

Massachusetts Narrative for Consolidated Annual Report Program Year 2009-2010

1. Implementation of State Leadership Activities

The following is a summary of Massachusetts' major initiatives and activities in each of the required areas.

a. Required Use of Funds:

▪ Conducting an assessment of the career and technical education programs funded under Perkins IV

The Massachusetts Department of Elementary and Secondary Education assesses career/vocational technical education programs assisted with Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) funds primarily by conducting onsite monitoring of school districts, public two-year colleges, and correctional institutions.

Monitoring of school districts (secondary-level) is conducted by the Department of Elementary and Secondary Education's Office for Career/Vocational Technical Education in collaboration with staff from the offices of Program Quality Assurance (for Special Education, Civil Rights, and Other General Education Requirements), English Learner Education, and Audit & Compliance through the Coordinated Program Review (CPR) system. The six-year CPR cycle, including the Department's Mid-cycle Review schedule, is posted at <http://www.doe.mass.edu/pqa/review/cpr/6yrcycle.html>. The review instrument for secondary-level career/vocational technical education includes review criteria for Perkins IV and is titled Coordinated Program Review Procedures School District Information for Package Career/Vocational Technical Education and can be viewed at <http://www.doe.mass.edu/pqa/review/cpr/instrument/cvte.doc>.

The monitoring of postsecondary level, i.e., public two-year colleges and the Perkins Postsecondary Consortium is conducted separate from the CPR by staff from the Office for Career/Vocational Technical Education. The review instrument titled Selected Perkins Career and Technical Education Act Review Criteria for Public Two-Year Colleges/Postsecondary Consortium and can be viewed at http://www.doe.mass.edu/cte/perkins/criteria_2yrcol.doc.

The review criteria for monitoring of career/vocational technical education that includes Perkins IV on the secondary-level and the postsecondary-level as well as the correctional institution level contain the following categories: *I. Assessment of Students; II. Student Identification and Program Placement; III. Parent and Community Involvement; IV. Curriculum and Instruction; V. Student Support Services; VI. Faculty, Staff and Administration; VII. School and Work-Based Facilities and Equipment; VIII. Program Evaluation, and IX. Recordkeeping and Fund Use.*

Note that staff from the Office for Career/Vocational Technical Education also review school districts and public two-year colleges for compliance with the federal Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color National Origin, Sex and Handicap in Vocational Education Programs - 34 CFR, Part 100, Appendix B. The review instruments for school districts and public two-year colleges can be viewed at http://www.doe.mass.edu/cte/monitoring/cpr_guidelines.doc and http://www.doe.mass.edu/cte/monitoring/2yrcol_guidelines.doc, respectively.

Prior to each onsite reviews, staff from the Office for Career/Vocational Technical Education complete a desk review of required documentation that is submitted by each institution.

Emphasis is also placed on providing quality technical assistance during all monitoring and associated follow-up.

Developing, improving, or expanding the use of technology in career and technical education

In 2009-2010, school districts with career/vocational technical education programs continued to develop, improve, and expand the use of technology in their career/vocational technical education programs through the development of curriculum and the delivery of instruction per the Massachusetts Vocational Technical Education Frameworks' sixth standardized strand: Technological Knowledge and Skills. Strand 6 outlines rigorous expectations for the teaching and learning of computers and computer applications; the concepts underlying computer hardware and software; the responsible use of technology including ethics and safety issues in using electronic media; and the use of technology for research, problem solving, and communication.

During onsite monitoring, Department of Elementary and Secondary Education staff evidence of the teaching and learning of Strand 6 in order to determine compliance with the Perkins IV requirement for the development, improvement, and expansion of technology. There are two monitoring criteria used in this aspect of the review: (1) *programs are structured so that students acquire technological (computer, etc.) knowledge and skills* and (2) *the methods of measuring the acquisition by students of technological knowledge and skills are appropriate*. If a district is found to be out of compliance, the Department provides technical assistance to the district in the development of a corrective action plan and subsequent progress reports.

In addition, Department of Elementary and Secondary Education staff conducted desk reviews of Perkins IV allocation grant budgets to ensure that funds are used by eligible districts to develop, improve, or expand the use of technology in career and technical education programs.

In 2009-2010, twenty school districts with career and technical education programs (28% of all school districts) utilized the Massachusetts Vocational Technical Competency Tracking System (VTCTS) that is designed to be used by teachers in career/vocational technical education programs for tracking students' progress in acquiring the knowledge and skills in the Massachusetts Vocational Technical Education Frameworks. Training sessions for educators were held throughout the year on an as needed basis. During the 2009-2010 school year, a total of 4,851 log-ins took place with an average of 242 per school district. 71% of these log-ins were recorded during the last half of the school year, indicating that the utilization of the VTCTS is on the rise. In addition, 29 districts have signed on to implement an improved competency tracking system for vocational technical students as part of Massachusetts' plan for Race to the Top.

The Department of Elementary and Secondary Education continued to provide school districts with access to MassONE, the Department's set of web-based tools designed to support K-12 standards-based teaching and learning through online communication, collaboration, and curriculum planning. Teachers provide students with an account that provides them with access to MassONE tools. In 2009-2010, approximately 283 students enrolled in career and technical education programs utilize MassONE each month, with three regional vocational technical high schools using it daily. The Virtual Hard Drive was the most frequently used tool, follow by the Discussion Forum.

▪ Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels

Initial teacher preparation requires specific college degree credit courses for the Professional Vocational Technical Teacher license. The Massachusetts Vocational Technical Education Regulations require a total of 39 college degree credits comprised of 21 credits (seven three-credit professional education courses) and 18 credits in academic core subjects. The Department of Elementary and Secondary Education worked with UMASS Boston, Fitchburg State College, and Westfield State College to develop the seven professional education courses that address the Professional Standards for Vocational Technical Teachers set forth in the Massachusetts Vocational Technical Education Regulations. The following table lists the professional education courses required under the Massachusetts Vocational Technical Education Regulations:

Professional Education Courses Provided at Fitchburg & Westfield State Colleges & University of Massachusetts, Boston
Seminar for the Beginning Vocational Technical Education Teacher – three credits
Managing Student Behavior in a Healthy and Safe Environment – three credits
Teaching Methods for Vocational Technical Education - Instructional Strategies – three credits
Addressing the Needs of Students with Disabilities in Vocational Technical Education – three credits
Teaching Methods for Vocational Technical Education - Educating and Assessing the Vocational Technical Education Learner – three credits
Developing and Implementing a Standards-Based Curriculum in Vocational Technical Education – three credits
Teaching Methods for Vocational Technical Education – Using Research-based Practices to Develop Effective Instructional Strategies – three credits

It is recommended that the Seminar for the Beginning Vocational Technical Education Teacher be taken first. Note that there is also a requirement for 18 college degree credits in English, mathematics and science under the Massachusetts Vocational Technical Education Regulations.

In 2009-2010, under the Massachusetts Vocational Technical Teacher Testing Program, there were seven administrations of written examinations and two administrations of performance examinations in multiple content areas. A total of 670 written and/or performance examinations were taken with 216 candidates qualified for Massachusetts Vocational Technical Teacher Licensure by passing both examinations.

Throughout the year, teams of teachers and testing experts met to review the examination design procedures of twenty-two written examinations and align each with its respective Massachusetts Vocational Technical Education Framework. The Department of Elementary and Secondary Education provided oversight and collaborated with the testing contractor on program operations. Revisions to existing written examinations were completed during 2009-2010 for the following areas: Drafting, Electricity, Electronics, Information Support Services & Networking, Office Technology, Plumbing, Engineering Technology, Telecommunications-Fiber Optics, Stationary Engineering, and Animal Science. Revisions to performance examinations were completed for the following areas: Cabinetmaking, Carpentry, Drafting, Electricity, Electronics, Hospitality Management, Machine Technology, Information Support Services & Networking, Office Technology, Plumbing, Health Assisting, Dental Assisting, Environmental Science & Technology, Biotechnology, Marketing, Early Education & Care.

In 2009-2010, development and alignment was completed for the Construction Craft Laborer written examination and performance examination alignment began for Engineering Technology.

During 2009-2010, the Department of Elementary and Secondary Education continued to collaborate with a number of professional associations and other partners to provide high quality and sustainable professional development for both secondary and postsecondary educators in career/vocational technical education programs:

Perkins IV Leadership Academies - The Department of Elementary and Secondary Education funded a partnership comprised of school districts with career/vocational technical education programs and a statewide career/vocational technical education leadership organization that provides high-quality, intensive, and focused professional development for aspiring leaders in career/vocational technical education in order to assist in preparing them for Initial Vocational Technical Administrator licensure and leadership positions in career/vocational technical education. Through *Perkins IV Leadership Academies*, the Massachusetts Department of Elementary and Secondary Education increased the pool of licensed and qualified individuals for leadership positions in career/vocational technical education.

Perkins IV Leadership Academies have as their first objective: “enhance career/vocational technical education for students including those in special populations.”

Connecting for Success Conference - This two-day statewide conference co-sponsored by the Massachusetts Association of Vocational Administrators (MAVA) and the Massachusetts Vocational Association (MVA) highlighted best practices and innovative trends. This year’s conference emphasized green technology and emerging careers in that sector. Staff from the Department of Elementary and Secondary Education’s Office for Career/Vocational Technical Education collaborated with MAVA and MVA on this important conference in order to include topics directly related to Perkins IV.

Career Planning for College and Career Readiness Conference - This statewide professional development that focused career planning on supporting college and career readiness was conducted in partnership with the University of Massachusetts Amherst. 82 participants from 42 school districts with career/vocational technical education programs attended. Special attention was paid to: (1) the importance of “relatedness” in college and career advising and to (2) the value of assessment results for postsecondary planning.

Getting to Proficiency Part III: Classroom Instruction That Works - In conjunction with the Southern Regional Education Board’s *High Schools That Work (HSTW)* initiative, professional development was provided on *HSTW*’s key practices: high expectations that encourage effort; quality instruction in literacy and numeracy practices; quality career/vocational technical studies and programs of study; support systems; and data-driven planning for continuous

improvement. This professional development was open to all school districts that have Perkins IV local plans, which includes *HSTW* member districts.

HSTW Networking - In 2009-2010, schools district staff participated networking meetings and data analyses to assist and assess their implementation of the ten key practices of *HSTW*.

Department of Elementary and Secondary Education's Office for Career/Vocational Technical Education Equity Team - This team provided technical assistance and professional development to teachers and other staff in career/vocational technical with the goal of increasing student participation in, and completion of, career/vocational technical education programs that prepare students for careers that would be nontraditional for their gender. Technical assistance was provided by email, telephone, and onsite. The team conducted four regional meetings and created four regional network groups comprised of administrators, counselors, teachers, and students with the purpose of sharing strategies and effective practices.

Massachusetts Perkins IV Secondary Postsecondary Career/Vocational Technical Education Linkage Consortia Training - Each consortia offered professional development to support college and career readiness through targeted training and common planning seminars for secondary and postsecondary teachers on such topics as college placement testing, curriculum alignment, articulation agreement development, and programs of study.

▪ **Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education;**

Accountability and support for the design and delivery of curriculum and instruction is guided by the Massachusetts Vocational Technical Education Frameworks and continues to serve as the primary method for improving students' academic and technical knowledge and skills through academic and technical integration. Strand 3 - Embedded Academic Knowledge and Skills, crosswalks program specific embedded academic knowledge and skills with the technical knowledge and skills in all 45 career/vocational technical education programs. During 2009-2010, six teams comprised of more than 50 technical teachers worked with more than 30 academic teachers and other experts to update this strand in the following frameworks: Culinary Arts, Design and Visual Communication, Early Education and Care, Environmental Science and Technology, Graphic Communication, and Health Assisting. Each working group, including an administrator and as an industry advisor, reviewed select embedded academics, created crosswalks and provided examples of integration. The working groups also used electronic surveys to get feedback from additional technical teachers and industry representatives on proposed draft revisions.

During onsite monitoring, Department of Elementary and Secondary Education staff seek evidence of both the teaching and learning of Strand 3 to determine compliance with the Perkins IV requirement for academic and technical integration. In 2009-2010, the criterion that guided this monitoring was: "*Programs are structured so that students acquire academic (including embedded academic) knowledge and skills.*" Department staff also reviewed proposed budgets of each Perkins IV eligible recipient for evidence that districts utilize Perkins funds, as required, to support integration.

▪ **Providing preparation for nontraditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations**

The Massachusetts Vocational Technical Education Frameworks continue to guide preparation in 45 career and technical education programs in current and emerging professions, including 37 nontraditional by gender careers. In 2009-2010, the *Massachusetts Perkins IV Secondary Postsecondary Career/Vocational Technical Education Linkage Initiative* (i.e., tech-prep) played a key role in coordinating efforts to prepare all students enrolled in career/vocational technical education for future career success. Preparation for high skill, high wage occupations is inextricably tied to college and career readiness. For the second year in a row, with the goal of reducing the number of tech-prep participants who enroll in college remedial courses, the *Massachusetts Perkins IV Secondary Postsecondary Career/Vocational Technical Education Linkage* provided early college placement testing (Accuplacer) to 4,783 high school students enrolled in career/vocational technical education programs, with follow-up interventions. Consortia members collaborated in the development and dissemination of Program of Study Grids that mapped out recommended course sequences and educational requirements for success at both the secondary and postsecondary level. The target audiences for these grids were students, parents/guardians, teachers, and school counselors.

In 2009-2010, Massachusetts exceeded its state adjusted performance levels for student participation in programs that prepare them for nontraditional fields (goal was 11.4%, actual was 20.51%) as well as in program completion (goal was 10.83%, actual was 18.99%). Disaggregated data revealed that both males and females exceeded the state adjusted performance levels for these performance indicators, with some programs nontraditional for females showing high performance levels and significant percentage increases from last year. In 2009-2010 noteworthy increases in female enrollment and completion were as follows:

Participation (6S1)

Engineering Technology at 23.16% (an increase of 2.35% from the previous year)

Machine Tool Technology at 14.74% (an increase of 1.90%)

Automotive Collision Repair & Refinishing at 18.89% (an increase of 1.53%)

Completion (6S2)

Electronics at 18.27% (an increase of 8.59%)

Automotive Collision Repair & Refinishing at 16.43% (an increase of 2.30%)

Machine Tool Technology at 11.72% (an increase of .94%).

While 2009-2010 6S1 (enrollment) data and 6S2 (completion) data for males was above the state adjusted performance levels overall, a modest overall decrease for males was noted in participation (decreased by 1.85%) as well as completion (decreased by 0.73%) while completion data for males in Medical Assisting went up to 11.3% (an increase of 3.12%). Although Dental Assisting data for 6S1 and 6S2 fell below the state adjusted performance levels, both reflected a modest increase in the past year. Participation of males in dental assisting was 4.95% (an increase of 1.04%) with completion at 4.05% (an increase of 1.19%).

A review of Massachusetts' performance for participation and completion for both genders points to the need for targeted technical assistance in the following career/vocational technical education programs that are nontraditional for males and females, respectively: Cosmetology, Dental Assisting, Early Education and Care; Electricity, Plumbing, and Heating-Ventilation-Air Conditioning-Refrigeration.

In 2009-2010, 1655 secondary students from 35 vocational technical high schools, 9 independent vocational schools, and 39 comprehensive high schools with career/vocational technical education programs gained valuable workplace experience through participation in the cooperative education component of their career/vocational technical education programs. Fourteen percent of those students participating in cooperative education were students with disabilities, an equitable representation given the overall statewide representation of 20.8% of students with disabilities enrolled in career/vocational technical education.

During onsite monitoring of Perkins IV-assisted school districts, staff from the Massachusetts Department of Elementary and Secondary Education sought evidence that assistance was provided to students and families/guardians in their postsecondary planning. The monitoring criterion used in this aspect of the review is: *"Services exist that support each student (1) with a disability (2) from an economically disadvantaged family and (3) with limited English proficiency in the completion of career/vocational technical education programs, and placement in employment and/or further education and registered apprenticeship programs."*

Massachusetts' plan for Race to the Top, the highest scoring plan in the nation, contains several aggressive strategies to ensure that all students are provided with the education they need to succeed in the 21st century." One of the four primary objectives in Massachusetts' plan is to dramatically increase the number of students who graduate from high school ready for college and career. The primary strategies include: exposing more students to rigorous curricula and college-level work, particularly in STEM fields; aligning high school curricula with college entrance requirements; launching a new college and career planning web portal for students and families, and supporting implementation of comprehensive school counseling programs. Over 50 Perkins IV- assisted school districts have signed onto one or more of these RTTT projects to support college and career readiness.

- **Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills, or complete career and technical programs of study;**

The Massachusetts **Board** of Education has a state-legislated Advisory Council for Vocational Technical Education. This Council advises the Massachusetts Commissioner of Elementary and Secondary Education and the Massachusetts Board of Elementary and Secondary Education for the purpose of enhancing efforts to improve career/vocational technical education and advance student achievement.

Partnerships with Massachusetts' 16 Workforce Investment Boards and the Massachusetts Department of Elementary and Secondary Education's Connecting Activities initiative provided students with exposure to high skill, high wage occupations through structured internship opportunities in their career/vocational technical education programs. In a number of schools with career/vocational technical education programs, the Massachusetts Work-Based Learning Plan was used to complement the Massachusetts Vocational Technical Education Frameworks in order to structure student learning and productivity in these internships.

In 2009-2010, the Massachusetts Department of Elementary and Secondary Education continued to work collaboratively with numerous partners including the Massachusetts Department of Higher Education, Massachusetts Community Colleges Executive Office, Massachusetts Executive Office of Labor and Workforce Development, Massachusetts Division of Apprentice Training, Massachusetts Association of Vocational Administrators, Massachusetts Vocational Association, Massachusetts Association of School Counselors, Massachusetts Division of Professional Licensure, Massachusetts Division of Occupational Safety, Massachusetts Department of Public Health, Massachusetts Department of Early Education and Care, Massachusetts Area Health Education Center (AHEC) Network at the University of Massachusetts Medical School, Plumbing, Heating, Cooling Contractors of Massachusetts, Retailers Association of Massachusetts, Massachusetts School Building Authority, Massachusetts Department of Correction, Massachusetts Department of Youth Services, and the Massachusetts Board of Education Advisory Council for Vocational Technical Education, other business and labor partners at the local, state, regional levels.

In 2009-2010, the Massachusetts Department of Elementary and Secondary Education, working in partnership with the Massachusetts Division of Apprentice Training and the Massachusetts Association of Vocational Administrators made progress on establishing statewide articulation agreements with building trades apprenticeship programs. Those agreements will be finalized during the 2010-2011 reporting period. During 2009-2010, the Department also began work with the Massachusetts Community College Executive Office and the Massachusetts Vocational Administrators Association to establish statewide articulation agreements with the Community Colleges. The results of this effort will also become final in the 2010-2011 reporting period.

At the state level, collaboration among the Massachusetts Department of Elementary and Secondary Education, the Commonwealth Corporation, the Office of the Attorney General, MA Department of Industrial Accidents, MA Division of Occupational Safety, MA Department of Public Health and the U.S. Department of Labor resulted in a day long Connecting Activities Health and Safety Conference on May 18, 2010 that focused on promoting health and safety as an employability skill for young workers by connecting participants with promising practices that support safe and healthy workplaces. This conference was sponsored by the Massachusetts Youth Employment Safety Team (YES) which is an interagency network that brings together state and federal agencies to coordinate efforts to protect and promote the health and safety of young workers. Staff from the Massachusetts Department of Elementary and Secondary Education's Office for Career/Vocational Technical Education helped plan and deliver the conference.

A staff person from the Massachusetts Department of Elementary and Secondary Education's Office for Career/Vocational Technical Education was trained to conduct occupational safety and health inspections and provide technical assistance in school districts with career/vocational technical education programs. The staff person inspected career/vocational technical education facilities (shops), and provided quality technical assistance on occupational safety and health (OSHA) to educators in career/vocational technical education programs that would result in enhancement of Strand 1 (Occupational Safety and Health) of the Massachusetts Vocational Technical Education Frameworks. Strand 1 is consistent with the Perkins focus on preparing students in "all aspects of the industry' that they are preparing to enter.

Further, the Massachusetts Department of Elementary and Secondary Education's Office for Career/Vocational Technical Education collaborated with the Massachusetts Division of Professional Licensure by participating on the Board of State Examiners of Electricians. This involvement ensures that students participating in the Massachusetts electrical program are recognized, in their readiness for professional licensing testing, for their rigorous preparation in the acquisition of electrical knowledge and skills.

In addition, the Massachusetts Board of Education Advisory Council for Vocational Technical Education collaborated with the Massachusetts Division of Professional Licensure by advocating some changes to the Board of Registration of Cosmetologists rules regarding credit toward licensure for students that complete high school programs in cosmetology.

In addition, the Massachusetts Department of Elementary and Secondary Education's Office for Career/Vocational Technical Education collaborated with the Massachusetts Division of Professional Licensure by participating on the **new** Board of Examiners of Sheet Metal Workers regarding credit toward licensure for students that complete high school programs in sheet metalworking.

In addition, a staff person from the Massachusetts Department of Elementary and Secondary Education's Office for Career/Vocational Technical Education served as a member of the working group developing new regulations for a new state license for Dental Assistants. Students graduating from Massachusetts career/vocational technical education Dental Assisting programs will be recognized as formally trained Dental Assistants by the state licensing agency.

▪ **Serving individuals in state institutions**

In 2009-2010, the Massachusetts Department of Elementary and Secondary Education's Office for Career/Vocational Technical Education continued to collaborate with the Massachusetts Department of Correction, Massachusetts Department of Youth Services, and County Sheriffs' Offices to improve career/vocational technical education programming in correctional institutions. Programs that were offered to student-inmates in state institutions included graphic design, culinary arts, computer operation, construction, custodial technician, small engine repair, barbering, auto detailing, dog training and pet care technician, HVAC, welding, auto body, and green technologies.

In 2009-2010 nine (9) institutions received funding for programs that served inmates in both male and female facilities. Several correctional institutions contracted with regional vocational technical schools to provide instruction. All student-inmates were also involved in reintegration programs at their individual facilities. Career assessments, career development and employability skills were included in several programs with some inmates receiving assistance with general career and educational planning.

For several years, the Massachusetts Department of Elementary and Secondary Education's Office for Career/Vocational Technical Education worked in partnership with the Massachusetts Department of Correction to administer and monitor career/vocational technical education programs in the State's correctional facilities. However, in February 2010, the Department notified all correctional institutions that it would take sole responsibility and oversight of all Perkins-assisted programs, issuing the Request for Proposals in April, 2010.

▪ **Providing support for programs for special populations that lead to high skill, high wage and high demand occupations**

The Massachusetts Department of Elementary and Secondary Education maintains its commitment to ensuring that the special populations - individuals with disabilities, individuals who are economically disadvantaged including foster children, individuals with limited English proficiency, individuals preparing for careers that would be nontraditional for their gender, single parents (including single pregnant women), and displaced homemakers have access to career/vocational technical education programs that lead to high skill/wage/demand occupations.

During onsite monitoring, Massachusetts Department of Elementary and Secondary Education staff seek evidence of such support using two criteria: "All individuals including those who are members of special populations are provided with equal access to career/vocational technical education programs, services and activities and are not discriminated against on the basis of their status as members of special populations or race, color, gender, religion, national origin, English language proficiency, disability, or sexual orientation." And "Services including career guidance are provided to assist each student that is a member of a special population in the successful completion of a career/vocational technical education program, and the transition to employment and/or further education."

In addition to monitoring via the Coordinated Program Review, the Massachusetts Department of Elementary and Secondary Education continues to monitor school districts that are selective for admission to career and technical education programs for compliance with state law and regulations to ensure that:

1. Individuals are appropriately admitted to the district/school and/or to career/vocational technical education programs within the district/school.
2. All individuals, including those who are members of special populations, are provided with equal access to career/vocational technical education programs, services, and activities and are not discriminated against on the basis of their status as members of special populations or race, color, gender, religion, national origin, English language proficiency, disability, or sexual orientation.
3. Services including career guidance are provided to assist each student with a disability in the successful completion of a career/vocational technical education program, and the transition to employment and/or further education including registered apprenticeship programs.
4. Services including career guidance are provided to assist each student from an economically disadvantaged family (including foster children) in the successful completion of a career/vocational technical education program, and the transition to employment and/or further education including registered apprenticeship programs.
5. Services including career guidance are provided to assist each student with limited English proficiency in the successful completion of a career/vocational technical education program, and the transition to employment and/or further education including registered apprenticeship programs.
6. Services including career guidance are provided to assist each student that is preparing for a career that would be nontraditional for their gender in the successful completion of a career/vocational technical education program, and the transition to employment and/or further education including registered apprenticeship programs.
7. Services including career guidance are provided to assist each student that is a single parent (including a single pregnant woman) and displaced homemakers in the successful completion of a career/vocational technical education program, and the transition to employment and/or further education including registered apprenticeship programs.

As noted in previous sections, the Massachusetts Department of Elementary and Secondary Education monitors school districts every six years for compliance with applicable state and federal laws and regulations during its Coordinated Program Reviews. Last year, 11 districts that are recipients of Perkins funding were reviewed for compliance and 3 of them were also monitored for compliance with the “Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color National Origin, Sex, and Handicap in Vocational Education Programs 34 CFR, Part 100, Appendix B (*Guidelines*).”

In 2009-2010, the Department’s Office for Special Education Policy and Planning continued to fund a special education staff position in the Department’s Office for Career/Vocational Technical Education. This staff position assists in the review and response to complaints filed by parents/guardians, applicants, and others regarding career/vocational technical education and provides information, guidance and technical assistance to eligible recipients. The staff position also serves on the Secondary Transition Workgroup charged with the development and implementation of the transition-planning goal of the Massachusetts State Performance Plan for Special Education.

▪ **Offering technical assistance for eligible recipients.**

In 2009-2010, staff from the Massachusetts Department of Elementary and Secondary Education’s Office for Career/Vocational Technical Education continued to provide technical assistance to eligible recipients, including the Massachusetts Perkins IV Secondary Postsecondary Career/Vocational Technical Education Linkage Initiative consortia (tech-prep consortia), through onsite visits, phone conferencing, and online support. Staff also provided assistance through participation at various professional conferences and seminars.

Upon request, technical assistance was provided to high schools on:

- the use of the Vocational Technical Competency Tracking System (VTCTS), a web-based tool that allows educators to track students' progress toward acquiring technical knowledge and skills in the Massachusetts Vocational Technical Education Frameworks.
- equal access to career/vocational technical education programs and mitigation of discriminatory practices
- implementation of the Perkins IV Five-Year Local Plan and the development of improvement plans, Standard Contract Form and Application for Program Grants and information related to Perkins IV.

b. The following is a summary of the permissible areas that Massachusetts has chosen to undertake during the program year.

▪ Providing career guidance and academic counseling programs

In 2009-2010, the Massachusetts Department of Elementary and Secondary Education’s Office of Career/Vocational Technical Education continued to promote the institutionalization of the development of career plans for all students enrolled in the State’s career/vocational technical education programs. During onsite reviews, staff sought evidence of compliance using the following monitoring criterion: *“Services including career guidance are provided to assist each student that is a member of a special population in the successful completion of a career/vocational technical education program, and the transition to employment and/or further education.”*

As mentioned above, a primary objective of Massachusetts’ Race to the Top plan is to increase the number of students who graduate from high school ready for college and career by exposing more students to rigorous curricula and college-level work; aligning high school curricula with college entrance requirements; supporting implementation of comprehensive school counseling programs and launching a new college and career planning web portal for students and families. Massachusetts’ portal, *YourPlanforCollege: Get Ready for Life After High School*, was fully launched in 2009-2010 through a partnership between the Massachusetts Education Financing Authority (MEFA) and the Department of Elementary and Secondary Education. Over 90 high schools have signed up to participate. The portal is one of several strategies in Massachusetts’ Race to The Top plan to increase the number of students who graduate college and career ready. *YourPlanforCollege* is not only designed to help students and parents plan for college but it has online application tools to make the college admissions process easier and more efficient for guidance counselors to manage.

▪ Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students

Massachusetts’ tech-prep initiative, known as the *Massachusetts Perkins IV Secondary Postsecondary Career/Vocational Technical Education Linkage Initiative* is carried out by thirteen (13) linkage consortia, formed through written agreements with school districts and at least one public two-year college. Each consortium developed, modified and approved articulation agreements in 2009-2010 as summarized in the table below.

CONSORTIUM	ARTICULATION AGREEMENTS		
	New	Modified	Approved
Consortium 1	2	1	10
Consortium 2	36	0	77
Consortium 3	6	14	46
Consortium 4	3	3	6
Consortium 5	3	4	7
Consortium 6	32	15	47
Consortium 7	16	5	21
Consortium 8	5	7	12
Consortium 9	7	13	19
Consortium 10	6	0	6
Consortium 11	3	27	30
Consortium 12	3	1	35
Consortium 13	10	18	28
Total	132	108	344

In 2009-2010, several consortia combined their marketing and promotion of articulated credit for technical course work with promotion of dual enrollment as well. Some colleges waived the requirement for college-level placement on the Accuplacer as a condition of dual enrollment. Students enrolled in career/vocational technical education were made aware of dual enrollment opportunities and advantages during early Accuplacer testing or when they came for a campus tour or technical program presentation. School-wide and/or classroom presentations on dual enrollment were also given upon request. As a result, one consortium enrolled 74 students in career and technical education in the 240 slots available at the college (30.9%). Several students received dual enrollment credit through the

Commonwealth Dual Enrollment-funded program while others received credit through innovative consortium-funded efforts such as a summer integrated developmental math and physics course.

▪ **Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs**

The career advising activities and professional development efforts of the 13 Massachusetts Perkins IV Secondary Postsecondary Career/Vocational Technical Education Linkage Initiative consortia in 2009-2010 were designed and delivered to facilitate students' transition by providing them with information about transfer program options and requirements. In addition, last year the 13 consortia worked together to educate students about college readiness by creating a student brochure and power point entitled: "Are you prepared for College Success?" The brochure was an adaptation of a similar brochure created by the Minnesota Association for Developmental Education. The brochure compares and contrasts the high school vs college experience around such topics as: (1) Responsibility (2) Support (3) Organization/Structure. In 2009-2010, the brochure was distributed to students and educators in multiple venues, including but not limited to: individual and/or group student advisory meetings, career days, college orientation programs, the summer *Connecting for Success* conference, and at career/vocational technical education advisory committee meetings. Over 3,700 career/vocational students received this information in combination with PowerPoint presentations and/or guided discussions on the requirements for college readiness and success.

In addition, during consortia activities such as early placement testing and/or career days and orientations, information was provided to students and educators about the Massachusetts Department of Higher Education's MassTransfer program (<http://www.mass.edu/masstransfer/Students/LinkedPrograms.asp>). Through MassTransfer, public two year college students who complete an associate's degree and meet the requirements of the transfer program are guaranteed admission, full transfer of credit, and tuition discount; and any student enrolled in the Massachusetts public higher education system who completes the MassTransfer Block satisfies the general education requirements of any other public higher education institution.

▪ **Supporting career and technical student organizations**

In 2009-2010, Perkins IV Leadership funds supported the following career/vocational technical education student organizations: *Business Professionals of America (BPA)*, *Distributive Education Clubs of America (DECA)*, *Health Occupations Students of America (HOSA)*, *Massachusetts FFA*, and *SkillsUSA*. The activities carried out by each student organization were designed to increase the participation of students who are members of special populations and enhance instruction in employability, leadership, and communication skills. There were numerous highlights from each organization in 2009-2010 that are representative of Massachusetts' career and technical student organization activities. These highlights can be found through links to each organization available at <http://www.doe.mass.edu/cte/studentorgs.html>.

▪ **Supporting public charter schools operating career and technical education programs**

Massachusetts does not have any public charter schools operating career/vocational technical education programs.

▪ **Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter**

The teaching and learning of all aspects of an industry in Massachusetts' career/vocational technical education programs is guided by the Massachusetts Vocational Technical Education Frameworks. Each framework is designed and written to provide instruction that is broader, more durable, and transferable. Thus, each of the forty-five (45) Massachusetts Vocational Technical Education Frameworks includes six strands representative of the following aspects of all industries (which were addressed in previous sections): 1. occupational safety & health, 2. technical, 3. embedded academic, 4. management and entrepreneurship, 5. employability, and 6. technological knowledge and skills. The Frameworks can be found at <http://www.doe.mass.edu/cte/frameworks>.

▪ **Supporting family and consumer sciences programs**

Massachusetts has a Life Management Skills and Home Economics Advisory Council, which advises the Massachusetts Commissioner of Elementary and Secondary Education and the Massachusetts Board of Elementary and Secondary Education on matters pertinent to Life Management Skills and Family and Consumer Sciences Education in the Massachusetts

▪ **Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels**

In Massachusetts, each career/vocational technical education program at the secondary and postsecondary level that is assisted with Perkins IV funds is required to have an advisory committee comprised of key stakeholders. In 2009-2010, each career/vocational technical education program was supported by a committee who advised, assisted, and supported the career/vocational technical educators in their efforts to improve, plan, operate, and evaluate their programs.

In collaboration with the Governor's Office, a multi-agency task force representing K-12 education including career/vocational technical education representatives, workforce development stakeholders, employers and community-based organizations were convened through the Massachusetts Workforce Investment Board (MWIB) in 2009-2010 to address policy recommendations for one of the Governor's major priorities: "*Enhancing the Youth Pipeline: Aligning Education, Training and Employment Opportunities for Older Youth*". The Youth Subcommittee of the MWIB focused on youth employment and workplace learning for both in and out of school youth as a means of helping them acquire the 21st century skills necessary to compete in higher education and high performance workplaces. The final report highlights the integration of school and work-based learning as one successful ingredient to support older youth (16-24) as they learn to navigate a 21st century economy. The final report titled: "*Preparing Youth for Work and Learning in the 21st Century Economy*" was promulgated with a press release on September 29, 2010 at Weymouth High School by Education Secretary Paul Reville and Labor and Workforce Development Secretary Joanne Goldstein.

Community colleges in Massachusetts have pioneered an innovative, statewide workforce training resource for business and industry called [MASS*NET](#). Community colleges are expanding their network of business partnerships to provide customized training, consulting and skills upgrading for employees at companies throughout the state. Massachusetts community colleges train new employees but also work with companies to develop programs that upgrade the skills of their current workforce.

The Massachusetts Department of Public Health in collaboration with the Massachusetts Department of Elementary and Secondary Education began development of a system to train cooperative education coordinators and teachers to conduct occupational safety and health reviews at cooperative education sites in order to help ensure that students are safe and provided with examples of an occupational environment that is safe and healthy. The overarching goal is for curriculum and instruction in occupational safety and health to be enhanced.

▪ **Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education**

Career/vocational technical education in Massachusetts is organized under ten occupational clusters: 1. Agriculture and Natural Resources; 2. Arts and Communications Services; 3. Business and Consumer Services; 4. Construction; 5. Education; 6. Health Services; 7. Hospitality and Tourism; 8. Information Technology; 9. Manufacturing, Engineering & Technology; 10. Transportation. However, a new Massachusetts Vocational Technical Education Frameworks for Criminal Justice (Legal & Protective Services) was completed in 2009-2010.

Staff from the Massachusetts Department of Elementary and Secondary Education's Office for Career/Vocational Technical Education continue to provide technical assistance to school districts in their development of new career/vocational technical education programs. District liaisons reviewed required documentation and conducted onsite reviews with local technical experts to ensure that proposed new programs met the approval criteria of the Massachusetts Vocational Technical Education Regulations. In 2009-2010, 27 new programs were approved as follows: 3 in Information Support Services and Networking; 3 in Design & Visual Communications; 3 in Office Technology; 2 in Legal & Protective Services; 2 in Radio & Television Broadcasting; 2 in Dental Assisting; 1 in Biotechnology; 1 in Medical Assisting; 1 in Practical Nursing; 1 in Engineering Technology; 1 in Early Education & Care; 1 in Hospitality Management; 1 in Carpentry; 1 in Diesel Technology; 1 in Automotive Technology; 1 in Cosmetology; 1 in Construction Craft Laborer and 1 in Machine Tool Technology.

▪ **Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV**

Massachusetts did not award any incentive grants during 2009-2010.

▪ **Providing activities to support entrepreneurship education and training**

Activities to support entrepreneurship education are carried out by implementing Strand 5 - Management and Entrepreneurship Knowledge and Skills of the Massachusetts Vocational Technical Education Frameworks. The teaching and learning standards in this strand that are specific to entrepreneurship require Massachusetts' students enrolled in career/vocational technical education programs to analyze the basic business practices required to start and run a company/organization and apply legal requirements and ethical considerations to business practice and decisions.

▪ **Providing career and technical education programs for adults and school dropouts to complete their secondary school education**

Massachusetts did not use Perkins IV funds to directly provide career/vocational technical education programs for adults and school dropouts during 2009-2010. However, some school districts assisted with Perkins IV funds enrolled postgraduate students in their secondary-level career/vocational technical education programs. The postgraduates are high school graduates and general education development (GED) credential recipients, who for the first time receive a career/vocational technical education.

▪ **Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs**

Massachusetts' eligible recipients with Perkins IV Local Plans used Perkins funds to provide assistance to individuals who have participated in Perkins-assisted services and activities in continuing their education or training or finding appropriate jobs.

▪ **Developing valid and reliable assessments of technical skills**

Massachusetts has planned for some time to develop valid and reliable written and performance tests for students enrolled in career/vocational technical education programs as part of the requirements for the award of the Massachusetts Certificate of Occupational Proficiency. Last year state funding for the development of the tests was eliminated in the State budget. Massachusetts is currently developing a plan that would use tests that are readily available, valid, and reliable.

▪ **Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes**

In 2009-2010, the Massachusetts Department of Elementary and Secondary Education continued to refine its data collection tools and processes to ensure that data submitted by eligible recipients with career and technical education program are valid and reliable. Detailed information, instructions, forms and templates are available at <http://www.doe.mass.edu/cte/data> and state and district level summary reports are made available to the districts and colleges through the Department's Security Portal. The Department continues to revise and add reports.

The Massachusetts Department of Elementary and Secondary Education's Education Personnel Information Management System (EPIMS) continues to enable the Department to meet federal and state reporting requirements, perform analyses on the state's educator workforce, evaluate current education practices and programs, and assist districts with their recruiting efforts.

▪ **Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business**

The Massachusetts Association of Vocational Administrator is expanding its efforts on recruitment and retention of teachers and is funding a position to oversee the career/vocational technical education community's recruitment efforts. One of the charges of this position is to coordinate a cohort program for the required courses for Initial Vocational Technical Teacher licensure. These cohort groups support retention of new teachers during the licensure process and during their first few years in the teaching field.

Employment practices are also reviewed during the Massachusetts Department of Elementary and Secondary Education's monitoring visits of secondary and postsecondary institutions under the federal "Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color National Origin, Sex, and Handicap in Vocational Education Programs 34 CFR, Part 100, Appendix B (*Guidelines*)." Specifically, the Massachusetts Department of Elementary and Secondary Education seeks evidence that the institution does not engage in any employment practice that discriminates against any employee or applicant for employment on the basis of the five federal protected classes (race, color, national origin, sex and handicap), in addition to the two additional classes for Massachusetts (religion and sexual orientation).

The Massachusetts Department of Elementary and Secondary Education's *Educator Licensure and Recruitment System (ELAR)* 24-hour online system continues to allow access to individuals seeking initial licensure, license renewal, and/or job and resume posting. The system also allows school districts to update staff information online, facilitating the Department's ability to monitor licensure status and ensure that teachers are appropriately licensed.

The Massachusetts Department of Elementary and Secondary Education's *MassONE* resource for new teachers includes access to the Massachusetts Vocational Technical Education Frameworks and continues to offer teachers curricula, lesson plans and important information as well as online courses and workshops, discussion boards, and collegial guidance and support.

▪ **Supporting occupational and employment information resources.**

Massachusetts did not use Perkins funds to support occupational and employment information resources on the State level during 2009-2010. However, many Massachusetts' eligible recipients with Perkins IV Local Plans continued to use Perkins allocation funds to provide assistance to individuals who have participated in Perkins-assisted services and activities in continuing their education or training or finding appropriate jobs.

2. Progress in Developing and Implementing Technical Skill Assessments

As stated above under "**Developing valid and reliable assessments of technical skills,**" Massachusetts has planned for some time to develop valid and reliable written and performance tests for students enrolled in career/vocational technical education programs as part of the requirements for the award of the Massachusetts Certificate of Occupational Proficiency. Last year State funding for the development of the tests was eliminated in the State budget. Massachusetts is currently developing a plan that would use tests that are readily available, valid, and reliable.

- (i) **The program areas for which the state had technical skill assessments** – Appendix A at the end of this narrative gives the technical skill assessments referenced to the program areas that Massachusetts is using for the 2S1 in lieu of the Massachusetts Certificate of Occupational Proficiency credential.
- (ii) The estimated percentage of students who would be reported in the state's calculation of career/vocational technical education concentrators who took assessments –
58,701 students were reported as enrolled in CVTE in October 2009.

There were 23,676 cte concentrators in school year 2009-2010.

8,099 students were included in the denominator of Core Indicator 2S1.

$$8,099/23,676 = 34.2\%$$

- (iii) The Massachusetts' plan and timeframe for increasing the coverage of programs and students reported in this indicator in the future.

During 2010-2011, the Massachusetts Department of Elementary and Secondary Education's Office for Career/Vocational Technical Education will conduct extensive outreach to school districts to (1) alert them to current assessments that are in Appendix A of this narrative; (2) encourage them to report the students that receive a credential based on assessments; (3) engage district staff in researching additional assessments that are valid and reliable for inclusion in Appendix A.

3. Implementation of State Program Improvement Plans

As the table below illustrates, for the third year in a row under Perkins IV, Massachusetts has met or exceeded all of the Perkins IV Core Indicator negotiated performance levels for "all students." Massachusetts did not meet the

performance goals for every special population, as shown in the table below; however, the State did make gains in all performance levels for these populations when compared with last year's performance. Therefore, in addition to implementing its plan for Race To The Top, Massachusetts will continue to implement the strategies initiated last year, as noted in the table below, to improve performance on core indicators where gaps still exist.

Core Indicators		State Met/Exceeded 90% for all Students	Special Populations (did not meet)	Action Steps to be Taken (i.e., programs and initiatives)	ESE Departments Responsible	Timeline	
1S1	Attainment of Academic Skills – Reading/ Language Arts	Yes 64.08%	Single Parents (41.10%)	EPP; CPR; Civil Rights monitoring; Title I; targeted professional development and technical assistance	OCVTE; OPQA; OSSS	Ongoing	
			Disability Status (26.96%)	EPP; CPR; Civil Rights monitoring; Title I; targeted professional development and technical assistance			OCVTE; OPQA; OSSS and the Office of Special Education (OSE)
			Limited English Proficient (7.21%)	EPP; CPR; OCR monitoring; targeted professional development and technical assistance in SEI			OCVTE; OPQA; OSSS and the Office for Language Acquisition (OLA)
1S2	Attainment of Academic Skills - Mathematics	Yes 64.85%	Disability Status (30.77%)	EPP; CPR; Civil Rights monitoring; Title I; targeted professional development and technical assistance	OCVTE; OPQA; OSSS; OSE	Ongoing	
			Limited English Proficient (22.61%)	EPP; CPR; OCR monitoring; Title I; targeted professional development in SEI			OCVTE; OPQA; OSSS; OLA
			Single Parents (35.14%)	EPP; CPR; Civil Rights monitoring; Title I; targeted professional development and technical assistance			OCVTE; OPQA; OSSS
2S1	Attainment of Technical Skills	Yes 75.17%	Limited English Proficient (50.91%)	EPP; CPR; OCR monitoring; Title I; targeted professional development in SEI	OCVTE; OPQA; OSSS; OLA	Ongoing	
3S1	School Completion	Yes 94.98%	Single Parents (78.38%)	EPP; CPR; Civil Rights monitoring; Title I; targeted professional development and technical assistance	OCVTE; OPQA; OSSS	Ongoing	
4S1	Student Graduation Rates	Yes 88.35%	Single Parents (75.61%)	EPP; CPR; Civil Rights monitoring; Title I; targeted professional development and technical assistance	OCVTE; OPQA; OSSS and the Office of Nutrition, Health & Safety Services	Ongoing	
			Limited English Proficient (74.30%)	EPP; CPR; OCR monitoring; targeted professional development in SEI			OCVTE; OLA
5S1	Placement	Yes 95.00%	Single Parents (86.848%)	EPP; CPR; Civil Rights monitoring; Title I; targeted professional development and technical assistance	OCVTE; OPQA; OSSS	Ongoing	
6S1	Nontrad Participation	Yes 20.51%	Migrant Students (0.00%)			Ongoing	
6S2	Nontrad Completion	Yes 18.98%	N/A	N/A	N/A	N/A	

4. Implementation of Local Program Improvement Plans

The table below summarizes the 2009-2010 performance of seventeen (17) of the ninety-three (93) eligible recipients that **failed to meet 90% of the agreed upon local adjusted level of performance for all students (i.e., total) in one or more core indicators**. As this data summary shows, nontraditional completion (6S2) continues to be the area where Massachusetts must focus its improvement strategies.

Recipients That Failed to Meet for All Students (i.e., Total)							
District	Core Indicators						
	1S1	1S2	3S1	4S1	5S1	6S1	6S2
District 1	x			x		x	x

District 2							x
District 3			x	x			
District 4		x	x				
District 5							x
District 6					x		x
District 7	x						
District 8							x
District 9							x
District 10							x
District 11						x	x
District 12							x
District 13						x	
District 14							x
District 15						x	x
District 16							x
District 17				x			
Total = 17	2	1	2	3	1	4	12

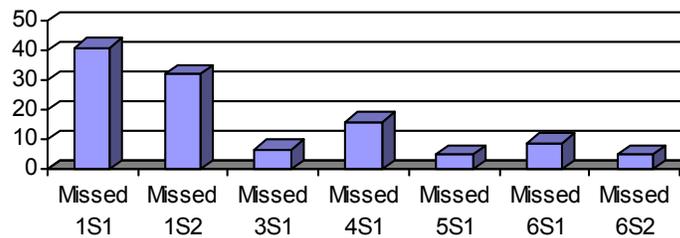
In 2009-2010, 53 districts failed to meet one or more performance goal **for students with disabilities**. Academic attainment, particularly in English Language Arts (1S1) continues to be Massachusetts greatest challenge for this special population.

Recipients That Failed to Meet for Students with Disability Status							
District	Core Indicators						
	1S1	1S2	3S1	4S1	5S1	6S1	6S2
District 1	x	x					x
District 2	x	x		x	x		
District 3				x			
District 4				x			
District 5	x	x	x	x			
District 6						x	
District 7						x	
District 8			x	x			
District 9	x	x					
District 10	x	x	x	x			
District 11	x			x			
District 12	x	x		x			
District 13	x						
District 14						x	x
District 15	x						
District 16				x			
District 17	x	x					
District 18						x	
District 19	x	x	x	x			
District 20	x	x	x	x		x	
District 21				x		x	
District 22	x	x	x				
District 23	x	x					
District 24	x	x					
District 25	x	x		x			
District 26	x	x					
District 27				x			
District 28						x	
District 29							x
District 30	x	x					
District 31	x	x					
District 32	x	x					
District 33	x	x					
District 34	x	x					
District 35	x	x					
District 36	x	x		x			
District 37	x	x			x		
District 38	x	x					x
District 39	x					x	
District 40	x	x			x		

District 41	x						
District 42	x						
District 43	x	x				x	
District 44	x	x					
District 45	x						x
District 46	x						
District 47	x	x	x	x			
District 48	x	x			x		
District 49	x	x					
District 50	x	x			x		
District 51	x	x					
District 52	x						
District 53	x	x					
Total	41	32	7	16	5	9	5

Missed 1S1	Missed 1S2	Missed 3S1	Missed 4S1	Missed 5S1	Missed 6S1	Missed 6S2
41	32	7	16	5	9	5
36%	28%	6%	14%	4%	8%	4%

Number/percentage of the 93 eligible recipients that did not meet at least 1 performance level for Students with Disabilities by a significant margin.



As illustrated below, 75% of the districts that failed to meet their academic performance goals for students with disabilities failed to do so for both 1S1 and 1S2. Of the Perkins eligible districts that did not meet their goal for 1S1 or 1S2, 39% had enrollment levels for this population well above the state average (20.34%) with 14 of the 16 districts reporting similar enrollment and performance in 2008-2009. Targeted technical assistance and professional development are planned for these districts in 2011.

Districts that did not meet 1S1 or 1S2 for Students with Disabilities	Students with Disabilities		District Enrollment	Enrollment of Students with Disabilities	Percentage of Total Enrollment
	1S1	1S2			
District 1	x	x	790	105	13.29%
District 2	x	x	3689	895	24.26%
District 3	x	x	757	127	16.78%
District 4	x	x	716	105	14.66%
District 5	x	x	860	204	23.72%
District 6	x		239	96	40.17%
District 7	x	x	1298	220	16.95%
District 8	x		597	199	33.33%
District 9	x		1014	161	15.88%
District 10	x	x	638	173	27.12%
District 11	x	x	1601	373	23.3%
District 12	x	x	933	114	12.22%
District 13	x	x	370	45	12.16%
District 14	x	x	473	160	33.83%
District 15	x	x	548	107	19.53%
District 16	x	x	3009	649	21.57%
District 17	x	x	464	197	42.46%
District 18	x	x	1136	140	12.32%
District 19	x	x	842	217	25.77%
District 20	x	x	1206	187	15.51%
District 21	x	x	685	203	37.37%
District 22	x	x	512	115	22.46%
District 23	x	x	1342	131	9.76%

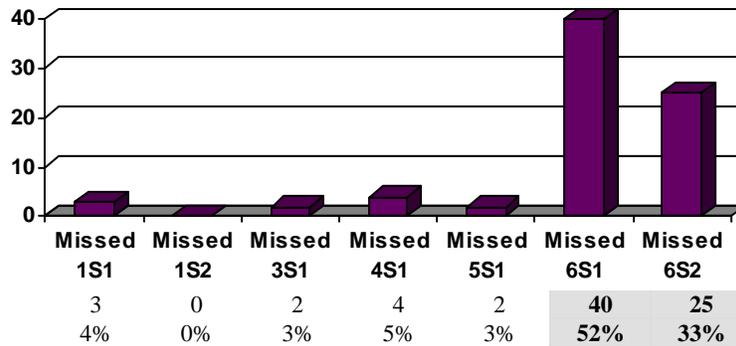
District 24	x	x	1195	260	21.76%
District 25	x	x	2106	168	7.98%
District 26	x	x	2014	416	20.66%
District 27	x		620	259	41.77%
District 28	x	x	583	257	44.08%
District 29	x		1355	217	16.01%
District 30	x		500	87	17.4%
District 31	x	x	662	208	31.42%
District 32	x	x	1238	319	25.77%
District 33	x		451	155	34.37%
District 34	x		583	119	20.41%
District 35	x	x	660	230	34.85%
District 36	x	x	1257	334	26.57%
District 37	x	x	595	184	30.92%
District 38	x	x	1115	224	20.09%
District 39	x	x	964	258	26.76%
District 40	x		1206	264	21.89%
District 41	x	x	462	86	18.61%
Total	41	32			
Total for Both 1S1 and 1S2		32			*16 districts

For the second year in a row, the need for specific improvement strategies to ensure access and equity for male students who wish to participate in and complete career/vocational technical education programs nontraditional for their gender is also apparent. Improvement efforts are a particular concern in districts with 3 or more of the six career/vocational technical education programs that are nontraditional for males offered in schools in Massachusetts.

Districts Failing to Meet 90% Performance for Males							
District	Core Indicators						
	1S1	1S2	3S1	4S1	5S1	6S1	6S2
District 1						x	
District 2						x	x
District 3	x						
District 4						x	x
District 5						x	
District 6	x		x	x		x	
District 7						x	
District 8						x	x
District 9						x	
District 10						x	
District 11				x	x		
District 12	x					x	
District 13						x	x
District 14						x	
District 15			x			x	x
District 16						x	x
District 17						x	
District 18						x	
District 19						x	x
District 20						x	
District 21				x			
District 22						x	
District 23							x
District 24						x	x
District 25						x	x
District 26						x	x
District 27						x	x
District 28				x		x	x
District 29						x	x
District 30						x	x
District 31						x	x
District 32						x	x

* The October 2009 *Statewide Career Vocational/Technical Education (CVTE) Enrollment by Special Populations Report* shows the percentage of Students with Disabilities at 20.34%.

District 33						x	x
District 34						x	
District 35						x	
District 36						x	x
District 37						x	
District 38						x	x
District 39						x	x
District 40						x	x
District 41						x	
District 42						x	x
District 43					x	x	x
District 44						x	x
Total	3	0	2	4	2	40	25



Districts Failing to Meet 90% Performance for Males in 6S1 or 6S2 and Programs Offered

Results ordered by # of programs offered	Programs Offered								Total # of programs offered
	6S1	6S2	Cosmetology	Early Childcare	Health Asst	Medical Asst	Dental Asst	Office Tech	
District 1	x			x		x			2
District 2	x	x		x	x				2
District 3	x	x	x	x	x				3
District 4	x			x					1
District 5	x		x		x				2
District 6	x				x				1
District 7	x	x	x	x	x				3
District 8	x		x	x					2
District 9	x			x					1
District 10	x		x		x				2
District 11	x	x	x	x					2
District 12	x			x	x			x	3
District 13	x	x	x		x			x	3
District 14	x	x		x	x			x	3
District 15	x				x			x	2
District 16	x		x		x			x	3
District 17	x	x	x	x	x				3
District 18	x		x		x				2
District 19	x			x					1
District 20		x	x		x			x	3
District 21	x	x	x		x		x	x	4
District 22	x	x	x	x	x				3
District 23	x	x	x	x	x		x		4
District 24	x	x			x			x	2
District 25	x	x	x		x			x	3
District 26	x	x	x	x	x	x	x	x	6
District 27	x	x	x	x	x	x		x	5
District 28	x	x	x	x	x			x	4
District 29	x	x	x	x	x			x	4
District 30	x	x	x	x	x		x	x	5
District 31	x							x	1
District 32	x		x	x	x		x		4
District 33	x	x	x	x	x		x	x	5
District 34	x		x		x				2

District 35	x	x	x		x		x	3
District 36	x	x	x		x		x	3
District 37	x	x	x			x	x	3
District 38	x		x	x	x		x	4
District 39	x	x	x		x			2
District 40	x	x	x		x		x	3
District 41	x	x	x		x			2
Total	40	25						
Total for both 6S1 and 6S2		24						

5. Tech Prep Grant Award Information

In 2009-2010, grants were awarded to thirteen (13) consortia through a Request for Proposals (RFP) competitive process. The RFP, *Perkins IV Secondary Postsecondary Career/Vocational Technical Education Linkage Consortia*, can be found at <http://finance1.doe.mass.edu/Grants/grants11/rfp/468.html>. The Department computes allocations by a formula and notifies consortia through the lead community college of the dollar amount for which they may apply. October 1 enrollments in secondary-level career/vocational technical education programs in school districts with Perkins Local Plans, and/or approved vocational technical education programs, and/or Perkins Rural District grants (Fund Code 409 – Reserve funds) are used in the formula. Below are the 13 allocations for these consortia followed by enrollment and performance outcome data for 14 of the 15 community colleges. (One college was unable to verify their data by the date of this report.)

Berkshire Community College Consortium	\$73,907
Bristol Community College Consortium	186,338
Bunker Hill Community College/Roxbury Community College Consortium	141,078
Cape Cod Community College Consortium	92,116
Greenfield Community College Consortium	64,764
Holyoke Community College/Springfield Community College Consortium.	128,686
Massachusetts Bay Community College Consortium	122,884
Massasoit Community College Consortium	146,730
Middlesex Community College Consortium	104,387
Mount Wachusett Community College Consortium	91,073
North Shore Community College Consortium	129,759
Northern Essex Community College Consortium	109,208
Quinsigamond Community College Consortium	132,283

CONSORTIUM COLLEGE 1						
Performance Indicators	YEAR 2			YEAR 3		
	% Negotiated Perf. Level	% Actual Perf. Level	Met	% Negotiated Perf. Level	% Actual Perf. Level	Met
1STP1	33.50	27.09	N	33.5	30	N
1STP2	50.00	60	E	55	79	E
1STP3						
1STP4	10.00	3.64	N	8	6	N
1STP5	65.00	65.45	Y	60	76	N
1PTP1	50.00	58.33	E	55	41	N
1PTP2	66.67	23.53	N	24	40.9	E
1PTP3	26.15	28.21	E	29	34	E
1PTP4	15.00	10	N	11	39	E

CONSORTIUM COLLEGE 2						
Performance Indicators	YEAR 2			YEAR 3		
	% Negotiated Perf. Level	% Actual Perf. Level	Met	% Negotiated Perf. Level	% Actual Perf. Level	Met
1STP1	33	30.44	N	20	23.6	E
1STP2	30	27.23	N	20	21	E
1STP3						
1STP4	20	29.36	E	25	13.9	N
1STP5	59	59.57	Y	58	50	E
1PTP1	86	100	E	90	96	E
1PTP2	12.5	0	N	16.7	37.5	E
1PTP3	62	59.52	N	61	59.6	N
1PTP4	8	0	N	10	13.5	E

CONSORTIUM COLLEGE 3						
Performance Indicators	YEAR 2			YEAR 3		
	% Negotiated Perf. Level	% Actual Perf. Level	Met	% Negotiated Perf. Level	% Actual Perf. Level	Met
1STP1	21	16.22	N	24	10.4	N
1STP2	29	0	N	31	26	N
1STP3						
1STP4	50	92.59	E	50	85.5	E
1STP5	85	81.48	E	85	77.9	E

CONSORTIUM COLLEGE 4						
Performance Indicators	YEAR 2			YEAR 3		
	% Negotiated Perf. Level	% Actual Perf. Level	Met	% Negotiated Perf. Level	% Actual Perf. Level	Met
1STP1	35	25.35	N	37	23.3	N
1STP2	4	55.56	E	5	27	E
1STP3						
1STP4	10	30.56	E	12	20.9	E
1STP5	65	50	E	63	56.7	E

1PTP1	64	0	N	N/A	N/A	N/A
1PTP2	33	0	N	40	0	N
1PTP3	24	55.77	E	24	52.9	E
1PTP4	17	0	N	19	0.06	N

1PTP1	35	88.24	E	0	25.7	E
1PTP2	10	0	N	5	8.3	E
1PTP3	35	32.87	N	36	36.7	Y
1PTP4	10	11.19	E	10	15	E

CONSORTIUM COLLEGE 5						
Performance Indicators	YEAR 2			YEAR 3		
	% Negotiated Perf. Level	% Actual Perf. Level	Met	% Negotiated Perf. Level	% Actual Perf. Level	Met
1STP1	28.16	34.56	E	25.16	19.21	N
1STP2	39.74	32	N	46.74	27.89	N
1STP3						
1STP4	14.10	12	N	21.10	15.26	N
1STP5	48.72	54.67	N	41.72	69.47	N
1PTP1	88.24	88.46	Y	88.24	89.29	E
1PTP2	5	9.30	E	5	9.38	E
1PTP3	41.81	48.67	E	41.81	37.21	N
1PTP4	10	3.85	N	10	4.65	N

CONSORTIUM COLLEGE 6						
Performance Indicators	YEAR 2			YEAR 3		
	% Negotiated Perf. Level	% Actual Perf. Level	Met	% Negotiated Perf. Level	% Actual Perf. Level	Met
1STP1	9	10.14	E	9	14	E
1STP2	5	95.45	E	5	43	E
1STP3						
1STP4	5	0	N	5	0	N
1STP5	70	77.27	N	70	85.6	N
1PTP1	80	57.14	N	80	50	N
1PTP2	10	7.69	N	10	0	N
1PTP3	47	51.75	E	47	52.8	E
1PTP4	10	0	N	10	0	N

CONSORTIUM COLLEGE 7						
Performance Indicators	YEAR 2			YEAR 3		
	% Negotiated Perf. Level	% Actual Perf. Level	Met	% Negotiated Perf. Level	% Actual Perf. Level	Met
1STP1	9	47.22	E	11	17	E
1STP2	10	17.65	E	12	43.5	E
1STP3						
1STP4	25	27.7	E	30	33	E
1STP5	50	41.18	E	48	43.5	E
1PTP1	25	28.57	E	27	50	E
1PTP2	2	16.67	E	3	5	E
1PTP3	15	14.29	N	20	65	E
1PTP4	5	0	N	6	0	N

CONSORTIUM COLLEGE 8						
Performance Indicators	YEAR 2			YEAR 3		
	% Negotiated Perf. Level	% Actual Perf. Level	Met	% Negotiated Perf. Level	% Actual Perf. Level	Met
1STP1	35	58.67	E	16	22	E
1STP2	37	31.03	N	21	24	E
1STP3						
1STP4	17	8.87	N	9	10	E
1STP5	57	66.01	N	55	65	N
1PTP1	70	32.61	N	35	37.5	E
1PTP2	16	0	N	15	66.6	E
1PTP3	22	18.68	N	22	27	E
1PTP4	10	0	N	10	0	N

CONSORTIUM COLLEGE 9						
Performance Indicators	YEAR 2			YEAR 3		
	% Negotiated Perf. Level	% Actual Perf. Level	Met	% Negotiated Perf. Level	% Actual Perf. Level	Met
1STP1	8	3	N	9	0.72	N
1STP2	30	10	N	33	10	N
1STP3						
1STP4	30	0	N	40	0	N
1STP5	92	60	E	87	100	N
1PTP1	25	100	E	30	0	N
1PTP2	30	0	N	30	0	N
1PTP3	14	19.23	E	14	26	E
1PTP4	10	0	N	12	0	N

CONSORTIUM COLLEGE 10						
Performance Indicators	YEAR 2			YEAR 3		
	% Negotiated Perf. Level	% Actual Perf. Level	Met	% Negotiated Perf. Level	% Actual Perf. Level	Met
1STP1	10	18.14	E	20	19	N
1STP2	10	19.47	E	10	14	E
1STP3						
1STP4	23	7.08	N	8	8	Y
1STP5	70	67.26	E	60	69	N
1PTP1	39	16.67	N	27.8	100	E
1PTP2	5	33.33	E	5	16.6	E
1PTP3	40	35.63	N	38	43	E
1PTP4	10	0	N	2	0	N

CONSORTIUM COLLEGE 11						
Performance Indicators	YEAR 2			YEAR 3		
	% Negotiated Perf. Level	% Actual Perf. Level	Met	% Negotiated Perf. Level	% Actual Perf. Level	Met
1STP1	27	29.50	E	29	21.3	N
1STP2	5	18.18	Y	6	22.4	E
1STP3						
1STP4	2	0	N	3	0	N
1STP5	75	74.33	E	74	75.8	N
1PTP1	56	84.21	Y	57	89.7	E
1PTP2	5	0	N	5	0	N
1PTP3	62	34	N	63	37.6	N

CONSORTIUM COLLEGE 12						
Performance Indicators	YEAR 2			YEAR 3		
	% Negotiated Perf. Level	% Actual Perf. Level	Met	% Negotiated Perf. Level	% Actual Perf. Level	Met
1STP1	26	23.61	N	28	27.2	N
1STP2	2	43.14	Y	4	15.4	E
1STP3						
1STP4	8	7.84	N	10	0.61	N
1STP5	81	25.49	E	78	64.6	E
1PTP1	43	100	Y	40	80	E
1PTP2	5	0	N	8	18.4	E
1PTP3	33	39.23	Y	35	40.5	E

1PTP4	25	0	N	26	0	N
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1PTP4	8	25.81	Y	10	6.3	N
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CONSORTIUM COLLEGE 13						
Performance Indicators	YEAR 2			YEAR 3		
	% Negotiated Perf. Level	% Actual Perf. Level	Met	% Negotiated Perf. Level	% Actual Perf. Level	Met
1STP1	35	26.68	N	35	32.7	N
1STP2	10	26.27	E	10	19	E
1STP3					7.56	
1STP4	14	18.99	E	16		N
1STP5	80.25	78.21	E	79.25	39.76	E
1PTP1	32.25	75	E	41	66.6	E
1PTP2	5	0.56	N	3	21.8	E
1PTP3	33	45.79	E	42.35	39.6	N
1PTP4	10	0	N	3	6.25	E

CONSORTIUM COLLEGE 14						
Performance Indicators	YEAR 2			YEAR 3		
	% Negotiated Perf. Level	% Actual Perf. Level	Met	% Negotiated Perf. Level	% Actual Perf. Level	Met
1STP1	14	17.74	E	14	20	E
1STP2	10	38.75	E	10	24.5	E
1STP3						
1STP4	24	25	Y	24	16	N
1STP5	81	76.25	E	79	77	E
1PTP1	50	56.25	Y	50	64.7	E
1PTP2	N/A	0	N/A	10	41.6	E
1PTP3	26	25.79	Y	26	28	E
1PTP4	10	0	N	10	17.9	E

Note that while there are 13 community colleges responsible for the programmatic and fiscal activities of the Massachusetts Perkins IV Secondary Postsecondary Career/Vocational Technical Education Linkage Consortia, postsecondary performance data are submitted by two other consortium member colleges as well. Side-by-side comparison of the outcome data reported by these colleges is compromised by changes to the definition of a “secondary tech-prep participant” impacting data reporting for the first time in 2009-2010. As illustrated below, the number of students that each consortium was responsible for in Program Year 3 increased dramatically.

SECONDARY TECH PREP PARTICIPANTS –YEARS 2 AND 3

Consortia	YR2*	YR3**
College 1	203	321
College 2	772	2158
College 3	333	1389
College 4	142	633
College 5	217	989
College 6	623	1647
College 7	634	817
College 8	216	603
College 9	36	225
College 10	346	1173
College 11	451	879
College 12	671	1253
College 13	333	1389
College 14	217	989

*** definition of a “student registered in tech-prep” used for data reporting in Year 2:** a student that is enrolled in a Chapter 74-approved vocational technical education program or a non-Chapter 74 career and technical education program, and has a Career Plan that articulates a program of study using appropriate Pathway Grids and is linked to approved articulation agreement(s) or developing articulation agreements with colleges or registered apprenticeship programs, and has fully completed with his/her parent(s)/guardian(s), a tech-prep student registration form.

**** definition of “secondary tech-prep participant” used for data reporting in Year 3:** a student enrolled in a Chapter 74-approved vocational technical education program in grade 11 or 12, or a career and technical education program in grade 11 or 12 in a school district that has a Perkins Local Plan or a Perkins rural grant.

APPENDIX A:
DOE031 Career/Vocational Technical Education — Technical Competency Attainment Codes
Referenced with Occupational Clusters

SIMS DOE031 (Report in End of School Year)	CERTIFICATIONS	1. AGRIC & NATURAL RESOURCES	2. ARTS & COMMUNICATIONS	3. BUSINESS & CONSUMER SERVICES	4. CONSTRUCTION	5. EDUCATION	6. HEALTH SERVICES	7. HOSPITALITY & TOURISM	8. INFORMATION TECHNOLOGY	9. MANUFACTURING, ENGINEERING & TECHNOLOGICAL	10. TRANSPORTATION
02 – Private Org.–Issued Credential	A+ HVRAC Certification (A+)				x						
02 – Private Org.–Issued Credential	American Heart Association - Choke Saving							x			
02 – Private Org.–Issued Credential	American Red Cross CPR Certification (ACPR)	x			x	x	x	x	x	x	x
02 – Private Org.–Issued Credential	American Red Cross First Aid (FirstAid)	x			x	x	x	x	x	x	x
02 – Private Org.–Issued Credential	American Welding Society [AWS] Welder Certificate (ANSI / AASHT / AWS 1.5)				x					x	
02 – Private Org.–Issued Credential	ASE Refrigerant Certification (ASER)				x					x	x
02 – Private Org.–Issued Credential	Barcode Cert. (Mass Restaurant Association)							x			
02 – Private Org.–Issued Credential	BASF Painting: Color Match & Blend										x
03 – State/Fed. Issued Credential	Certified Nurse Assistant (CNA)						x				
02 – Private Org.–Issued Credential	Cisco Certified Network Associate (CCNA)								x		
03 – State/Fed. Issued Credential	Commonwealth of MA Radiation Certification (MARAD)						x				
02 – Private Org.–Issued Credential	Comptia A +								x		
02 – Private Org.–Issued Credential	Comptia Network +								x		
03 – State/Fed. Issued Credential	Cosmetologist License (COSL)			x							
02 – Private Org.–Issued Credential	C-Tech Certification Network Specialist (C-Tech)								x		
02 – Private Org.–Issued Credential	Dental Assistant National Board Certification in Infection Control (DANBIN)						x				
02 – Private Org.–Issued Credential	Dental Assistant National Board Certification in Radiation Health & Safety (DANBRA)						x				
03 – State/Fed. Issued Credential	Electronic Imaging Certification (EIC)						x				
03 – State/Fed. Issued Credential	Emergency Medical Technician (EMT)						x				
03 – State/Fed. Issued Credential	EPA 608 Refrigerant Certification (EPA608)				x					x	
03 – State/Fed. Issued Credential	Hoisting Machinery Operator License (HMOL)	x									

SIMS DOE031 (Report in End of School Year)	CERTIFICATIONS	1. AGRIC & NATURAL RESOURCES	2. ARTS & COMMUNICATIONS	3. BUSINESS & CONSUMER SERVICES	4. CONSTRUCTION	5. EDUCATION	6. HEALTH SERVICES	7. HOSPITALITY & TOURISM	8. INFORMATION TECHNOLOGY	9. MANUFACTURING, ENGINEERING & TECHNOLOGICAL	10. TRANSPORTATION
03 – State/Fed. Issued Credential	Home Health Aid (HHA)						x				
03 – State/Fed. Issued Credential	Office for Child Care Services Infant/Toddler Teacher Certification (OCCSINT)					x					
03 – State/Fed. Issued Credential	Office for Child Care Services Pre School Teacher Certification (OCCSPRE)					x					
02 – Private Org.–Issued Credential	Microsoft User Specialist Certification (MOUSC)			x					x		
02 – Private Org.–Issued Credential	National Automotive Technicians Education Foundation [NATEF] and National Institute for Automotive Service Excellence [ASE] Certification (NATEF/ASE)										x
02 – Private Org.–Issued Credential	National Institute for Metalworking Skills (NIMS)									x	
02 – Private Org.–Issued Credential	National Restaurant Association ProStart Certification (PROST)							x			
02 – Private Org.–Issued Credential	National Restaurant Association ServSafe Certification (SESAFE)							x			
02 – Private Org.–Issued Credential	Novell CAN Certification								x		
03 – State/Fed. Issued Credential	OSHA Construction, Safety & Health - 10 Hrs (OSHA C10)				x						
03 – State/Fed. Issued Credential	OSHA Construction, Safety & Health - 30 Hrs (OSHA C30)				x						
03 – State/Fed. Issued Credential	OSHA General Industry – 10 Hrs (OSHA G10)	x			x						
03 – State/Fed. Issued Credential	OSHA General Industry – 30 Hrs (OSHA G30)	x			x						
03 – State/Fed. Issued Credential	OSHA Hazardous Waste Operation Training Cert. [HZMAT] – 8 Hrs Refresher (OSHA HZMAT 8)	x			x						
03 – State/Fed. Issued Credential	Pesticide Applicator Certificate (PAC)	x									
03 – State/Fed. Issued Credential	Second Class Boiler Fireman License									x	
01 – Chapter 74 Certificate	Chapter 74 Certificate	x	x	x	x	x	x	x	x	x	x