**Massachusetts**

**Definitions for Size, Scope & Quality**

Approved for Massachusetts State Plan for SY24-25 through SY27-28

Massachusetts has the following definition of size, scope, and quality for career technical and career connected learning programs:

**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.

**Scope**

A Perkins program’s scope covers both sequence and breadth:

1. Covers all aspects of an industry, inclusive of:
2. occupational safety and health knowledge and skills;
3. technical knowledge and skills;
4. embedded academic knowledge and skills;
5. employability and career readiness knowledge and skills;
6. management and entrepreneurship knowledge and skills; and
7. technological knowledge and skills.
8. This includes rigorous content aligned with challenging academic standards and relevant technical standards; recognized safety and essential industry credentials named in the applicable Massachusetts Career Technical Education Frameworks.
9. Includes a sequence of technical courses (below) that progress from introductory exposure of all aspects of an industry to more advanced technical knowledge and skills in the same occupational field or industry sector as aligned to the program type/designation;
   1. 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;
   2. at the postsecondary level, certificate and degree programs with at least 12 credits of technical courses or a program that culminates in earning a recognized industry credential
10. Includes MyCAP – a student-centered, holistic, multi-year planning process and tool designed to provide students with ongoing opportunities to plan for their academic, personal/social and career success in high school and beyond.
11. Includes linkages or other coordination from secondary to postsecondary education programs and provides technical skill proficiency or a recognized postsecondary credential; and
12. Provides opportunities for students to learn and demonstrate proficiency in technical skills through competency-based and work-based, or other applied learning.

**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 (see note), 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).
6. Utilizing industry-standard equipment, technologies, software, and industry practices specific to the CTE program, consistent with All Aspects of Industry.
7. Integration activities delivered through academic and technical skill instruction by both academic and technical teachers.
8. Includes performance-based assessment evidenced through research and evaluation of industry standards aligned to All Aspects of Industry.
9. A program design based on research, analysis, or evaluation (where available) and that provides evidence that the activities and services will achieve intended outcomes.