered Apprenticeship Program:A postsecondary program that is registered with the Massachusetts Division of Apprentice Training or an approved Registered Apprenticeship program through the MA Division of Professional Licensure.

Resource Allocation Strategy and Planning Office (RASP): This team at DESE provides administration for the Perkins 400 (secondary) and Perkins 401 (postsecondary) grants. Questions regarding the Perkins 400 and 401 grants can be forwarded to that office’s main email box grants@doe.mass.edu or can be sent directly to the assigned Liaison, located at the webpage (<http://www.doe.mass.edu/federalgrants/>). The link to liaisons/reviewers is to the right in the “Contact Us” box, under [DESE federal grant liaisons by district](http://www.doe.mass.edu/federalgrants/liaisons.xlsx).

Secondary School: The term “secondary school” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

Specialized Instructional Support Personnel and Service:
The term ‘‘specialized instructional support personnel’’ means—

(i) school counselors, school social workers and school psychologists and

(ii) other qualified professional personnel, such as school nurses, speech language pathologists and school librarians, involved in providing assessment, diagnosis, counseling, educational, therapeutic and other necessary services (including related services as that term is defined in section 602 of IDEA (20 U.S.C. 1401)) as part of a comprehensive program to meet student needs.

SIMS (Student Information Management System): Student-level data collection system that allows the Department to collect and analyze more accurate and comprehensive information, to meet federal and state reporting requirements, and to inform policy and programmatic decisions. <http://www.doe.mass.edu/infoservices/data/sims>

Special Populations - The special populations identified in Strengthening Career and Technical Education for the 21st Century Act-Perkins V Title I are:

***A. individuals with disabilities:*** The term ‘individual with a disability’ means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)). REFER TO DEFINITION OF INDIVIDUALS WITH DISABILITIES ABOVE.

***B. individuals from economically disadvantaged*** ***families, including low-income youth and adults***. The term “economically disadvantaged” means individuals from economically disadvantaged families, including foster children. The term is also applied to students enrolled in public two-year colleges and school districts who are the recipients of PELL grants.

***C. individual preparing for nontraditional field:*** The term ‘individual preparing for nontraditional field’ means a student preparing for an occupation or field of work in a nontraditional field. The term ‘nontraditional field’ means occupations or field of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

***D. single parent:*** The term “single parent” means an unmarried parent. The term “single parent” includes single pregnant women.

***E. out-of-workforce Individuals:*** The term ‘“Out-of-workforce Individuals means an individual who—

(A)

(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;

(ii) has been dependent on the income of another family member but is no longer supported by that income; or

(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and

(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

 ***F. English Learners***: The term ‘“English Learners means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and—

* 1. whose native language is a language other than English; or
	2. who lives in a family or community environment in which a language other than English is the dominant language.

***G. homeless individuals*** described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);

***H. youth who are in, or have aged out of, the foster care system,*** and

***I. youth with a parent who—***

 ***(i) is a member of the armed forces*** *(as such term is defined in section 101(a)(4) of title 10, United States Code); and*

*(ii)* ***is on active duty*** *(as such term is defined in section 101(d)(1) of such title).*

Strengthening Career and Technical Education for the 21st Century Act***. PL. 115-224 Title 1*:**is the source of funds for Perkins allocation grants and other grants to improve career and technical education programs on the secondary and postsecondary levels. It is also the source of Perkins State leadership funds that are used to improve career and technical education programs in correctional agencies, support career/vocational technical education student organizations, especially with respect to increasing the participation of students who are members of special populations, and support activities and services to increase the enrollment of programs that prepare students for careers nontraditional for their gender. Statewide professional development, technical assistance and data collection, and analysis are funded from The Strengthening Career and Technical Education for the 21st Century Act.

Technical Course***:*** a course that provides individuals with occupational safety and health, and/or technical, and/or embedded academic*,* and/or *e*mployability*,* and/or management & entrepreneurship, and/or technological knowledge and skills required for a specific career or cluster of careers.

Universal Design for Learning*:* ESSA references the definition in the Higher Education Opportunity Act, means a scientifically valid framework for guiding educational practice that—

(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and

(B) reduces barriers in instruction, provides appropriate accommodations, supports and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

Work-Based Learning: The term ‘work-based learning’ means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.

**Work-based learning experiences are defined as:**

**Internship:** An internship is a paid or unpaid work-based 100 hour or more learning experience in a workplace in which structured learning occurs related to the student’s program of study.

**Capstone:** A well-designed process for identification of individual or team student project that ensures an alignment with the industry sector of at least one hundred hours of activity by the student outside of the classroom, in the form of research, service-learning, or other related activity, that supports the capstone project.

**Simulated Work Experience:** Participation of students in Chapter 74-approved vocational technical education programs are programs that meet the definition of vocational technical education contained in Massachusetts General Law Chapter 74, and are approved by the Department of Elementary and Secondary Education pursuant to Chapter 74 and the Vocational Technical Education Regulations.

**High Value Industry Recognized Credentials**: Students who successfully complete a credential that is sought or accepted by employers within an industry or sector as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes, and where appropriate, is endorsed by a recognized trade association or organization representing a significant part of the industry or sector. The Department in partnership with the Massachusetts Workforce Skills Cabinet will determine which credentials are of high value and in high demand in the Commonwealth.

**Cooperative Education:** Cooperative education is a program of vocational technical education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational technical instruction, by the alternation of study in school with a job in any occupational field. Such instruction shall be planned and supervised by the school and the employer so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half-days, full days, weeks or other coordinated periods of time." Editor’s Note: Cooperative education is always paid as inherent in the definition’s use of the term “employer.”