

Indicator	What It Measures	Benefits	Limitations
Course-Taking			
CTE participation	Number/percent of students enrolled in or earning a credit in a CTE course	<ul style="list-style-type: none"> • Easy to collect from state longitudinal data systems (SLDS) and already collected for Carl D. Perkins Career and Technical Education Act (Perkins) reporting • Values a baseline of CTE experience 	<ul style="list-style-type: none"> • Does not incentivize or encourage participation in full program or pathway • Not a measure of student success or achievement
CTE concentrator	Number/percent of students who have earned three or more credits in a single CTE program area or pathway (or two credits in a single CTE program area in which two-credit sequences at the secondary level are recognized by the state and/or its local eligible recipients). May also refer to a senior enrolled in his or her third course in the CTE program area.	<ul style="list-style-type: none"> • Easy to collect from SLDS and already collected for Perkins reporting • Values students' persistence in a program • Incentivizes LEAs to enroll students in full state-approved or validated sequence of courses/ program of study 	<ul style="list-style-type: none"> • Inconsistent definitions of 'concentrator' across states
Career pathway completer	Number/percent of students who have earned three or more credits in a pathway and has completed other defined elements of a state pathway (e.g., industry credential, work-based learning, etc.)	<ul style="list-style-type: none"> • Values students' persistence in a program • If pathway is well defined, values comprehensive experience for students 	<ul style="list-style-type: none"> • Inconsistent definitions of "pathways" across and within states, especially if regionally developed • May require multiple indicators
CTE diploma/endorsement	Number/percent of students who have earned a CTE diploma or endorsement in addition to or in lieu of a state high school diploma.	<ul style="list-style-type: none"> • Typically requires students to be CTE concentrators and meet one or more other career-ready indicators 	<ul style="list-style-type: none"> • Too often positioned as an either-or option with "college-prep" endorsement • Potential for CTE diploma to be less rigorous than standard high school diploma

Dual enrollment participation	Number/percent of students enrolled in a dual or concurrent course	<ul style="list-style-type: none"> • Measure of college and career readiness 	<ul style="list-style-type: none"> • Not a measure of student success or achievement • Dual enrollment courses may vary in quality and rigor, and may not be aligned to pathway
Dual enrollment credits earned	Number/percent of students who have completed and earned credit in a dual or concurrent enrollment course	<ul style="list-style-type: none"> • Measure of college and career readiness • Incentivizes completion and student success 	<ul style="list-style-type: none"> • Dual enrollment courses may vary in quality and rigor
Assessments			
Academic career-ready assessment	Number/percent of students meeting a certain score on an assessment focused on the application of academic content, commonly WorkKeys or ASVAB. A number of states issue a National Career Readiness Certificate for students who achieve a certain score on three or more WorkKeys assessments.	<ul style="list-style-type: none"> • If administered, easily collected data (WorkKeys) • Credential may have value in market and portable 	<ul style="list-style-type: none"> • Not a substitute for technical skill assessment • Third-party data requiring self-reporting from districts (ASVAB) • Assessments may not align to state standards
Industry-based/recognized credential	Number/percent of students attaining a credential awarded by a certification body, such as an industry association, company or state agency.	<ul style="list-style-type: none"> • Requires students to demonstrate skills and abilities • Credential may have value in market and be portable 	<ul style="list-style-type: none"> • Uncertainty around which credentials are of value • Typically third-party data requiring self-reporting from districts and only pass/fail • Students may obtain after 12th grade • Not readily available for all Career Clusters
Technical skills attainment	Number/percent of CTE concentrators who met some state-determined measure during the reporting year.	<ul style="list-style-type: none"> • Already collected for Perkins reporting 	<ul style="list-style-type: none"> • Inconsistent definitions across states (e.g., ranges from technical skill assessment and attainment of industry-recognized credential to GPA in CTE courses)

Technical skills assessment	Number/percent of students meeting a certain score on an assessment focused on students' attainment of technical skills, typically given at the end of a CTE course or program.	<ul style="list-style-type: none"> • Aligned to course content • Potential to measure student growth 	<ul style="list-style-type: none"> • Often industry-informed rather than industry- recognized
Employability assessment	Number/percent of students meeting a certain score on an assessment focused on employability skills or attainment of an employability skills certificate.	<ul style="list-style-type: none"> • Values non-cognitive, employability skills 	<ul style="list-style-type: none"> • Not a substitute for technical skill assessment • Employability skills may require demonstration difficult to measure on an assessment
Experiential Learning			
Work-based learning participation	Number/percent of students participating in or completing an experience that allows students to acquire and apply their knowledge and skills in a real-world or authentic setting. Work-based learning encompasses a continuum of experiences, from job shadows and mock interviews to internships, school-based enterprises and pre-apprenticeships. Some schools, districts, or CTE programs require a minimum hours of work-based learning for graduation.	<ul style="list-style-type: none"> • Values and incentivizes experiential learning • Valued by employers • Opportunity for input from employer partners 	<ul style="list-style-type: none"> • Difficult to measure • Self-reported • WBL can range from short-term experiences to long-term placements • Contingent on availability of programs • Different methods for assessing quality of experience, skills acquired by student
Co-curricular organization participation	Number/percent of students participating in a co-curricular activity, such as Career Technical Student Organization (CTSO), student government or service learning project. For example, through CTOS, students have the opportunity to hold leadership positions and compete at the local, state and national level.	<ul style="list-style-type: none"> • Values and incentivizes experiential learning 	<ul style="list-style-type: none"> • Values and incentivizes specific type of experiential learning • Difficult to measure beyond participation • Self-reported • If CTSO – CTE participant-specific indicator and contingent on CTSO availability

Completion of capstone	Number/percent of students meeting a certain score on a performance-based assessment or equivalent, which may be a component of graduation requirements	<ul style="list-style-type: none"> • Values and incentivizes demonstration of knowledge and skills 	<ul style="list-style-type: none"> • Inconsistent definitions within and across states
Post-High School Outcomes			
Postsecondary education enrollment rate	Number/percent of students enrolled in postsecondary institution (disaggregating by four-year, two-year, one-year programs) and/or apprenticeship), within a defined time frame.	<ul style="list-style-type: none"> • Measure of college and career readiness 	<ul style="list-style-type: none"> • Sometimes limited to in-state, public institutions • May be self-reported
Placement rate	Number/percent of students enrolled in postsecondary education or training, military or the workforce within a defined time frame.	<ul style="list-style-type: none"> • Measure of college and career readiness • Outcome-based 	<ul style="list-style-type: none"> • Self-reported data
Placement rate for CTE completers	Number/percent of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	<ul style="list-style-type: none"> • Already collected for Perkins reporting • Outcome-based 	<ul style="list-style-type: none"> • Self-reported data • CTE concentrator-specific indicator
Postsecondary remediation	Number/percent of students enrolled in postsecondary institution (disaggregating by four-year and two-year institutions), within a defined time frame.	<ul style="list-style-type: none"> • Measure of college and career readiness 	<ul style="list-style-type: none"> • Inconsistent definitions within and across states • Sometimes limited to in-state, public institutions
Postsecondary retention	Number/percent of students who enroll in postsecondary institution (disaggregating by four-year and two-year institutions) and remain enrolled within a certain time frame (e.g., second semester, following year).	<ul style="list-style-type: none"> • Measure of college and career readiness 	<ul style="list-style-type: none"> • Inconsistent definitions within and across states • Sometimes limited to in-state, public institutions • May not be appropriate for secondary accountability