**Perkins Core Indicators**

The **Strengthening Career and Technical Education for the 21st Century Act (Perkins V)** looks to grantees to collect, report, and analyze student outcome data in order to inform program improvements to benefit students. **With Perkins V** there continues to be an opportunity to use performance outcomes to promote access to high-quality career and technical education courses and programs of study for all students, and to close gaps across all students and population groups using the Core Indicators below

**Secondary**

**1S1 Four Year Graduation Rate** This metric tracks a cohort of CTE concentrators from 9th grade through high school and then divides the number of students who graduate within four years by the total number in the cohort. In other words, the rate provides the percentage of the cohort that graduates in 4 years or less.

**2S1 Academic Attainment in ELA[[1]](#footnote-1)** Student attainment of challenging academic content standards and student academic achievement standards as defined by the number and percentage of CTE concentrators scoring at the Meeting/Exceeding Expectations levels (Next Generation MCAS\*) on the 10th grade administration of the English language arts Massachusetts Comprehensive Assessment System.

**2S2 Academic Attainment in Mathematics** Student attainment of challenging academic content standards and student academic achievement standards as defined by the number and percentage of CTE concentrators scoring at the Meeting/Exceeding expectations levels (Next Generation MCAS\*) on the 10th grade administration of the mathematics Massachusetts Comprehensive Assessment System.

**2S3 Academic Attainment in Science** Student attainment of challenging academic content standards and student academic achievement standards as defined by the number and percentage of CTE concentrators scoring at the Proficient/Advanced level (legacy MCAS) or Meeting/Exceeding expectations levels (Next Generation MCAS\*) on one of the high school science tests in the Massachusetts Comprehensive Assessment System. The science test has the option of the biology, chemistry, physics or technology engineering subject areas.

**3S1 Postsecondary Placement** Number and percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training (including apprenticeship programs), military service, or service program[[2]](#footnote-2), or employed, including in high skill, high wage, or in-demand sectors or occupations.

**4S1 Nontraditional Program Enrollment** Number and percentage of CTE concentrators who were enrolled in a career and technical education program that prepared them for a career that would be nontraditional for their gender during the reporting year. The term nontraditional by gender career is defined as a career for which individuals from one gender comprise less than 25 percent of the individuals employed in the career. Under Perkins V, Massachusetts will use lists of nontraditional careers produced by the National Alliance for Partnerships Equity (NAPE) and the Massachusetts Supplement to the NAPE Nontraditional by Gender Lists. The lists and supplement are available on the Massachusetts Department of Elementary and Secondary Education - Career/Vocational Technical Education website [http://www.doe.mass.edu/cte/ntbg/.](http://www.doe.mass.edu/cte/ntbg/)

**5S3 Program Quality: Participated in Work-Based Learning** Participation in a work-based learning experience, as defined below. The number and percentage of CTE concentrators graduating completing a **pre-apprenticeship**, **cooperative education**, **internship**, **capstone project**, a **simulated work experience** within an approved ch74 program, or obtaining a **high value industry-recognized credential** issued by a recognized private organization and/or other State, or federal government department, agency, or board that reflects completion of a work-based learning experience.

**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.”

**Cooperative Education per M.G.L.c.149, Section 1 (MA Child Labor Laws)**

“Co-operative courses'', courses approved as such by the Department of Education 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*.*

**Postsecondary**

**1P1 Postsecondary Retention & Placement**

Number and percentage of CTE concentrators who, in the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program[[3]](#footnote-3), or are placed or retained in employment, including in high skill, high wage, or in-demand sectors or occupations.

**2P1 Postsecondary Credential, Certificate or Diploma**

Number and percentage of CTE Concentrators who receive a recognized postsecondary credential during participation, or within 1 year of program completion.

**3S1 Nontraditional Program Enrollment**

Number and percentage of CTE Concentrators in CTE programs that lead to Nontraditional Fields.

The term nontraditional field is defined as a career for which individuals from one gender comprise less than 25 percent of the individuals employed in the career. Under Perkins V, Massachusetts will use lists of nontraditional careers produced by the National Alliance for Partnerships Equity (NAPE) and the Massachusetts Supplement to the NAPE Nontraditional by Gender Lists. The lists and supplement are available on the Massachusetts Department of Elementary and Secondary Education - Career/Vocational Technical Education website [http://www.doe.mass.edu/cte/ntbg/.](http://www.doe.mass.edu/cte/ntbg/)

1. Unanticipated circumstances in 2S indicators due to shifts from legacy to next gen MCAS. [↑](#footnote-ref-1)
2. Member of a service program that receives funding under title 1 of the National and Community Service Act of Act of 1990 (42 U.S.C. 12511 et seq.) or volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)). [↑](#footnote-ref-2)
3. Member of a service program that receives funding under title 1 of the National and Community Service Act of Act of 1990 (42 U.S.C. 12511 et seq.) or volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)). [↑](#footnote-ref-3)