

**The Carl D. Perkins
Career and Technical Education Improvement Act of 2006
Public Law 109-270 (Perkins IV)**

**MASSACHUSETTS PERKINS IV FIVE-YEAR STATE PLAN
April 1, 2008**

State Name: Massachusetts

Eligible Agency Submitting Plan on Behalf of State:

Massachusetts Department of Elementary and Secondary Education (ESA)

Note that the name of the Massachusetts Department of Education was changed on March 10, 2008 to Massachusetts Department of Elementary and Secondary Education.

Type of State Plan Submission:

X 5-Year Plan – FY 2008 – FY 2013

Special Features of State Plan Submission:

X Unified - Secondary and Postsecondary

___ Unified - Postsecondary Only

___ Title I only (*All Title II funds have been consolidated under Title I*)

X Title I and Title II

The Draft Massachusetts Perkins IV Five-Year State Plan was posted on the Massachusetts Department of Education website at <http://www.doe.mass.edu/cte/> 2007 for review and comment between October 15, 2007 and December 31. Two public hearings on the Draft Massachusetts Perkins IV Five-Year State Plan were conducted as follows:

- Assabet Valley Regional Technical School, Marlborough, MA on Monday, December 17, 2007 from 4:00 – 6:00 p.m.
- Smith Vocational Agricultural School in Northampton, MA on Wednesday, December 19, 2007 from 4:00 – 6:00 p.m.

Written comments on the Draft Massachusetts Perkins IV Five-Year State Plan were submitted by mail to Jeffrey Wheeler, State Director of Career/Vocational Technical Education, Massachusetts Department of Education, 350 Main St., Malden, MA 02148, and by e-mail to jwheeler@doe.mass.edu. The deadline for submission of written comments was Monday, December 31, 2007. A summary of the comments and ESA's responses are included in the last table at the end of this Plan

PART A: PERKINS IV STATE PLAN NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

I. A. Statutory Requirements

I. A. 1.

Requirement:

ESE must conduct public hearings in the state, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with state law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State Plan. [Perkins IV Section 122(a)(3)]

Response:

ESE conducted public hearings on the Draft Massachusetts Perkins IV Five-Year State Plan after appropriate and sufficient notice. The public hearings were conducted as follows:

- Assabet Valley Regional Technical School, Marlborough, MA on Monday, December 17, 2007 from 4:00 –6:00 p.m.
- Smith Vocational Agricultural School in Northampton, MA on Wednesday, December 19, 2007 from 4:00 – 6:00 p.m.

Notification regarding the public hearings began on June 26, 2007 with an announcement in the State Director's Update Number Seven for 2006-2007 that was emailed to eligible recipients and posted on the widely accessed ESE-Career/Vocational Technical Education website under "CVTE News" at <http://www.doe.mass.edu/cte/>. On September 7, 2007 a memorandum titled "Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270 Five-Year State Plan Development and Public Comment Process" was mailed to individuals and organizations representing academic and technical teachers; administrators; school counselors; eligible recipients; charter school authorizers and organizers consistent with state law; parents and students; institutions of higher education; the state tech-prep coordinator and representatives of tech-prep consortia; entities participating in activities described in Section 111 of the Workforce Investment Act Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations (individuals with disabilities, individuals who are economically disadvantaged, individuals with limited English proficiency, individuals preparing for careers that would be nontraditional for their gender, single parents and displaced homemakers); representatives of business and industry (including representatives of small business); and representatives of labor organizations in Massachusetts.

In addition, ESE posted the following notice on the ESE website. The Office of the Massachusetts Secretary of State posted the notice in the Massachusetts Register:

NOTICE OF PUBLIC COMMENT

The Massachusetts Department of Education is soliciting public comment on the Draft Massachusetts Perkins IV Five-Year State Plan under the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 Public Law 109-270 (Perkins IV).

This Act provides federal funds to Massachusetts to assist in developing more fully the academic and technical knowledge and skills of students enrolled in secondary and postsecondary career and technical education programs.

Information on Perkins IV including a link to the Act is posted at <http://www.doe.mass.edu/cte/perkins/>. By early October 2007, the Draft Massachusetts Perkins IV Five-Year State Plan will be posted at <http://www.doe.mass.edu/cte/perkins/>.

Two public hearings on the Draft Massachusetts Perkins IV Five-Year State Plan will be conducted as follows:

Assabet Valley Regional Technical School,
Marlborough, MA on Monday, December 17, 2007 from 4:00 –6:00 p.m.
with a snow date of
Tuesday, December 18, 2007 from 4:00 – 6:00 p.m.

Smith Vocational Agricultural School
Northampton, MA on Wednesday, December 19, 2007 from 4:00 – 6:00 p.m.
with a snow date of
Thursday, December 20, 2007 from 4:00 – 6:00 p.m.

Written comments on the Draft Massachusetts Perkins IV Five-Year State Plan may be submitted by mail to Jeffrey Wheeler, State Director of Career/Vocational Technical Education, Massachusetts Department of Education, 350 Main St., Malden, MA 02148, or by e-mail to jwheeler@doe.mass.edu.

The deadline for submission of written comments is Monday, December 31, 2007.

I. A. 2.

Requirement:

ESE must include a summary of the above recommendations and the ESE response to such recommendations in the Perkins IV State Plan. [Perkins IV Section 122(a)(3)]

Response:

The summary of the recommendations made at the public hearings and the ESE responses are included in last table at the end of this Plan.

I. A. 3.

Requirement:

ESE must develop the Perkins IV State Plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with state law; parents and students; institutions of higher education; the Massachusetts tech-prep coordinator and representatives of tech-prep consortia (if applicable); entities participating in activities described in Section 111 of the Workforce Investment Act Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations (individuals with disabilities, individuals who are economically disadvantaged, individuals with limited English proficiency, individuals preparing for careers that would be nontraditional for their gender, single parents and displaced homemakers); representatives of business and industry (including representatives of small business); and representatives of labor organizations in Massachusetts. ESE must also consult the Governor of Massachusetts with respect to development of the Perkins IV State Plan. [Perkins IV Section 122(b)(1)(A)-(B)]

Response:

ESE developed the Perkins IV State Plan in consultation with the Perkins IV State Plan Consultation Committee comprised of academic and technical teachers, administrators, school counselors, eligible recipients, charter school authorizers and organizers consistent with Massachusetts law; parents/guardians and students; institutions of higher education; the Massachusetts tech-prep leader and representatives of tech-prep consortia; entities participating in activities described in Section 111 of the Workforce Investment Act Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations. ESE also consulted with the Massachusetts Career/Vocational Technical Education Advisory Committee in the development of the Perkins IV State Plan. ESE consulted with the Governor's staff..

I. A. 4.

Requirement:

ESE must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in Section I.A.3. above to participate in state and local decisions that relate to development of the Perkins IV State Plan. [Perkins IV Section 122(b)(2)]

Response:

ESE selected for membership on the Perkins IV State Plan Consultation Committee individuals who would, by virtue of their status within a community or organization, conduct extensive

outreach regarding the Perkins IV State Plan, inside and outside of their community or organization. Early in the development process for the Perkins IV State Plan, ESE notified eligible recipients, workforce investment boards, and the many other interested parties that information on the Perkins IV State Plan would be posted on ESE-Career/Vocational Technical Education website. Several meetings of the committee were held and meeting minutes were kept. Additional information pertaining to this requirement is contained in the responses in Section I.A.1. & 3. of this Perkins IV State Plan.

I. A. 5.

Requirement:

ESE must develop the portion of the Perkins IV State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech-prep education, and secondary career and technical education after consultation with the state agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the state agency responsible for secondary education. If a state agency finds that a portion of the final Perkins IV State Plan is objectionable, the state agency must file its objections with ESE. ESE must respond to any objections ESE receives in the Perkins IV State Plan that ESE submits to the United States Secretary of Education. [Perkins IV Section 122(e)(3)]

Response:

ESE is the state agency responsible for secondary career and technical education and tech-prep as described in Perkins IV Section II.B.2. Therefore, ESE is responsible for the portion of the Perkins IV State Plan related to the amount and uses of funds for secondary career and technical education, as well as tech-prep. ESE developed the portion of the Perkins IV State Plan related to postsecondary education in consultation staff at the Massachusetts Department of Higher Education and the Massachusetts Community Colleges Executive Office.

II. PROGRAM ADMINISTRATION

II. A. Statutory Requirements

II. A. 1.

Requirement:

ESE must prepare and submit to the United States Secretary of Education a Perkins IV State Plan for a 6-year period; or ESE may prepare and submit a transition plan for the first year of operation of programs under the Perkins IV. [Perkins IV Section 122(a)(1)]

Response:

ESE submitted its Perkins IV One-Year Transition State Plan to the United States Secretary of Education on May 3, 2007. ESE submitted the Perkins IV State Plan to United States Secretary of Education by the due date of April 1, 2008.

II. A. 2. a.

Requirement:

ESE must describe the career and technical education activities to be assisted that are designed to meet or exceed the Massachusetts adjusted levels of performance, including a description of—

- (a) the career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—
- i. incorporate secondary education and postsecondary education elements;
 - ii. include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
 - iii. may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
 - iv. lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Response:

ESE will, during the period covered by Perkins IV, provide for the 43 Massachusetts Vocational Technical Education Frameworks adopted in June 2006, and additional Massachusetts Vocational Technical Education Frameworks that may be adopted, to serve as the basis for career and technical education programs of study, which may be adopted by eligible recipients. The Massachusetts Vocational Technical Frameworks were developed to include career cluster knowledge and skills and are organized by the following ten career clusters in order to provide instruction in broader, more durable and transferable knowledge and skills:

- Agriculture and Natural Resources Cluster
- Arts and Communication Services Cluster
- Business and Consumer Services Cluster
- Construction Cluster
- Education Cluster
- Health Services Cluster
- Hospitality and Tourism Cluster
- Information Technology Services Cluster
- Manufacturing, Engineering and Technological Cluster
- Transportation Cluster

Note: ESE plans to add Law and Public Safety as a career cluster.

The Massachusetts Vocational Technical Education Frameworks are based on all aspects of the industry with Strand One being safety and health knowledge and skills; Strand Two being technical knowledge and skills; Strand Three being embedded academic knowledge and skills (from the Massachusetts Curriculum Frameworks for core academic subjects); Strand Four being employability knowledge and skills; Strand Five being management and entrepreneurship knowledge and skills and Strand Six being technological knowledge and skills. The Massachusetts Vocational Technical Education Frameworks were released for public comment, and were recently validated by business, industry, and postsecondary education institutions including registered apprenticeship programs, which resulted in them being identified as preparing students enrolled in career and technical education programs including special

populations (individuals with disabilities, individuals who are economically disadvantaged, individuals with limited English proficiency, individuals preparing for careers that would be nontraditional for their gender, single parents and displaced homemakers), academically and technically for opportunities in postsecondary education including registered apprenticeship programs and entry into high-skill, high-wage, or high-demand occupations in current or emerging professions that will keep the individual and the United States competitive in the global economy.

Noteworthy is the fact that ESE, with state funds appropriated by the Massachusetts Legislature and Governor, is developing a sophisticated state-of-the-art web-based competency tracking system to be used by eligible secondary recipients. The system is secured through the ESE Security Portal. The competency tracking system to be known as the “Massachusetts Career/Vocational Technical Competency Tracking System” includes the knowledge and skills in the Massachusetts Vocational Technical Education Frameworks. The system will provide the opportunity for eligible recipients to track student progress, as well as generate reports and use data collection and analysis to improve career and technical education programs. The system will provide for the Commissioner of Elementary and Secondary Education or his designee to update the Massachusetts Vocational Technical Education Frameworks after they are revalidated on a four-year cycle. Also, the system will provide for knowledge and skills to be added to the Massachusetts Vocational Technical Education Frameworks for local use.

ESE will, during the period covered by Perkins IV, provide for the completion of the development of 43 Massachusetts Program of Study Grids based in part on each of the 43 Massachusetts Vocational Technical Education Frameworks that may be adopted by eligible recipients. ESE will provide for the development of Massachusetts Program of Study Grids based in part on additional Massachusetts Vocational Technical Education Frameworks that may be developed. The work on developing Massachusetts Program of Study Grids began in 2006-2007 through the tech-prep initiative. Each tech-prep consortium in Massachusetts is charged with ensuring that appropriate secondary and postsecondary staff contribute to the development of Massachusetts Program of Study Grids for each program in the high school that meets the Perkins IV definition of career and technical education used in Massachusetts. The Massachusetts Perkins IV Career and Technical Education Program Checklist is used to determine if programs meet the definition of career and technical education. The checklist is contained in the Massachusetts Perkins IV Manual that is published by ESE and posted at <http://www.doe.mass.edu/cte/perkins/>.

A sample Massachusetts Program of Study Grid is in the Massachusetts Tech-Prep Manual for Consortia and Site Coordinators posted at <http://www.doe.mass.edu/cte/techprep/>.

ESE will issue competitive Requests for Proposals (RFP) to develop additional Massachusetts Vocational Technical Education Frameworks for programs that would prepare students for high-skill, high-wage, or high-demand occupations in current or emerging professions. ESE recently issued an RFP for the development of a Vocational Technical Education Framework and a Massachusetts Program of Study Grid for Criminal Justice in the proposed Law and Public Safety Career Cluster. ESE is considering issuing an RFP for the development of a new Massachusetts Vocational Technical Education Framework in the occupation of Skilled Construction Laborer within the Construction Career Cluster. ESE will work with the state’s four agricultural high schools to a new program in small scale sustainable farming.

- (a-i) The Massachusetts Vocational Technical Education Frameworks and the Massachusetts Program of Study Grids incorporate secondary level education and postsecondary level education elements. Prior to adoption, faculty in Massachusetts' public two-year colleges validated the Massachusetts Vocational Technical Education Frameworks in order to ensure a transition from career and technical education programs on the secondary level to career and technical education programs in public two-year colleges. In addition, prior to adoption, registered apprenticeship program staff in Massachusetts validated the Massachusetts Vocational Technical Education Frameworks to ensure a transition from career and technical education programs on the secondary level to registered apprenticeship programs on the postsecondary level. The development of Massachusetts Program of Study Grids is a joint effort by secondary and postsecondary institutions including registered apprenticeship programs.
- (a-ii) The Massachusetts Vocational Technical Education Frameworks and the Massachusetts Program of Study Grids include coherent and rigorous content aligned with challenging academic standards in the Massachusetts Curriculum Frameworks for the core academic subjects, and relevant health & safety, technical, employability, management & entrepreneurship, and technological content. The Massachusetts Vocational Technical Education Frameworks are being used to establish a coordinated, non-duplicative progression of courses. The courses identified in the Massachusetts Program of Study Grids include aligned secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education including registered apprenticeship programs.
- (a-iii) The Massachusetts Vocational Technical Education Frameworks and the Massachusetts Program of Study Grids provide the opportunity for secondary education students to participate in dual or concurrent enrollment programs, including pre-registered apprenticeship programs or other ways to acquire postsecondary education credits. Having state frameworks during the period covered by Perkins IV that are used in career and technical education programs across Massachusetts provides the opportunity to develop statewide articulation agreements that will be used for seamless transition from secondary to postsecondary education including registered apprenticeship programs, thus enhancing the opportunity for students enrolled in secondary level career and technical education programs to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits and advanced standing in registered apprenticeship programs. The Massachusetts Program of Study Grids will reflect the articulation agreements.
- (a-iv) The Massachusetts Vocational Technical Education Frameworks were validated by business, industry, state occupational licensing boards and postsecondary education institutions including registered apprenticeship programs, which resulted in the frameworks being identified as leading to an industry-recognized credential in career and technical education programs that have an associated industry-recognized credential such as Agricultural Mechanics (Chapter 74 Certificate), Animal Science (Chapter 74

Certificate *), Automotive Technology (ASE Refrigerant Certification (ASER) (National Automotive Technicians Education Foundation [NATEF] and National Institute for Automotive Service Excellence [ASE] Certification (NATEF/ASE)) (Chapter 74 Certificate), Automotive Collision Repair & Refinishing (National Automotive Technicians Education Foundation [NATEF] and National Institute for Automotive Service Excellence [ASE] Certification (NATEF/ASE)) (Chapter 74 Certificate), Biotechnology (Chapter 74 Certificate), Cabinetmaking (Chapter 74 Certificate), Carpentry (OSHA Construction, Safety & Health - 10 Hrs (OSHA C10)) (Chapter 74 Certificate), Cosmetology (Chapter 74 Certificate), Culinary Arts (Barcode Cert. (Mass Restaurant Association)) (National Restaurant Association Pro Start Certification (PROST)) (National Restaurant Association Serv Safe Certification (SESAFE)) (Chapter 74 Certificate), Dental Assisting (American Heart Association - Choke Saving) (American Red Cross CPR Certification (ACPR) (Commonwealth of MA Radiation Certification (MARAD) (Dental Assistant National Board Certification in Infection Control (DANBIN) (Dental Assistant National Board Certification in Radiation Health & Safety (DANBRA)) (Chapter 74 Certificate), Early Education and Care (Chapter 74 Certificate), Diesel Technology (Chapter 74 Certificate), Drafting (Chapter 74 Certificate), Electricity (OSHA Construction, Safety & Health - 10 Hrs (OSHA C10)) (Chapter 74 Certificate), Design & Visual Communications (Chapter 74 Certificate), Electronics (Chapter 74 Certificate), Engineering Technology (Chapter 74 Certificate), Environmental Science & Technology (OSHA Hazardous Waste Operation Training Cert. [HZMAT] – 8 Hrs Refresher (OSHA HZMAT 8)) (Chapter 74 Certificate), Fashion Technology, Facilities Management (Chapter 74 Certificate), Graphic Communications, Heating-Ventilation-Air Conditioning-Refrigeration (A+ HVRAC Certification (A+) (ASE Refrigerant Certification (ASER)) (EPA 608 Refrigerant Certification (EPA608)) (Chapter 74 Certificate), Health Assisting (American Heart Association - Choke Saving) (American Red Cross First Aid (First Aid)) (American Red Cross CPR Certification (ACPR)) (Electronic Imaging Certification (EIC)) (Emergency Medical Technician (EMT)) (Home Health Aid (HHA)) (Chapter 74 Certificate), Horticulture (Pesticide Applicator Certificate (PAC)) (Chapter 74 Certificate), Hospitality Management (National Restaurant Association Pro Start Certification (PROST)) (National Restaurant Association Serv Safe Certification (SESAFE)) (Chapter 74 Certificate), Information Support Services & Networking (Cisco Certified Network Associate (CCNA) (C-Tech Certification Network Specialist (C-Tech) (Chapter 74 Certificate), Machine Tool Technology (Chapter 74 Certificate), Major Appliance Installation/Repairing (Chapter 74 Certificate), Marketing (Chapter 74 Certificate), Marine Service Technology, Masonry & Tile setting (Chapter 74 Certificate), Medical Assisting (Chapter 74 Certificate), Metal Fabrication & Joining Technologies (National Institute for Metalworking Skills (NIMS)) (Chapter 74 Certificate), Office Technology (Microsoft User Specialist Certification (MOUSC)) (Chapter 74 Certificate), Painting & Design Technologies (Chapter 74 Certificate), Plumbing (OSHA Construction, Safety & Health - 10 Hrs (OSHA C10)) (Chapter 74 Certificate), Power Equipment Technology (Chapter 74 Certificate), Programming & Web Development (Novell CAN Certification) (Chapter 74 Certificate), Radio & Television Broadcasting (Chapter 74 Certificate), Robotics and Automation Technology (Chapter 74 Certificate), Sheet Metalworking (Chapter 74 Certificate),

Stationary Engineering (Chapter 74 Certificate), Telecommunications - Fiber Optics (Chapter 74 Certificate).

* A Chapter 74 certificate is a certificate issued by an eligible recipient to a student (secondary or postsecondary) who has completed a state-approved vocational technical education program otherwise known as a Chapter 74-approved vocational technical education program.

The Massachusetts Vocational Technical Education Frameworks and the Massachusetts Program of Study Grids lead to a postsecondary certificate, journeyworker status, associate or abacallaureate degree through the development and implementation of transition services and activities such as college placement testing (CPT), remedial work and college advising while students are enrolled in secondary level career and technical education programs.

II. A. 2. b.

Requirement:

ESE must describe the career and technical education activities to be assisted that are designed to meet or exceed the Massachusetts adjusted levels of performance, including a description of how ESE, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in Sections II.A.2.a. above.

Response:

The Massachusetts Vocational Technical Education Frameworks were developed by teams of academic and technical educators versed in national occupational standards and were then validated by business, industry, state occupational licensing boards, and postsecondary education institutions including registered apprenticeship program providers. Thus, educators involved in career and technical education programs as well as business, industry, state occupational licensing boards, postsecondary eligible recipients, and registered apprenticeship program providers have a strong sense of ownership of the Massachusetts Vocational Technical Education Frameworks which has a positive effect on implementation. Likewise, the development of Massachusetts Program of Study Grids is a joint effort by educators on the secondary and postsecondary level.

ESE will, during the period covered by Perkins IV, reinforce the philosophy of program delivery organized by career clusters in order to provide instruction in broader, more durable and transferable knowledge and skills that will keep individuals competitive in the economy.

ESE will, during the period covered by Perkins IV, consult with eligible recipients by creating a subcommittee of a new Board of Education Advisory Council on Vocational Technical Education to advise ESE on the further development and implementation of the Massachusetts Program of Study Grids based on the Massachusetts Vocational Technical Education Frameworks in the ten, soon to be eleven, career clusters.

ESE will, during the period covered by Perkins IV, require that each eligible recipient that develops and submits a Perkins IV Local Plan submit an annual Perkins IV Local Plan Update in order to access Perkins allocation funds each year. ESE will, through the annual Perkins IV Local Plan Update review process as well as the onsite review/technical assistance process described in Section II.A.2.k. of this Perkins IV State Plan, advise eligible recipients to the

availability and applicability of the Massachusetts Vocational Technical Education Frameworks and Massachusetts Program of Study Grids for implementation in their career and technical education programs.

ESE will, during the period covered by Perkins IV, provide technical assistance to eligible recipients concerning cross-walking the knowledge and skill standards contained in the Massachusetts Vocational Technical Education Frameworks to the knowledge and skill standards in their existing career and technical education programs.

ESE will, during the period covered by Perkins IV, provide professional development on developing course syllabi for each course within a career and technical education program, with such professional development based in part on programs designed by *High Schools That Work (HSTW)* as Massachusetts is a member of this initiative of the Southern Regional Education Board.

ESE will, during the period covered by Perkins IV, provide professional development on developing lesson plans for each course within a career and technical education program with such professional development based in part on programs designed by *High Schools That Work (HSTW)*.

ESE will, during the period covered by Perkins IV, provide professional development on developing and implementing Career Plans guided by the applicable Massachusetts Program of Study Grid, for every student enrolled in a career and technical education program, with such professional development based in part on programs designed by the University of Massachusetts at Amherst.

II. A. 2. c.

Requirement:

ESE must describe the career and technical education activities to be assisted that are designed to meet or exceed the Massachusetts adjusted levels of performance, including a description of how ESE will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions.

Response:

ESE envisions that the Perkins IV requirement that each articulation agreements be agreed-upon at the state level or approved annually by the lead administrators of secondary institutions and postsecondary educational institutions will lead to a renewed joint effort by secondary institutions and postsecondary institutions to develop and implement articulation agreements between secondary institutions and postsecondary institutions. In order to facilitate renewed efforts, ESE will retain Perkins IV Title II Tech-Prep Education separate from Title I. Importantly, ESE will restructure tech-prep building on the vast improvements made in tech-prep delivery by ESE since 2003. Part V of this Perkins IV State Plan includes more specifics on the additional restructuring that will commence.

ESE recognizes that school counselors can play a critical role in the development and implementation of articulation agreements. Recently, Massachusetts launched the Massachusetts Model for School Counseling Programs, which is being embraced by school districts that

recognize the need to make career development education a priority. A high quality career development education program involves an entire school in illustrating the connections for students between education and the world of work. Many educators are already doing this by demonstrating the relevance of educational standards in the workplace, fostering the development of team building skills, and highlighting the value of assessment results for career planning. ESE will build upon the momentum with efforts to assist school districts to improve their school counseling programs in order to help students in making informed education decisions, including encouraging secondary and postsecondary students to graduate with a diploma or degree; and exposing students to high-skill, high-wage, or high-demand occupations in current or emerging professions and careers that would be nontraditional for their gender and using established articulation agreements, between secondary and postsecondary programs including registered apprenticeship programs, to provide postsecondary education and training opportunities for students participating in career and technical education programs.

ESE will, during the period covered by Perkins IV, require that every eligible recipient provide for each student enrolled in secondary career and technical education programs a Career Plan based on the Massachusetts Career Plan Checklist available at <http://www.doe.mass.edu/cd/resources/default.html>, which will include linkages to current or developing articulation agreements to prepare students for high-skill, high-wage, or high-demand occupations in current or emerging professions that will keep the individual and the United States competitive in the global economy.

ESE will, during the period covered by Perkins IV, support the development of Massachusetts Program of Study Grids as described in Section II.A.2.a. of this Perkins IV State Plan. The Massachusetts Program of Study Grids will include linkages to current or developing articulation agreements.

ESE will, during the period covered by Perkins IV, provide professional development consistent with the requirements in Perkins IV on developing and implementing articulation agreements between secondary education and postsecondary education institutions including registered apprenticeship programs.

II. A. 2. d.

Requirement:

ESE must describe the career and technical education activities to be assisted that are designed to meet or exceed the Massachusetts adjusted levels of performance, including a description of how programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients.

Response:

There are currently students on waiting lists for admission to career and technical education programs on the secondary level in Massachusetts, which indicates that information on career and technical education programs in Massachusetts is widely disseminated. Major sources of information dissemination on career and technical education program on the secondary level are the regional vocational technical education and agricultural school districts in Massachusetts that recruit heavily both inside and outside of their districts. Often students placed on waiting lists for certain programs will seek out other career and technical education programs. Many school

districts in Massachusetts are adding career and technical education programs to respond to the increasing demand.

ESE recognizes that there exists the need in Massachusetts for the public, including parents/guardians of school age children as well as all educators in all schools (and at all levels), to become more informed about career and technical education. The notion still exists among some that career and technical education programs are for “non-college bound” students despite the best efforts of eligible recipients, ESE, and organizations dedicated to the advancement of career and technical education. ESE will partner with organizations to develop initiatives that will enhance understanding of the relevance of career and technical education to students and the economy.

ESE will, during the period covered by Perkins IV, assist eligible recipients at the secondary level to develop initiatives that will make available information about the career and technical programs they offer by partnering with organizations including, but not limited to, Workforce Investment Boards, One-Stop Career Centers, Massachusetts Association of School Superintendents, Massachusetts Association of Vocational Administrators, Massachusetts School Counselors Association, Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL), and community-based organizations to disseminate information on career and technical education programs statewide. Career/Vocational Technical student organizations will be encouraged to expand their role in promoting career and technical education especially with respect to efforts to increase information dissemination to racial and linguistic minorities and members of special populations in school districts that may not have been served by career/vocational student technical organizations.

II. A. 2. e.

Requirement:

ESE must describe the career and technical education activities to be assisted that are designed to meet or exceed the Massachusetts adjusted levels of performance, including a description of the secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by ESE, to develop, improve, and expand access to appropriate technology in career and technical education programs.

Response:

Massachusetts is a highly technological state. Career and technical education programs across Massachusetts have benefited from the Title IID of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act Enhancing Education through Technology entitlement grants, Technology Enhancement competitive grants, and Technology for Data Driven Decisions grants. ESE will continue to enhance *MassONE*, which is ESE's set of web-based tools for communication, collaboration, and curriculum planning, designed to support PreK-12 standards-based teaching and learning. *MassONE* provides tools that enable all students including students enrolled in career and technical education programs to expand their learning experience beyond the classroom. *MassONE* offers resources that will help teachers enrich their teaching and increase their productivity. *MassONE* offers curriculum and communication tools for the school or district administrator. Educational organizations can use *MassONE's* tools to create online groups for courses, workshops, or collaborative projects. Through *MassONE*, teachers, students, administrators, and other interested parties are able to

participate in discussion boards, search through standards in the Massachusetts Curriculum Frameworks in the core academic subjects and the Massachusetts Vocational Technical Education Frameworks, create and share lesson plans and teaching resources, and offer support for student learning. ESE intends to create discussion forums in *MassONE* for teachers who teach in career and technical education programs.

The above being said, ESE will, during the period covered by Perkins IV, as described previously in Section II.A.2.a. of this Perkins IV State Plan, complete the development of the sophisticated technological state-of-the-art web-based competency tracking system secured through its Security Portal to be used by eligible secondary recipients.

ESE may develop the written assessment for the Massachusetts Certificate of Occupational Proficiency for online administration. The Massachusetts Certificate of Occupational Proficiency was established by the Massachusetts Education Reform Act of 1993. The statute – Massachusetts General Law c.69 Section 1D (iii) states: *"The certificate of occupational proficiency shall be awarded to students who successfully complete a comprehensive education and training program in a particular trade or professional skill area and shall reflect a determination that the recipient has demonstrated mastery of a core of skills, competencies and knowledge comparable to that possessed by students of equivalent age entering the particular trade or profession from the most educationally advanced education systems in the world. No student may receive said certificate of occupational proficiency without also having acquired a competency determination. Nothing in this chapter shall prohibit a student from beginning a program of vocational education before achieving a determination of competency. Such vocational education may begin at grade nine, ten or eleven. No provision of law shall prohibit concurrent pursuit of a competency determination and vocational learning. There shall be no cause of action for a parent, guardian or student who fails to obtain a competency determination, a certificate of mastery or a certificate of occupational proficiency."*

Note: The MA vocational Technical Education Regulations state:

"(1) Criteria for Candidacy for the Certificate of Occupational Proficiency

In order to qualify as a candidate for the Certificate of Occupational Proficiency in a specific vocational technical education program, a student must possess a portfolio containing at a minimum a competency profile demonstrating the acquisition of the knowledge and skills associated with at least two years of full-time study in the program, as well as a career plan, safety credential and a resume.

(2) Criteria for Receiving the Certificate of Occupational Proficiency

In order to receive the Certificate of Occupational Proficiency, a student must qualify as a candidate for the Certificate of Occupational Proficiency, have acquired a state competency determination for high school graduation, and be in good standing to graduate from the high school in which he/she is enrolled. The student must receive a passing score, as determined by the Commissioner, on the written test and the performance test for the Certificate of Occupational Proficiency."

ESE will, during the period covered by Perkins IV, complete the development of a seamless K-16 student-level data sharing system with the Massachusetts Department of Higher Education in order to evaluate outcomes for students while at the same time providing data for eligible

recipients to use in decision-making including those decisions related to the Perkins IV Local Plan. The data will also be used for the Perkins IV Consolidated Annual Report.

ESE will, during the period covered by Perkins IV, support the implementation of the Massachusetts Vocational Technical Education Frameworks as described previously in Section II.A.2.a. of this Perkins IV State Plan, including a major strand for technology which will expand the use of, and instruction in, appropriate technology in career and technical education programs throughout the career clusters.

ESE will, during the period covered by Perkins IV, assist eligible recipients in developing, improving, and expanding access to appropriate technology in their secondary and postsecondary career and technical education programs by encouraging the use of a portion of their Perkins allocation funds for developing, improving, and expanding the use of technology in their secondary and postsecondary career and technical education programs throughout the career clusters.

ESE will, during the period covered by Perkins IV, continue to assist in the upgrading of the online *Educator Licensure and Recruitment System (ELAR)* so that it is fully utilizable by eligible recipients involved in career and technical education. The web-based system provides for online educator licensure, license renewal, and job and resume posting. This effort will increase the recruitment and retention of qualified teachers.

ESE will, during the period covered by Perkins IV, continue to enhance the technology that is used for the written and performance licensure tests administered to prospective vocational technical teachers with such tests being aligned with content in the applicable Massachusetts Vocational Technical Education Frameworks.

ESE will, during the period covered by Perkins IV, encourage the use of distance learning in higher education programs that assist in preparing individuals for licensure as vocational technical teachers.

ESE will, during the period covered by Perkins IV, enhance and implement the Education Personnel Information Management System (EPIMS) that will, for the first time in Massachusetts history, collect demographic data and work assignment information online through the ESE Security Portal on individual public school educators including those working in career and technical education. This information will enable Massachusetts to comply fully with the Elementary and Secondary Education Act as amended by the No Child Left Behind Act by accurately reporting on highly qualified teachers. The EPIMS data will be used to perform greatly needed analysis on our educator workforce that over time will identify high need areas, evaluate current educational practices and programs, and assist districts with their recruiting efforts

ESE will replace the library operated by ESE for career/vocational technical education with state-of-the art technology so that educators may access resources online. Educators will be able to request and receive technical assistance regarding locating professional development resources on-line.

II. A. 2. f.

Requirement:

ESE must describe the career and technical education activities to be assisted that are designed to meet or exceed the Massachusetts adjusted levels of performance, including a description of the criteria that will be used to approve eligible recipients for funds under Perkins IV, including criteria to assess the extent to which the local plan will -

- i. promote continuous improvement in academic achievement;
- ii. promote continuous improvement of technical skill attainment; and
- iii. identify and address current or emerging occupational opportunities.

Response:

The Perkins IV Five-Year Local Plan Package – Secondary and the Perkins IV Five-Year Local Plan Package - Postsecondary at <http://www.doe.mass.edu/cte/perkins/> contain explicit instructions and references for developing and submitting Perkins IV Five-Year Local Plans. Included in each Package are references to the Massachusetts Perkins IV Manual. ESE will use the criteria contained in the Massachusetts Perkins IV Manual to review Perkins IV Five-Year Local Plans and Perkins IV Local Plan Updates. ESE will enhance the Massachusetts Perkins Manual so that the criteria will be more understandable to eligible recipients than at present.

ESE will, during the period covered by this Perkins IV State Plan, initially approve eligible recipients for funds under the Perkins IV by using an in-depth assessment of the Perkins IV Five-Year Local Plan. In addition, ESE will approve eligible recipients for funds for subsequent years under the Perkins IV by using an in-depth assessment of the Perkins IV Local Plan Update that will be submitted for each year after the Perkins IV Five-Year Local Plan has been deemed to be acceptable by ESE. Both the Perkins IV Five-Year Local Plan and each subsequent Perkins IV Local Plan Update must be deemed acceptable prior to the approval of allocation grants with Perkins IV funds.

ESE will, early in the period covered by this Perkins IV State Plan, inform eligible recipients that a major shortcoming of their Perkins IV One-Year Transition Local Plans was failure to include all required participants in the development of their Perkins IV One-Year Transition Local Plans. ESE anticipates that eligible recipients will include all required participants in the development of their Perkins IV Five-Year Local Plans.

ESE presents the following criteria that will be used to approve eligible recipients for funds under the Perkins IV Five Year Local Plan:

- The extent to which documentation indicates that parents, students, academic and technical teachers, school counselors, superintendent/president, principal, district/college official for services for students with disabilities, district/college official for services for students with limited proficiency in English, district/college official for services for students from economically disadvantaged families (including foster children), district/college official for Title IX, representatives of tech-prep consortia, representatives of Workforce Investment Boards, representatives of business & industry, labor organizations, representatives of special populations, and other interested individuals were involved with the development of the Perkins IV Five-Year Local Plan and how they will be involved with the implementation of the Plan. The recently published

- The extent to which the eligible recipient (if a consortium, each member within the consortium) described how it will ensure that programs assisted with Perkins IV funds are of the size, scope, and quality necessary to achieve intended outcomes by using the following criteria:

Size: The high school program meets the sequence of courses measure i.e., the sequence of courses includes at least two technical courses in the same occupational field and academic courses. Technical courses are those with the objective of preparing students for specific occupations or cluster of occupations. For public two-year college degree programs, the sequence of courses means at least 15 credits of technical courses in addition to the academic courses required by the degree program. For public two-year college/school district postsecondary certificate or other formal award programs, the sequence of courses means at least two technical courses and at least one academic course or academic component within a technical course.

Scope: The program includes instruction in all aspects of the industry the students are preparing to enter.

Quality: The program meets the final agreed upon performance levels for the core indicators and the program has been reviewed within the last five years by representatives from the industry of the program and determined to be of the quality necessary for the industry. The program meets national program standards where available and provides students with the opportunity to earn applicable state or industry license and/or certificates.

The extent to which the eligible recipient (if a consortium, each member within the consortium) described how it will ensure that activities and services funded with Perkins IV funds are of the size, scope, and quality necessary to achieve intended outcomes by using the following criteria:

Size: The activities and services are appropriate in duration in order to achieve intended outcomes.

Scope: The activities and services are appropriate in depth and sequence in order to achieve intended outcomes.

Quality: The activities and services are selected and designed using the results of research (where available), data analysis, and evaluation that provide evidence that the activities and services will achieve intended outcomes.

- The extent to which the eligible recipient (if a consortium, each member within the consortium) described how it will develop a Massachusetts Program of Study Grid for at least one career/vocational technical education program each year in partnership with at least one secondary or postsecondary institution as applicable.

- The extent to which the eligible recipient (if a consortium, each member within the consortium) described how it will improve the academic and technical skills of students participating in career and technical education programs through the integration of coherent and rigorous content aligned with challenging academic and technical education standards to ensure learning for in (i) the core academic (courses) subjects (for the secondary level as defined in Section 9101 of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act as English, Reading or Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History, and Geography) and the technical education courses.

- The extent to which the eligible recipient (if a consortium, each member within the consortium) described how it will more effectively link secondary career and technical education to postsecondary education including registered apprenticeship programs during the period covered by the Perkins IV Five-Year Local Plan. Note that it will not be sufficient to merely indicate “through tech-prep.”
- The extent to which the eligible recipient (if a consortium, each member within the consortium) described how it will develop new career and technical education programs and improve existing career and technical education programs including adding relevant technology, which may include providing students enrolled in career and technical education with the academic and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields.
- The extent to which the eligible recipient (if a consortium, each member within the consortium) described how it will, if feasible, collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students.
- The extent to which the eligible recipient (if a consortium, each member within the consortium) will incorporate all aspects of the industry in career and technical education programs.
- The extent to which the eligible recipient (if a consortium, each member within the consortium) described the process it will use to identify and adopt strategies to overcome barriers to students enrolling in, and being retained in, career and technical education programs that would prepare them for careers that would be nontraditional for their gender.
- The extent to which the eligible recipient (if a consortium, each member within the consortium) described how it will provide career guidance and academic counseling to students enrolled in career and technical education programs.
- The extent to which the eligible recipient (if a consortium, each member within the consortium) described the efforts it will make to improve the recruitment and retention of technical teachers and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and the transition to teaching from business and industry.
- The extent to which the eligible recipient (if a consortium, each member within the consortium) described how it will ensure that all students enrolled in career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards that are taught to all other students.
- The extent to which the eligible recipient (if a consortium, each member within the consortium) described how it will encourage students enrolled in career and technical education to enroll in rigorous and challenging courses in core academic subjects.
- The extent to which the eligible recipient (if a consortium, each member within the consortium) described how it will plan comprehensive professional development (including initial teacher preparation) consistent with the requirements set forth in Perkins IV and the Massachusetts

Perkins IV Manual for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education.

- The extent to which documentation indicates that the eligible recipient (if a consortium, each member within the consortium) evaluated the results to date of each required improvement plan for the previous school year.

- The extent to which the eligible recipient (if a consortium, each member within the consortium) described how individuals who are members of each individual special population (individuals with disabilities, individuals who are economically disadvantaged, individuals with limited English proficiency, individuals preparing for careers that would be nontraditional for their gender, single parents and displaced homemakers) in the district/college (if a consortium, each institution within the consortium) will be provided with services designed to enable the special population to meet or exceed the final agreed upon performance levels (FAUPLS) for each core indicator under Perkins IV.

- The extent to which the eligible recipient (if a consortium, each member within the consortium) described the process that it will use to evaluate and continuously raise performance levels for each core indicator regarding career and technical education.

- The extent to which the eligible recipient (if a consortium, each member within the consortium) described the process that it will use to identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations.

- The extent to which the performance levels proposed by the eligible recipient (if a consortium, each member within the consortium) may be expected to promote continuous improvement on the core indicators by the eligible recipient (if a consortium, each member within the consortium).

- The extent to which the budget proposed by the eligible recipient includes the required uses of Perkins IV funds.

- The extent to which the budget proposed by the eligible recipient is related to the core indicators that have not met the final agreed upon performance levels (FAUPLS).

- The extent to which the budget proposed by the eligible recipient demonstrates that the requested funds supplement and do not supplant non-federal funds.

II. A. 2. g.

Requirement:

ESE must describe the career and technical education activities to be assisted that are designed to meet or exceed the Massachusetts adjusted levels of performance, including a description of how programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma.

Response:

ESE recently established a new office for supporting secondary schools. This new office is headed by a former long-time staff member of the ESE-Career/Vocational Technical Education unit. Increasing graduation rates is a priority of this new office.

ESE released the first set of graduation rates for the 2006 cohort in the winter of 2007. Reporting graduation rates is required by the federal Elementary and Secondary Education Act as amended by the No Child Left Behind Act (NCLB). Prior to 2006, graduation rates could only be estimated from annual dropout data or from grade level enrollment information. ESE is now able to track an individual cohort, or group of students, from the initial entrance into grade nine through to graduation with student-level data from the ESE Student Information Management System (SIMS). Under NCLB, states are required to use the graduation rate to determine adequate yearly progress (AYP) for all secondary schools. ESE will use the results from the planned Statewide Longitudinal Data System grant in order to finish “connecting the dots” and complete the data/technology foundation for this comprehensive and broadly accessible Massachusetts Education Data System for Improving Student Success (MA-EDSISS). The proposed MA-EDSISS initiative contains five main components. The new system will allow ESE to engage in a more rigorous data-driven policy making process once the individual components are linked together. Each component will be implemented between the 2007-2008 and 2009-2010 program years. Major features include linking students in SIMS to their assigned classes to determine if students in Massachusetts are taking the necessary courses to receive a diploma and proceed onto and succeed in higher education and determining the correlation between course taking and performance on both local and statewide assessments.

ESE, in collaboration with the other youth-serving state agencies and the Pathways to Success by 21 (*P21*) initiative, sponsored an inter-agency High School Graduation Rate Summit on March 5, 2007. Based on graduation rate data, about 80 percent of the nearly 75,000 students in the class of 2006 graduated four years after starting high school as ninth graders.

The goals of the Graduation Rate Summit were to: 1) acknowledge that the graduation rate is an issue for all of Massachusetts and that the solutions include collaboration with state partners, not just schools; 2) showcase replicable practices from the organizations, partnerships, and schools that are doing an impressive job to assist students in staying in school; and 3) provide an opportunity for structured inter-agency regional discussions on improving the number of students who graduate from high school.

Massachusetts was one of 10 states selected by the National Governors Association to receive a two-year \$2 million education reform grant in July 2005, following a highly competitive process. The purpose of the grant is to increase high school graduation and college and work readiness rates. Massachusetts' grant includes three key prongs, one of which is to strengthen the value of the high school diploma for all students (including students enrolled in career and technical education programs) by:

- aligning Massachusetts' high school standards with what is expected of students in their first year of college;
- create a recommended "Curriculum for College and Work Readiness" that defines the courses all high school students (including students enrolled in career and technical education programs) should take;

- develop an Algebra II assessment. The optional assessment would be designed to provide diagnostic information to students about their readiness for college-level math courses;
- redesign and restore the state's dual enrollment program, with a particular focus on increasing the number of students (including students enrolled in career and technical education programs), especially minorities, who enroll in and perform well in advanced placement courses, the Preliminary Scholastic Aptitude Test (PSAT) and Scholastic Aptitude Test (SAT).

II. A. 2. h.

Requirement:

ESE must describe the career and technical education activities to be assisted that are designed to meet or exceed the Massachusetts adjusted levels of performance, including a description of how programs at the secondary level will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging professions, and how participating students will be made aware of such opportunities.

Response:

Aligning Massachusetts' high school standards with what is expected of students in their first year of college, using the "Curriculum for College and Work Readiness;" implementing an Algebra II assessment, implementing dual enrollment in high school and college, and increasing the number of students (including students enrolled in career and technical education programs), especially minorities, who enroll in, and perform well in advanced placement courses, Accuplacer, PSAT, and the SAT will help prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging professions. Students enrolled in career and technical education programs will be made aware of the expectations for their first year of college or first year in a registered apprenticeship program, dual enrollment, advanced placement courses, Accuplacer, PSAT, and the SAT by school counselors who are trained in the use of the Massachusetts Model for School Counseling Programs as described in Section II.A.2.c. and below.

ESE will, during the early part of the period covered by Perkins IV, launch an initiative to institutionalize the development of Career Plans for all students enrolled in career and technical education programs consistent with the definition of career guidance and counseling that is contained in Perkins IV, which states: "The term 'career guidance and academic counseling' means guidance and counseling that provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future; and provides information with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs."

On October 10, 2006, Massachusetts Commissioner of Education David P. Driscoll endorsed the final draft of the Massachusetts Model for School Counseling Programs, which is based on the premise that career development is the lifelong process through which we come to understand our place in the world of work and society. The quality of one's career development can affect his/her educational, occupational, and lifestyle choices and outcomes. Too often, student complacency, behavior problems, and dropout rates stem from the perception that schooling has

little relevance. The future-mindedness cultivated through career development education can play a key role in promoting student motivation and achievement. Therefore, career development education should be integrated with the mainstream curriculum as a means of promoting student success.

It is important to note that according to the provisions of the Massachusetts Vocational Technical Education Regulations, students enrolled in career and technical education programs shall be provided with career guidance including the development of a Career Plan. A Career Plan is a comprehensive, formalized written plan (that learners use alone or with the help of others) that relates learning to career goals. The Career Plan is based on both formal and informal assessment and should include areas in which a learner needs to increase knowledge and skills to reach documented goals. A Career Plan is designed to facilitate transition from high school to future learning or employment. It can be thought of as an instrument and a process for monitoring one's career development. As an instrument, a plan provides a place to organize and record progress related to personal, educational, and career and labor market information. As a process, it encourages learners to use the past and present in goal setting and planning. In either case, a career plan should be revisited and modified periodically. Note that in order to qualify as a candidate for the Massachusetts Certificate of Occupational Proficiency (described in Section II.A.2.e. of this Perkins IV State Plan) in a specific vocational technical education program, a student must possess a portfolio containing at a minimum a competency profile demonstrating the acquisition of the knowledge and skills associated with at least two years of full-time study in the program, as well as a Career Plan, safety credential, and a resume.

Students enrolled in career and technical education programs will be made aware of the opportunities in postsecondary education including registered apprenticeship programs and or entry into high-skill, high-wage, or high-demand occupations in current or emerging professions by school counselors in each high school who will use the new Massachusetts Model for School Counseling Programs as described immediately above. In addition, career/vocational student organizations will enhance their role in making students aware of these opportunities.

The Massachusetts Department of Workforce Development recently published the document titled Massachusetts Employment Projections Through 2014, the link to which is <http://lmi2.detma.org/Lmi/pdf/MEP2014.pdf>. The projections will assist, throughout the period covered by Perkins IV in identifying high-skill, high-wage, or high-demand occupations in current or emerging professions.

II. A. 2. i.

Requirement:

ESE must describe the career and technical education activities to be assisted that are designed to meet or exceed the Massachusetts adjusted levels of performance, including a description of how funds will be used to improve or develop new career and technical education courses -

- i. at the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by Massachusetts under Section 1111(b)(1) of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act;
- ii. at the postsecondary level that are relevant and challenging; and

- iii. that lead to employment in high-skill, high-wage, or high-demand occupations in current or emerging professions.

Response:

ESE will, during the period covered by Perkins IV, require the use of Perkins IV allocation funds or other funds to improve secondary level career and technical education programs and the technical courses contained within, and improve the academic courses associated with career and technical education programs that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by Massachusetts under Section 1111(b)(1) of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act.

ESE will, during the period covered by Perkins IV, require the use of Perkins IV allocation funds or other funds to improve postsecondary level career and technical education programs and the technical courses contained within, and improve the academic courses associated with career and technical education programs that are relevant and challenging.

Specifically, Perkins IV allocation funds or other funds shall be used on the secondary level and postsecondary level, as applicable to:

- (1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in Perkins IV Section 122(c)(1)(A);
- (2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in Perkins IV Section 122(c)(1)(A);
- (3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
- (4) develop, improve, or expand the use of technology in career and technical education, which may include—
 - (A) training of teachers, administrators, and school counselors who are involved with serving students enrolled in career and technical education programs, to use technology, which may include distance learning;
 - (B) providing students enrolled in career and technical education programs with the knowledge and skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
 - (C) encouraging eligible recipients to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematical and science knowledge of students;
- (5) provide professional development programs that are consistent with Perkins IV Section 122 to secondary and postsecondary teachers, administrators, and school counselors who are involved with serving students enrolled in career and technical education programs, including

- (A) inservice and preservice training on—
 - (i) effective integration and use of challenging academic and technical education provided jointly with academic and technical teachers to the extent practicable;
 - (ii) effective teaching skills based on research that includes promising practices;
 - (iii) effective practices to improve parental and community involvement; and
 - (iv) effective use of scientifically based research and data to improve instruction;
- (B) support of professional development for teachers and other school/college personnel who are involved in the direct delivery of educational services to students enrolled in career and technical education programs, to ensure that such teachers and personnel stay current with all aspects of an industry;
- (C) internship programs that provide relevant business experience; and
- (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
- (6) develop and implement evaluations of the career and technical education programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met;
- (7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
- (8) provide activities and services that are of sufficient size, scope, and quality to be effective; and
- (9) provide activities and services to prepare special populations who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations in current or emerging professions that will lead to self-sufficiency.

ESE will, during the period covered by Perkins IV, allow Perkins IV allocation funds to be used by eligible recipients on the secondary level to develop new career and technical education courses and programs at the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by Massachusetts under Section 1111(b)(1) of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act. ESE will require that eligible recipients on the secondary level that seek to use Perkins IV allocation funds to develop new career and technical education programs provide evidence in their Perkins IV Five-Year Local Plan and subsequent annual Perkins IV Local Plan Updates of program alignment with the Massachusetts Curriculum Frameworks in the core academic subjects and the applicable Massachusetts Vocational Technical Education Framework. In addition, ESE will require eligible recipients at the secondary level to provide documentation in their Perkins IV Five-Year State Plan and subsequent annual Perkins IV Local Plan Updates of the review and approval of their plans to develop new career and technical education programs by a local program advisory committee consisting of representatives of local business and industry related to the program, organized labor, postsecondary institutions including registered apprenticeship programs if the program area has such registered programs, parents/guardians, students, and special populations. Such review and approval shall be based on adequate and timely information as to workforce and job

development demands and job market trends such as that provided in the document titled Massachusetts Employment Projections Through 2014 the link to which is <http://lmi2.detma.org/Lmi/pdf/MEP2014.pdf> in order to ensure that the programs will lead to employment in high-skill, high-wage, or high-demand occupations in current or emerging professions.

ESE will, during the period covered by Perkins IV, allow Perkins IV allocation funds to be used by eligible recipients on the postsecondary level to develop new career and technical education courses and programs at the postsecondary level that are relevant and challenging. ESE will require eligible recipients at the postsecondary level to provide documentation in their Perkins IV State Plan and subsequent annual Perkins IV Local Plan Updates of the review and approval of their plans to develop new career and technical education programs by a program advisory committee consisting of representatives of local business and industry related to the program, organized labor, secondary institutions, students, special populations and representatives from registered apprenticeship programs if the program area has such registered programs. Such review and approval shall be based on adequate and timely information as to workforce and job development demands and job market trends such as that provided in the document titled Massachusetts Employment Projections Through 2014 the link to which is <http://lmi2.detma.org/Lmi/pdf/MEP2014.pdf> in order to ensure that the programs will lead to employment in high-skill, high-wage, or high-demand occupations in current or emerging professions.

ESE will, during the period covered by Perkins IV, use Perkins IV leadership funds for competitive grants in accordance with Perkins IV Section 124 to assist eligible recipients on the secondary and postsecondary level with the development of new career and technical education programs and new courses contained within. At the secondary level, such programs and courses will be aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by Massachusetts under Section 1111(b)(1) of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act. At the secondary and postsecondary level, such programs and courses contained within will be relevant and challenging and will lead to employment in high-skill, high-wage, or high-demand occupations in current or emerging professions as verified by the local program advisory committees. As stated in Section II.A.2.a. of the Perkins IV State Plan ESE will issue competitive Requests for Proposals (RFP) to develop additional Massachusetts Vocational Technical Education Frameworks for programs that would prepare students for high-skill, high-wage, or high-demand occupations in current or emerging professions. ESE recently issued an RFP for the development of a Vocational Technical Education Framework and a Massachusetts Program of Study Grid for Criminal Justice in the proposed Law and Public Safety Career Cluster. ESE is considering issuing an RFP for the development of a new Vocational Technical Education Framework in the occupation of Skilled Construction Laborer within the Construction Career Cluster.

II. A. 2. j.

Requirement:

ESE must describe the career and technical education activities to be assisted that are designed to meet or exceed the Massachusetts adjusted levels of performance, including a description of how ESE will facilitate and coordinate communications on best practices among successful recipients

of tech-prep grants under Perkins IV Title II and other eligible recipients to improve program quality and student achievement.

Response:

ESE will provide tech-prep grants under Perkins IV Title II on an allocation basis during 2008-2009 to consortia comprised of school districts and public two-year colleges that have Perkins IV Five-Year Local Plans. ESE envisions that there will be consortia housed at each of the 15 public community colleges in Massachusetts with the membership as described in Section V.A.2. of this Perkins IV State Plan. Note that ESE may consolidate consortia depending on the results of the consortium formation process, which would result in fewer than 15 consortia.

Communication on best practices within each consortium will be enhanced because each community college will have a Perkins IV Five-Year Local Plan, as each currently has a Perkins IV One-Year Transition Plan, and every additional member of the tech-prep consortia will have a Perkins IV Five-Year Local Plan. Successful practices will be shared in the annual Perkins IV Local Plan Updates submitted to ESE, as well as in annual Consortium Plan Updates submitted to ESE. ESE will share the information on best practices on the continually updated ESE-Career/Vocational Technical Education website under “CVTE News” and at the annual three-day highly attended “Connecting for Success Conference” provided each June by the Massachusetts Association of Vocational Administrators (MAVA) and the Massachusetts Vocational Association (MVA). In addition, the quarterly “tech-prep roundtables” begun under Perkins II, that have as the primary purpose sharing best practices among tech-prep consortia will be continued under Perkins IV.

II. A. 2. k.

Requirement:

ESE must describe the career and technical education activities to be assisted that are designed to meet or exceed the Massachusetts adjusted levels of performance, including a description of how funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement.

Response:

ESE will, during the period covered by Perkins IV, ensure that funds will be used by eligible recipients to effectively to link academic and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and technical achievement through the implementation of the Massachusetts Vocational Technical Education Frameworks that include one entire strand consisting of embedded academics. The embedded academics consist of the knowledge and skills from the Massachusetts Curriculum Frameworks in the core academic subjects that are essential for students to acquire for success in the career and further education including registered apprenticeship programs for which they are preparing. Academic teachers have endorsed the embedded academic strand.

ESE will, during the period covered by Perkins IV, ensure that funds will be used by eligible recipients to effectively to link academic and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and technical achievement through the review and acceptance process under the Perkins IV Five Year Local Plan and annual Perkins IV Local Plan Updates as described in Section II.A.f. of this Perkins IV State Plan. In addition, ESE will, during the period covered by Perkins IV, ensure that funds will be

used by eligible recipients to effectively to link academic and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and technical achievement through the review and acceptance process of Perkins IV Five-Year Secondary Postsecondary CVTE Linkage Consortium Plans (Tech-Prep) and annual Perkins IV Secondary Postsecondary CVTE Linkage Consortium Plan Updates. The review and acceptance process includes an evaluation of the student-level data on the core indicators and tech-prep performance indicators that include academic and technical outcomes. Effective integration of academic and technical education should produce enhanced outcomes in both academic and technical achievement.

ESE will, during the period covered by Perkins IV, ensure that funds will be used by eligible recipients to effectively link academic and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and technical achievement by requiring that each school district and public two-year colleges with a Perkins IV Local Plan be members of tech-prep consortia as described in more detail in Section V.A. of this Perkins IV State Plan. Through this requirement, all students enrolled in career and technical education programs will have the opportunity to participate in tech-prep activities and receive tech-prep services that link academic and technical education at the secondary level and at the postsecondary level.

ESE will ensure that funds will be used by eligible recipients to effectively to link academic and technical education at the secondary level through onsite monitoring that incorporates technical assistance. As part of its accountability system, ESE oversees school district compliance with federal and state education requirements through onsite review known as the Coordinated Program Review (CPR). All CPRs include desk reviews and onsite reviews in order to cover selected requirements in areas including special education, career and technical education, civil rights, the Elementary and Secondary Education Act as amended by the No Child Left Behind Act, and additional Massachusetts laws. The Coordinated Program Review Procedures School District Information Package Career/Vocational Technical Education (the link to which is at <http://www.doe.mass.edu/pqa/review/cpr/instrument/cvte.doc>) contains the specific review criteria for the career and technical education area.

Depending upon the size of a school district and the number of areas to be reviewed, a team of two to eight ESE staff conduct the CPR. ESE-Career/Vocational Technical Education unit staff with necessary associates, such as occupational safety and health specialists, certified public accountants, and professional development associates, participate on the CPR over two to ten days. Each school district in Massachusetts is scheduled to receive a CPR every six years with a mid-cycle follow-up review three years after the CPR.

The CPR criteria for each area are organized by the nine components below.

1. Assessment of Students
2. Student Identification and Program Placement
3. Parent and Community Involvement
4. Curriculum and Instruction
5. Student Support Services

6. Faculty, Staff, and Administration
7. School Facilities
8. Program Evaluation
9. Recordkeeping and Fund Use

The CPR onsite team reviews documentation about the operation of the school district's programs; interviews administrative, instructional, and support staff across all grade levels; interviews parent advisory council (PAC) representatives and others, which may include members of local program advisory committees for career and technical education; reviews student records for special education (and for student accommodation plans under Section 504), English language learner education, and career and technical education. ESE selects a representative sample of student records for the onsite team to review, using standard ESE procedures, to determine whether procedural and programmatic requirements have been implemented.

As part of the CPR, ESE surveys parents/guardians of students with disabilities and parents of English learners. Parents/guardians of students with disabilities whose files are selected for the record review, as well as the parents/guardians of an equal number of other students with disabilities, are sent a survey that solicits information regarding their experiences with the school district's implementation of special education programs, related services, and procedural requirements; parents/guardians of English language learners whose files are selected for the record review are sent a survey of their experiences with the school district's implementation of the English language learner education program and related procedural requirements

The CPR onsite team visits classrooms and other school facilities, such as career and technical education shops, used in the delivery of programs and services to determine general levels of compliance with program requirements and to deliver technical assistance.

Postsecondary eligible recipients (public two-year colleges and a small number of school districts) with career and technical education programs are reviewed during stand-alone Perkins Act reviews apart from the CPRs because the CPR was designed for school districts K-12. ESE has built upon the components of the CPR and conducts reviews for the Perkins Act at the postsecondary level using specific criteria for determining compliance with Perkins IV requirements and to deliver technical assistance. ESE has updated all review instruments to capture Perkins IV requirements.

In addition, it must be noted that ESE monitors secondary and postsecondary eligible recipients 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) as required by the Methods of Administration (MOA) with the United States Department of Education-Office for Civil Rights.

It is important to emphasize that eligible recipients receive quality technical assistance during onsite reviews. For example, an occupational safety and health specialist provides expert technical assistance regarding the requirements of the United States Occupational Safety and Health Administration Requirements (OSHA) while onsite. ESE requires that eligible recipient

staff members, including teachers, shadow the specialist and take notes on occupational safety and health findings. This method has been praised by eligible recipients due to the knowledge and skills that are acquired and then transferred to students as part of teaching all aspects of the industry regarding OSHA. In addition, eligible recipients receive quality technical assistance during onsite reviews from the ESE-Career/Vocational Technical Education unit staff as well as other associates under contract with ESE such as the professional development and certified public accountant associates. Technical assistance is sought by eligible recipients on a number of subjects during the extensive interview, observation, and documentation review and the student record review process.

The onsite review also provides the opportunity for ESE-Career/Vocational Technical Education unit staff, occupational safety and health specialists, and professional development and certified public accountant associates to gather information on best practices for dissemination as well as to gather information on topics that may result in ESE providing professional development on the topics statewide.

In addition, ESE will, during the period covered by Perkins IV, launch an active campaign assisted by Perkins IV funds to help academic teachers understand the important role they play in career and technical education. ESE believes that academic courses are part of an authentic career and technical education program, and that this is one of the factors that distinguish a high quality career and technical education program from an occupational skills training program. On June 26, 2007, the Massachusetts Board of Education approved amendments to the Massachusetts Vocational Technical Education Regulations that provide for teachers and administrators of “academics” to be licensable as vocational technical administrators by meeting the licensure requirements that include, but are not limited to, three years of documented experience in career and technical education. It is envisioned that this change will prompt “academic” educators to seek and gain experience in career and technical education in order to increase their employment options and that this will promote the integration of academic and technical education because such individuals will demonstrate experience in career and technical education through integration projects.

ESE will, during the period covered by Perkins IV, integrate career and technical education within ESE. Recently the ESE Student Assessment Services unit partnered with the ESE Career/Vocational Technical Education unit to develop the student assessment system for the award of the Massachusetts Certificate of Occupational Proficiency to students who enrolled in career and technical education programs as described in Section II.A.2.e. of this Perkins IV State Plan.

ESE will, during the period covered by Perkins IV, continue to assist in the upgrading of the online *Educator Licensure and Recruitment System (ELAR)* so that it is easily used by eligible recipients involved in career and technical education. The web-based system provides for online educator licensure, license renewal, and job and resume posting.

ESE will, during the period covered by Perkins IV, implement Education Personnel Information Management System (EPIMS), which will collect demographic data and work assignment information online through the ESE Security Portal on individual public school educators

including those working in career and technical education for the first time in Massachusetts history. This information will enable Massachusetts to comply fully with the Elementary and Secondary Education Act as amended by the No Child Left Behind Act by accurately reporting on highly qualified teachers. The EPIMS data will be used to perform greatly needed analysis on our educator workforce that over time will identify high need areas, evaluate current educational practices and programs, and assist districts with their recruiting efforts

II. A. 2. 1.

Requirement:

ESE must describe the career and technical education activities to be assisted that are designed to meet or exceed the Massachusetts adjusted levels of performance, including a description of how ESE will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Perkins IV Section 122(c)(1)(A)-(L)]

Response:

ESE will, during the period covered by Perkins IV, report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration by requiring eligible recipients to report on the integration of such content aligned with challenging academic standards in career and technical education programs in the annual Perkins IV Local Plan Updates. ESE will require submission of sample lesson plans and course syllabi with annual Perkins IV Local Plan Updates. ESE will also review lesson plans and syllabi as part of the Coordinated Program Reviews of secondary recipients and during stand-alone Perkins Act reviews of postsecondary recipients, as described above in Section II.A.k of this Perkins IV State Plan.

ESE will, during the period covered by Perkins IV, provide professional development on developing such lesson plans and syllabi prior to the submission requirement taking effect in the spring of 2008.

II. A. 3.

Requirement:

ESE must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that -

- (a) promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;
- (b) increases the percentage of teachers that meet teacher certification or licensing requirements;
- (c) is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;
- (d) encourages applied learning that contributes to the academic and career and technical knowledge of the student;

- (e) provides the knowledge and skills needed to work with and improve instruction for special populations; and
- (f) promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Perkins IV Section 122(c)(2)(A)-(G)]

Response (a) – (f):

ESE requires through the Massachusetts Vocational Technical Education Regulations and the Massachusetts Regulations for Educator Licensure and Preparation Program Approval (the regulations that govern the licensure of non-vocational technical educators) that all teachers, administrators, school counselors, and cooperative education coordinators in public schools be appropriately licensed by ESE.

- The Massachusetts Vocational Technical Education Regulations set forth the requirements for vocational technical teacher licensure that are based in part on the Professional Standards for Vocational Technical Teachers contained in the Massachusetts Vocational Technical Education Regulations.
- The Massachusetts Vocational Technical Education Regulations set forth the requirements for vocational technical cooperative education coordinator licensure that are based in part on the Professional Standards for Vocational Technical Cooperative Education Coordinators contained in the Massachusetts Vocational Technical Education Regulations.
- The Massachusetts Vocational Technical Education Regulations set forth the requirements for vocational technical administrator licensure that are based in part on the Professional Standards for Vocational Technical Administrators and the Professional Standards for Administrators contained in the Massachusetts Vocational Technical Education Regulations and the Regulations for Educator Licensure and Preparation Program Approval, respectively.

The Professional Standards include standards related to academic knowledge and the integration of academic and technical education, and the understanding of industry standards. The standards and encourage applied learning that contributes to the academic and technical knowledge of students, including students who are members of special populations (individuals with disabilities, individuals who are economically disadvantaged, individuals with limited English proficiency, individuals preparing for careers that would be nontraditional for their gender, single parents, and displaced homemakers) enrolled in career and technical education programs.

The following table includes, but is not limited to, the courses that must be completed by individuals seeking professional vocational teacher licensure. All of the courses are based on the applicable professional standards.

Professional Education Courses
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

The Massachusetts Vocational Technical Education Regulations and the Massachusetts Regulations for Educator Licensure and Preparation Program Approval (the regulations that govern the licensure of non-vocational technical educators) require that professional development plans be developed by each educator with a professional educator license. This professional development plan is subject to review and approval by the educator’s supervisor thus ensuring that the plan is consistent with the educator’s and eligible recipient’s needs as identified in the required eligible recipient’s professional development plan. Professional development plans must include specifics regarding the quality and quantity of professional development to be undertaken. For teachers in career and technical education programs, the Massachusetts Vocational Technical Education Regulations mandate professional development including but not limited to professional development in the integration of academic and technical education, pedagogy, occupational safety & health and subject matter. The professional development requirements in Massachusetts regulations and guidelines are consistent with the requirements set forth in the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) and the Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Perkins IV Section 122(c)(2)(A)-(G)].

As described in previously in Section II.A.2.k. of this Perkins IV State Plan, ESE began the implementation on July 13, 2007 of amendments to the Massachusetts Vocational Technical Education Regulations adopted by the Massachusetts Board of Education on June 26, 2007 which provide for an educator licensed under the Massachusetts Regulations for Educator Licensure and Preparation Program Approval (the regulations that govern the licensure of non-

vocational technical educators) to be eligible for licensure as vocational technical administrators by meeting new requirements. It is envisioned that this will support recruitment and retention of vocational technical administrators.

During the spring 2008, ESE will propose amendments to the Massachusetts Regulations for Educator Licensure and Preparation Program Approval that will effectively validate eligible recipients on the secondary level hiring qualified individuals with an appropriate vocational technical teacher license to teach stand-alone elective career and technical education courses in academic programs. It is envisioned that this will support recruitment and retention of teachers.

During the spring 2008, ESE will propose amendments to the Massachusetts Vocational Technical Education Regulations that will provide for individuals with vocational technical administrator and/or cooperative education coordinator licenses who are teaching full-time to put their administrator license and/or cooperative education coordinator licenses in an inactive status for later use rather than losing the licenses and having to reapply for it when the license is needed. It is envisioned that this will support recruitment and retention of administrators and cooperative education coordinators.

During the spring 2008, ESE will propose amendments to the Massachusetts Vocational Technical Education Regulations that will provide for the initial vocational technical administrator and/or cooperative education coordinator licenses to be valid for five years of employment rather than for five calendar years as is currently the case. It is envisioned that this will support recruitment and retention of administrators and cooperative education coordinators.

ESE will consider proposing amendments to the Massachusetts Vocational Technical Education Regulations to merge certain required professional education courses (see table above for the current courses) thereby intensifying the remaining courses while removing some redundancy in the courses that beginning teachers are required to complete. It is important to note that the professional development, in addition to the required courses that new teachers are expected to seek and complete especially in their subject matter area, is of critical importance. The reduction in the amount of coursework (but not the scope or quality) required of new teachers will support recruitment and retention of teachers for career and technical education programs.

The Massachusetts Board of Higher Education, which oversees community colleges in Massachusetts, has standards for employment as teachers, administrators, school counselors and cooperative education coordinators.

While it is important that ESE provide professional development consistent with the requirements in Perkins IV, and it is as important that licensed educators seek out and receive professional development consistent with the eligible recipient's professional development plan and their individual professional development plans. Therefore, it is important that eligible recipients provide quality inservice professional development programs or contract with an appropriate vendor to do so using Perkins IV allocation funds or other funds. ESE will, during the period covered by Perkins IV, establish a clearinghouse specific to professional development for educators involved in career and technical education in order to assist eligible recipients in selecting professional development to be provided through the implementation of their Perkins

IV Five-Year Local Plans and Perkins IV Local Plan Updates. In addition, ESE will, during the period covered by Perkins IV, provide statewide professional development for eligible recipients on how to design, and select appropriate professional development. ESE will reference the Southern Regional Education Board's Planning and Conducting Professional Development That Makes a Difference - A Guide for School Leaders at http://www.sreb.org/programs/hstw/publications/profdev/00V02_ProfDevGuide.pdf. Massachusetts is a member of the Southern Regional Education Board's *High Schools That Work (HSTW)* initiative.

II. A. 4.

Requirement:

ESE must describe efforts ESE and eligible recipients will make to improve -

- (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
- (b) the transition to teaching from business and industry, including small business. [Perkins IV Section 122(c)(3)(A)-(B)].

Response:

ESE and eligible recipients recognize the urgency of recruiting and retaining teachers for career and technical education programs. ESE is working closely with the Massachusetts Association of Vocational Administrators (MAVA) on this critical issue. MAVA has a strategic planning committee on recruitment and retention of teachers and has funded a position to recruit individuals from business and industry through new recruitment strategies. ESE and MAVA share the belief that a key component of any recruitment effort will benefit from an improved image of career and technical education. Thus, we are aiming high to show to all, with an emphasis on underrepresented groups, the enormous benefits of receiving and providing career and technical education.

ESE and MAVA recognize that individuals currently teaching in career and technical education programs have the potential to be excellent recruiters for the teaching profession. A concerted effort is being made by ESE, MAVA, and the Massachusetts Vocational Association (MVA) to encourage veteran teachers in career and technical education programs to spread the word about how rewarding their profession is on a number of levels.

ESE and MAVA recognize the need to recruit, train, and support administrators in career and technical education programs. In this regard ESE will support a leadership academy for "middle managers" in career and technical education known as Perkins IV Leadership Academy One 2007 -2008 which shall consist of a partnership comprised of school districts with career and technical education programs and MAVA in providing 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 and technical education. Perkins IV Leadership Academy One 2007-2008 will establish a network of educators in career/vocational technical education in order to share resources and provide mentoring and support within the network throughout their careers, in order to enhance career and technical education Massachusetts. Each participant will participate in an administrative apprenticeship/internship (300 hours) in the vocational technical

superintendent/assistant superintendent role, or the vocational technical principal/assistant principal role, or the vocational technical supervisor/director role with an appropriately licensed and qualified trained mentor. Each participant will participate in high quality, intensive, and focused seminars in conjunction with the administrative apprenticeship/internship in order to reinforce the knowledge and skills to be acquired during the administrative apprenticeship/internship. Each participant will develop a leadership portfolio.

ESE and the Massachusetts School Counselors Association (MASCA) will enhance the Massachusetts Model for School Counseling Programs that Massachusetts recently launched which is being embraced by school counselor preparation programs and school districts that recognize the need to put forth career development education. ESE envisions that this model will enhance the recruitment and retention of school counselors by changing the programs that prepare them and enhance their ongoing professional development to a more practical versus the philosophical and psychological approach. School counselors in Massachusetts will be leaders in career development education and will involve entire schools in illustrating the connections between education and the world of work. ESE will build upon the momentum with efforts to assist eligible recipients in improving their school counseling programs in order to assist students to make informed decisions about their education, including encouraging secondary and postsecondary students to graduate with a diploma or degree; and exposing students to high skill, high wage, or high demand occupations in current or emerging professions that would be nontraditional for their gender.

II. A. 5.

Requirement:

ESE must describe efforts that ESE and eligible recipients will make to improve the transition of sub baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Perkins IV Section 122(c)(4)]

Response:

ESE and eligible recipients recognize the need to improve the transition of students enrolled in subbaccalaureate career and technical education programs into baccalaureate degree programs at institutions of higher education. The Massachusetts public higher education system is coordinated by the Massachusetts Board of Higher Education and is divided into three segments: 15 community colleges, 9 state colleges, and the 5 campuses of the University of Massachusetts. The 29 public institutions are geographically dispersed throughout the state. The system is committed to ensuring that all Massachusetts residents have the opportunity to benefit from a higher education that enriches their lives and advances their contributions to civic life, economic development, and social progress in the state.

ESE will, during the period covered by Perkins IV, work to ensure that all eligible recipients on the postsecondary level encourage students to participate in the joint admissions transfer program between the public community colleges, the five campuses of the University of Massachusetts, and the nine state colleges. The joint admissions program is an exciting opportunity available to community college students who are enrolled in an approved program. Joint Admissions guarantees participating students admission to the University of Massachusetts and most of the nine state colleges.

ESE envisions that the Perkins IV requirement that articulation agreements be agreed-upon at the state level or approved annually by the lead administrators of secondary institutions and postsecondary educational institutions will lead to a renewed efforts to develop and implement articulation agreements between secondary institutions and two-year and four-year colleges. In order to facilitate renewed efforts, ESE will retain Perkins IV Title II Tech-Prep Education during 2008-2009 as separate from Title I. Importantly, ESE will restructure tech-prep building on the improvements made in tech-prep by ESE since 2003. Part V of this Perkins IV State Plan includes more specifics on the additional restructuring that will commence. Part of the restructuring will be aimed at improving the transition of students enrolled in subbaccalaureate career and technical education programs into baccalaureate degree programs at institutions of higher education.

II. A. 6.

Requirement:

ESE must describe how it will actively involve parents/guardians, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in Massachusetts. [Perkins IV Section 122(c)(5)]

Response:

ESE has a Massachusetts Career/Vocational Technical Education Advisory Committee that was consulted on the Perkins IV State Plan. In addition, ESE formed the Perkins IV State Plan Consultation Committee comprised of parents/guardians, students, academic and technical teachers, administrators, school counselors, local business (including small businesses), labor organizations, and individuals representing tech-prep consortia and career/vocational technical student organizations in order to consult with the required constituencies on the Perkins IV State Plan. ESE recognizes that the active involvement of constituencies must not end with the submission of the Perkins IV State Plan to the United State Department of Education - Office of Vocational and Adult Education (OVAE). Therefore, ESE is soliciting nominations for a Board of ESE Advisory Council on Vocational Technical Education. The solicitation is posted at <http://www.doe.mass.edu/news/news.asp?id=3830>. This Council will advise the Commissioner of ESE, as well as the State Director of Career/Vocational Technical Education, on the planning, development, implementation, and evaluation of career and technical education programs in Massachusetts.

ESE will require that each eligible recipient (if a consortium, each member within the consortium) use local program advisory committees for each career and technical education program or cluster of career and technical education programs with such advisory committees consisting of representatives of local business and industry related to the program, organized labor, postsecondary institutions, parents/guardians, students, representatives of special populations, and representatives from registered apprenticeship programs if the program area has such registered program. ESE will require that every effort be made to ensure that membership on the program advisory committee includes females, racial and linguistic minorities, and special populations who are representative of the particular district or community served by the eligible recipient. Teachers (academic and technical), administrators, school counselors shall not be members of the committee but shall attend and participate in the meetings of the committee. By

doing this, each eligible recipient will have a committee comprised of individuals and organizations that will play a critical and important role in the planning, development, implementation, and evaluation of career and technical education programs in their institution. In anticipation of need to use local program advisory committees to annually validate career and technical education programs, the ESE recently published the Massachusetts Career/Vocational Technical Education Advisory Guide. The Massachusetts Vocational Technical Education Frameworks that were recently validated by business, industry, and postsecondary education institutions, including registered apprenticeship programs, resulted in the Frameworks being the basis for curriculum that will prepare students, including special populations, for opportunities in postsecondary education, including registered apprenticeship programs and entry into high-skill, high-wage, or high-demand occupations in current or emerging professions.

II. A. 7.

Requirement:

ESE must describe efforts that ESE and eligible recipients will make to -

- (a) improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in -
 - i. the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act; and
 - ii. career and technical education subjects;
- (b) provide students with strong experience in, and understanding of, all aspects of an industry; and
- (c) ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Perkins IV Section 122(c)(7)(A)-(C)]

Response (a) – (c):

ESE and eligible recipients will, during the period covered by Perkins IV, strengthen the academic knowledge and skills of students enrolled in career and technical education programs through the identification of, and the teaching of embedded academic knowledge and skills in career and technical education courses within career and technical education programs to ensure learning in the core academic subjects as defined in Section 9101 of the Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act.

ESE and eligible recipients will, during the period covered by Perkins IV, strengthen the technical knowledge and skills of students enrolled in career and technical education programs by strengthening career and technical education programs through the identification and the teaching of embedded technical knowledge and skills in academic courses that serve students enrolled in career and technical education programs.

ESE and eligible recipients will, during the period covered by Perkins IV, provide students with strong experience in, and understanding of, all aspects of an industry through the incorporation of the cluster and individual occupation knowledge and skills identified in the Massachusetts Vocational Technical Education Frameworks into career and technical education programs. The

Massachusetts Vocational Technical Education Frameworks consist of six strands that are based on all aspects of the industry:

Strand One –	Safety and Health Knowledge and Skills
Strand Two –	Technical Knowledge and Skills
Strand Three –	Embedded Academic Knowledge and Skills from the Massachusetts Curriculum Frameworks (in the core academic subjects)
Strand Four –	Employability Knowledge and Skills
Strand Five –	Management & Entrepreneurship Knowledge and Skills and
Strand Six –	Technological Knowledge and Skills

ESE and eligible recipients will, during the period covered by Perkins IV, ensure that students enrolled in career and technical education programs are taught to the same challenging academic proficiencies as are taught to all other students though a number of efforts and initiatives including, but not limited to the following:

MassCore consists of:

- English/Language Arts (four units) *
- Mathematics (four units) including the completion of Algebra II or completion of the integrated mathematics equivalent - all students are recommended to take a mathematics course during their senior year
- Science (three units of lab-based science) - coursework taken in technology/engineering may count for MassCore science credit. Note: The Board of Higher Education admissions standards for public colleges and universities require three (two lab-based) physical and natural science units and do not currently recognize technology/engineering as a science course.
- History/Social Science (three units) including US History and World History
- Foreign Language (two units of the same language) **
- Physical Education as required by law - State law (M.G.L. c. 71,s. 3) states: “Physical education shall be taught as a required subject in all grades for all students.” Health can be integrated into Physical Education, science, or taught as a stand-alone course.
- The Arts (one unit) **
- Additional Core Courses (five units) - Business Education, Career and Technical Education (CTE), Health, Technology (e.g., computer science, desktop publishing, multi-media and web design), or any of the subjects above. Note: Most students majoring in CTE will take more than 5 units in a CTE program of study.

Educational Proficiency Plans (EPP)

At its October 24, 2006 meeting, the Massachusetts Board of Education voted to amend the regulation on the Competency Determination. The amendment changed the criteria for earning a Competency Determination by requiring that students on the secondary level, beginning with the

class of 2010, either meet or exceed a scaled score of 240 (proficiency level) on both grade 10 Massachusetts Comprehensive Assessment System (MCAS) English language arts and mathematics tests, or meet or exceed a scaled score of 220 (needs improvement) on both tests and fulfill the requirements of an Educational Proficiency Plan (EPP).

The amendment also added science and technology/engineering to the Competency Determination standard by requiring students to earn a scaled score of at least 220 (need improvement) on one of the secondary level tests in biology, chemistry, introductory physics, or technology/engineering. The addition of science and technology/engineering to the Competency Determination standard will also begin with the class of 2010.

The intent of these changes is to increase the likelihood that graduates of Massachusetts secondary schools have the knowledge and skills needed to succeed in college or today's workforce that requires many of the same knowledge and skills as college entrants.

In summary, beginning with the class of 2010:

- Students will be required to meet or exceed a scaled score of 240 (proficiency) on both the Grade 10 English language arts and mathematics MCAS tests; **or**
- Students will be required to meet or exceed a scaled score of 220 (needs improvement) on both the Grade 10 English language arts and mathematics MCAS tests and fulfill the requirements of an Educational Proficiency Plan (EPP); the EPP shall be developed for the subject matter area(s) in which students did not meet or exceed a scaled score of 240 (proficiency).

Each Educational Proficiency Plan (EPP) will include, at a minimum: (a) a review of the student's strengths and weaknesses, based on MCAS and other assessment results, coursework, grades, and teacher input; (b) the courses the student will be required to take and successfully complete in grades 11 and 12; and (c) a description of the assessments the school will administer on a regular basis to determine if the student is moving toward proficiency.

Massachusetts Comprehensive System (MCAS Success Plan)

Massachusetts General Law Chapter 69: Section 1I states the following in paragraph 12:

Each school district in which more than 20 percent of the students score below level two on the Massachusetts Comprehensive Assessment System exam, in this paragraph called MCAS, shall submit an MCAS success plan to the department. The plan shall describe the school district's strategies for helping each student to master the skills, competencies and knowledge required for the competency determination described in subparagraph (i) of the fourth paragraph of section 1D. The department shall determine the elements that shall be required to be included in such plan. These elements may include, but are not limited to, the following: (a) a plan to assess each student's strengths, weaknesses and needs; (b) a plan to use summer school, after school and other additional support to provide each child with the assistance needed; and (c) a plan for involving the parents of students as described in said subparagraph (i) of said fourth paragraph of said section 1D. The department shall examine each district's plan and determine if it has a reasonable prospect of significantly reducing the school district's failure rates. The department shall coordinate oversight of the MCAS success plans with existing audit and oversight functions and with the MCAS grant program.

II. A. 8.

Requirement:

ESE must describe how it will provide local educational agencies, area career and technical education schools, and eligible institutions in Massachusetts with technical assistance. [Perkins Section 122(c)(15)]

Response:

ESE is committed to providing high quality technical assistance to each eligible recipient regarding the implementation of Perkins IV. ESE will, during the period covered by Perkins IV, provide eligible recipients in Massachusetts with technical assistance through enhanced vehicles including the recently developed Massachusetts Perkins IV Manual that may be viewed at http://www.doe.mass.edu/cte/perkins/funding_manual.doc, and the Massachusetts Career/Vocational Technical Education Advisory Committee Guide that may be viewed at <http://www.doe.mass.edu/cte/resources/>. The ESE-Career/Vocational Technical Education unit website at <http://www.doe.mass.edu/cte/> is a rich source of technical assistance. The ESE-Career/Vocational Technical Education unit subsidiary website at <http://www.cvtepd.org/home/index.cfm>, which was a supplement to the ESE-Career/Vocational Technical Education unit website, was recently consolidated with the ESE-Career/Vocational Technical Education unit website in order to improve accessibility for individuals with sight impairments, enhance content, and to increase usage. ESE recognizes that communication among all stakeholders in career and technical education is key for the successful implementation of Perkins IV. A primary vehicle for information on the implementation of Perkins IV is the ESE-Career/Vocational Technical Education unit website. State Director's Updates that are posted on this website contain updates on the implementation of Perkins IV. The State Director's Update is emailed to those individuals on an email distribution list. Individuals who have not been receiving the State Director's Update by email may be placed on the email list by sending a request by email to the general email address of the ESE-Career/Vocational Technical Education unit at careervoctech@doe.mass.edu.

Each eligible recipient with career and technical education programs assisted with Perkins IV funds has a liaison in the Career/Vocational Technical Education unit. Eligible recipient staff contact their liaison for assistance in the development of the Perkins IV Five-Year Local Plan, Perkins IV Local Plan Updates as well as for any additional information related to Perkins IV. Liaisons are team members on Coordinated Program Reviews (CPR) that include the provision of technical assistance as described in Section II.A.2.k. of this Perkins IV State Plan. A list of liaisons with their contact information is located on the ESE-Career/Vocational Technical Education unit website at www.doe.mass.edu/cte/ under "Contact CVTE Staff."

II. A. 9.

Requirement:

ESE must describe how career and technical education in Massachusetts relates to Massachusetts and the region's occupational opportunities. [Perkins IV Section 122(c)(16)]

Response:

Jobs and education are among the priorities of Massachusetts Governor Deval Patrick's administration. ESE and eligible recipients will, during the period covered by Perkins IV, use adequate and timely information as to workforce and job development demands and job market

trends such as that provided in the document titled Massachusetts Employment Projections Through 2014 the link to which is <http://lmi2.detma.org/Lmi/pdf/MEP2014.pdf> in order to ensure that the programs will lead to employment in high-skill, high-wage, or high-demand occupations in current or emerging professions that will keep the individuals and the United States competitive in the global economy.

ESE will, during the period covered by Perkins IV, increase its emphasis on working with the Governor's Executive Office of Labor and Workforce Development and all workforce partners to better align labor force supply systems with demand. The work will include strengthening the connections among education and workforce programs that include career and technical education programs at the secondary and postsecondary levels, to increase the retention of students and workers through the transitions that are inherent in moving from secondary education to college, including registered apprenticeship programs and in moving back and forth between work and learning. Such moving back and forth is inevitable in the context of today's fast-paced technological changes and global competition.

The Massachusetts Executive Office of Labor and Workforce Development has engaged the Commonwealth Corporation (CommCorp) to develop and update a list of critical job vacancies in Massachusetts. The purpose is to identify occupations for which there is critical and persistent demand to help inform the state's workforce development system that includes career and technical education on the secondary and postsecondary level. The primary source of data is the Job Vacancy Survey (JVS), which is currently conducted twice per year by the Massachusetts Department of Workforce Development's Division of Career Services. Six thousand employers are interviewed in the second and fourth quarters of each year regarding numerous data points concerning the number and types of jobs that need to be filled. In addition, the Occupational Employment and Wage Statistics (OES) program operated by the United States Department of Labor - Bureau of Labor Statistics and the Massachusetts Department of Workforce Development provides data points for 780 occupations in Massachusetts. OES data is derived from a cumulative survey of 28,400 employers over a three-year period, encompassing six survey periods. The Office of Occupational Statistics and Employment Projections, also operated by the United States Department of Labor - Bureau of Labor Statistics, provides data on occupational training and educational requirements that is used in Massachusetts.

II. A. 10.

Requirement:

ESE must describe the methods it proposes for the joint planning and coordination of programs carried out under Perkins IV with other federal education programs. [Perkins IV Section 122(c)(17)]

Response:

ESE established a new office known as the Office of Strategic, Planning, Research and Evaluation. This office will coordinate planning, research, and evaluation among all offices and units within ESE. The ESE-Career/Vocational Technical Education unit looks forward to increased joint planning, research, and evaluation efforts in order to improve the acquisition of knowledge and skills by students enrolled in career and technical education programs in Massachusetts.

ESE administers the federal Adult Education and Family Literacy Act (AEFLA), enacted as part of the Workforce Investment Act (WIA), which is the principal source of federal support for adult basic and literacy education programs for adults who lack basic skills, a high school diploma, or proficiency in English. Staff in the ESE-Career/Vocational Technical Education unit will continue to work with staff in ESE-Adult Basic Education unit to continue joint planning such as is described in Section II.B.3. of this Perkins IV State Plan.

ESE administers the federal Individuals with Disabilities Education Act (IDEA), which is the law ensuring services to children with disabilities throughout the nation. Staff in the ESE-Career/Vocational Technical Education unit will continue to work with staff in ESE- Office of Special Education Policy and Planning and the ESE-Program Quality Assurance Services unit. As is described in Section III.A.1. of this Perkins IV State Plan,. ESE- Office of Special Education Planning and Policy will continue to fund a staff position in the ESE-Career/Vocational Technical Education unit to ensure access and results for students with disabilities. The staff person, who has credentials in special education, will provide technical assistance and professional development to ESE-Career/Vocational Technical Education unit staff and eligible recipients regarding this special population. The ESE-Career/Vocational Technical Education unit and the ESE-Program Quality Assurance Services unit will continue to jointly review career and technical education programs and provide technical assistance during Coordinated Program Reviews as described in Section III.A.1. of this Perkins IV State Plan.

ESE administers the federal McKinney Vento Homeless Act and has a specific staff assigned to work with eligible recipients in order to assist students and their families with education issues. Due to the fact that many students enrolled in career and technical education programs on the secondary level are enrolled in regional vocational technical school districts across Massachusetts with tuition provided by the city/town in which they reside, it is particularly challenging for them when they become homeless. ESE staff are cognizant of the unique issues associated with these students and their families and work quickly and effectively with the State Director of Career/Vocational Technical Education to ensure the continuity in the student's career and technical education.

ESE administers the federal Safe and Drug-Free Schools and Communities Act that assist schools (including vocational technical high schools) to prevent violence in and around schools, prevent illegal use of alcohol, tobacco, and drugs, involve parents and communities, and coordinate with related federal, state, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student achievement. Staff in the ESE-Career/Vocational Technical Education unit work closely with other ESE staff in helping to ensure a safe and healthy learning environment for students enrolled in career and technical education programs. Noteworthy are ESE's efforts combined with those of the Massachusetts Department of Labor-Division of Occupational Safety and the Massachusetts Department of Public Health to conduct occupational safety and health inspection of career and technical education facilities (shops) and to conduct investigations of accidents in career and technical education programs. In addition, both agencies assist ESE in providing quality technical assistance and professional development to educators in career and technical education programs. The Massachusetts Department of Labor-Division of Occupational Safety and the Massachusetts Department of Public Health will, during the period covered by Perkins IV,

enhance and continue this important work. Further, ESE and the Massachusetts Department of Public Health will, during the period covered by Perkins IV, collaborate on the development of an injury surveillance and reporting system for career and technical education in order to inform interventions and the needs for technical assistance and professional development.

ESE administers the federal Community Service-Learning (CSL) grant program that may support activities aligned with career and technical education programs. ESE will, during the period covered by Perkins IV, encourage collaboration between the CSL program and career and technical student organizations in order to increase learning with the Massachusetts Curriculum Frameworks and the Massachusetts Vocational Technical Education Frameworks; strengthen school/community partnerships and learning opportunities both in school and during out-of-school time; provide more opportunities for students with economic disadvantages; provide an opportunity for students to take on leadership roles in making changes and improving their communities and increase civic engagement of students enrolled in career and technical education programs.

ESE will continue to work with the Workforce Investment Act Public Law 105-220 (WIA), which offers a comprehensive range of workforce development activities through statewide and local organizations. Available workforce development activities provided in local communities can benefit job seekers, laid off workers, youth, incumbent workers, new entrants to the workforce, veterans, persons with disabilities, and employers. The Massachusetts Commissioner of ESE as well as the State Director of Adult Basic Education in ESE are members of the Massachusetts Workforce Investment Board under WIA. The State Director of Career/Vocational Technical Education in ESE works closely with the Commissioner and State Director of Adult Basic Education to ensure joint planning as described in Section II.B.3. of this Perkins IV State Plan.

ESE will implement the provisions of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 as aligned with the Elementary and Secondary Education Act as amended by the No Child Left Behind Act especially Perkins Core Indicators 1S1 proficiency in reading/language arts, 1S2 proficiency in mathematics, and 4S1 increasing graduation rates with the ESE offices implementing Title I Basic Grants, Title II-A: Preparing, Training, and Recruiting High Quality Teachers and Principals, Title II-D: Enhancing Education Through Technology, Title III: Language Instruction for Limited English Proficient and Immigrant Students, and Title IVB 21st Century Schools.

II. A. 11.

Requirement:

ESE must describe the procedures it will develop to ensure coordination and non-duplication among programs listed in Sections 112(b)(8) and 121(c) of the Workforce Investment Act Public Law 105-220 concerning the provision of services for postsecondary students and school dropouts. [Perkins IV Section 122(c)(20)]

Response:

As indicated Section II.A.9. and Section II.B.3 of this Perkins IV State Plan, ESE will build upon partnerships that have been successful in the past. Specifically with regard to the provision of services for postsecondary students, ESE will use Perkins IV funds to provide a staff person in

the Massachusetts Community Colleges Executive Office to address with ESE the provision of services for postsecondary students. Specifically with regard to the provision of services for school dropouts, ESE will continue to partner with the *P21* initiative as described in Section II.B.3 of this Perkins IV State Plan, as well as other initiatives to serve at-risk youth and school dropouts.

II. B. Other Department Requirements

II. B. 1.

Requirement:

ESE must submit a copy of the local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in Section 134(b) of Perkins IV.

Response:

Enclosed with this Perkins IV State Plan are the following two documents regarding this requirement:

- Carl D. Perkins Career and Technical Education Improvement Act of 2006 Five-Year Local Plan Package – Secondary
- Carl D. Perkins Career and Technical Education Improvement Act of 2006 Five-Year Local Plan Package – Postsecondary

These documents are posted on the ESE-Career/Vocational Technical Education website at <http://www.doe.mass.edu/cte/perkins/>.

II. B. 2.

Requirement:

ESE must provide a description of its governance structure for career and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.

Response:

Secondary: Massachusetts has approximately 100 eligible recipients at the secondary level and 25 eligible recipients at the postsecondary level. Note that of the 25 eligible recipients at the postsecondary level, 17 are public two-year colleges and eight of the 25 are regional vocational technical school districts that have formed the Perkins Postsecondary Consortium.

Secondary Education in School Districts - In Massachusetts, the Massachusetts Board of Elementary and Secondary Education consists of members appointed by the Governor as well as ex-officio members. The Massachusetts Secretary of Education coordinates the Massachusetts Board of Elementary and Secondary Education, the Massachusetts Board of Higher Education, and the Massachusetts Board of Early Education and Care. The Massachusetts Commissioner of the Elementary and Secondary Education in the Massachusetts Department of Elementary and Secondary Education is chief state school officer for elementary and secondary education, including career and technical education.

ESE includes a Career/Vocational Technical Education unit whose administrator serves as the State Director of Career/Vocational Technical Education. The Career/Vocational Technical Education unit administers the state law governing vocational technical education programs in public school districts.

ESE is the sole state agency responsible for administering the Carl D. Perkins Career and Technical Education Improvement Act of 2006 that includes tech-prep.

Postsecondary Education in School Districts - The Massachusetts law governing vocational technical education (M.G.L.c.74) provides for school districts to offer career and technical education programs on the postsecondary level.

Postsecondary Education in Institutions of Higher Education - In Massachusetts, the Massachusetts Board of Higher Education consists of members appointed by the Governor as well as ex-officio members. The Massachusetts Board of Higher Education appoints the Commissioner of Higher Education who is the chief executive officer and the chief school officer for higher education.

II. B. 3.

Requirement:

ESE must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of the federal Workforce Investment Act (WIA).

Response:

Massachusetts has 32 one-stop career centers each of which were sent a notice dated September 7, 2007 regarding the development of this Perkins IV State Plan and the public comment process. Each eligible recipient on the postsecondary level will be required to continue to work with the one-stop career centers that serve their geographic area. Most often career centers refer individuals seeking postsecondary career and technical education and or remedial academic education, General Education Development preparation and testing, and associated postsecondary services to postsecondary eligible recipients all of whom are PELL grant and federal student loan participating institutions, which results in financial aid for eligible individuals.

Over two years ago, Massachusetts began a process to examine ways to improve service delivery for at-risk youth by convening regional and local partners from key stakeholder agencies and organizations. This process is called *Pathways to Success by 21 (P21)*. Both regional and state partners agreed: youth serving agencies need to design strategies to support youth across transitions and build the capacity of existing services to better meet the needs of youth. The Massachusetts Department of Workforce Development (MADWD) awarded planning grants to the regional workforce areas to support the development of regional Strategic Action Plans. The goal of each strategic plan was to bring together representatives of the relevant youth serving agencies in the region to define three to five strategies to increase the region's capacity to meet the needs of at-risk youth. Each Workforce Investment Board and its Youth Council facilitated an in-depth process with multiple stakeholders that resulted in a Regional Strategic Action Plan that articulates how they will work together to serve their most at-risk youth. The information from all of the plans was used by *P21*'s state-level Steering Committee to inform the State's Strategic Action Plan, and to develop a set of organizing principles for future activity including the formation of 16 regional *P21* Teams to support the implementation of the strategies identified through the regional Strategic Action Plans.

MADWD and ESE is using Massachusetts' share of the funds available for incentive grant awards under WIA Section 503 to enhance the *P21* initiative. Massachusetts was one of nine (9)

states that qualified to receive a share (Massachusetts share is \$1,752,678) of the funds available. In order to have qualified for a grant award, a state must have exceeded performance levels agreed to by the Secretaries, Governor, and State Education Officer for outcomes in WIA Title I, adult education (AEFLA), and vocational education (Perkins Act) programs. The funds were contributed by USDOE from appropriations for the Adult Education and Family Literacy Act and the Carl D. Perkins Vocational and Technical Education Act.

Specifically, MADWD and ESE distributed additional resources to the 16 regional *P21* Teams in the 16 geographic workforce areas in Massachusetts to support the implementation of the strategies identified through the regional Strategic Action Plans.

The Workforce Investment Board, the local One-Stop Career Center/Title I Administrator, ESE's Adult Basic Education's regional representative, and a representative of a postsecondary eligible recipient under Perkins within the region are required partners.

ESE will review the performance of the *P21* initiative to determine future joint efforts

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

III. A. 1.

Requirement

ESE must describe its program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations (individuals with disabilities, individuals who are economically disadvantaged, individuals with limited English proficiency, individuals preparing for careers that would be nontraditional for their gender, single parents, and displaced homemakers) —

- (a) Will be provided with equal access to activities assisted under the Act;
- (b) Will not be discriminated against on the basis of their status as members of special populations; and
- (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how special populations will be prepared for further learning and for high-skill, high-wage, or high-demand occupations in current or emerging professions.

[Perkins IV Section 122(c)(9)(A)-(C)]

Response (a):

ESE-Office of Special Education Planning and Policy will, during the period covered by Perkins IV, continue to fund a staff position in the ESE-Career/Vocational Technical Education unit to ensure access and results for students with disabilities. The staff person, who has credentials in special education, will provide technical assistance and professional development to ESE-Career/Vocational Technical Education unit staff and eligible recipients regarding this special population. In addition, the following describes the ESE strategies and activities to be implemented during the period covered by Perkins IV:

Individuals who are members of special populations (individuals with disabilities, individuals who are economically disadvantaged, individuals with limited English proficiency, individuals preparing for careers that would be nontraditional for their gender, single parents, and displaced homemakers) will be provided with equal access to activities assisted under Perkins IV through a number of proactive initiatives implemented by ESE including:

- ESE will provide eligible recipients with additional information and technical assistance on 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) issued by the United States Department of Education-Office for Civil Rights (OCR). Recently, ESE revamped the system for onsite reviews under the *Guidelines* and the Methods of Administration (MOA) between OCR and ESE to align more fully to the requirements under the *Guidelines* and MOA. This past year, the ESE-Career/Vocational Technical Education unit created and implemented separate secondary and postsecondary review instruments for reviews under the *Guidelines* and MOA. The State Director of Career/Vocational Technical Education restructured the state's targeting plans with technical assistance provided by staff at OCR. It is very important to note that eligible recipients receive quality technical assistance during reviews under the *Guidelines* and MOA.
- ESE will increase the focus on integrating civil rights awareness in all professional development events sponsored or conducted by the ESE- Career/Vocational Technical Education unit.
- ESE will increase the focus on the oversight and monitoring of admission to career and technical education programs. School districts that are selective in terms of admission to career and technical education will be monitored to ensure compliance with the Massachusetts Vocational Technical Education Regulations and associated Guidelines regarding selective admission to ensure that individuals who are members of special populations (individuals with disabilities, individuals who are economically disadvantaged, individuals with limited English proficiency, individuals preparing for careers that would be nontraditional for their gender, single parents, and displaced homemakers) in Massachusetts are provided with equal access to programs and activities assisted under Perkins IV. The Massachusetts Vocational Technical Education Regulations and Guidelines include specific requirements regarding admission policies and admission applications with respect to career and technical education.
- ESE will increase the focus on examination of recruitment materials (including those on the *Internet*) and activities, including program placement processes, made available to applicants to ensure equal access to career and technical information and programs is afforded to individuals with disabilities and individuals with limited proficiency in English.
- ESE will continue to review all complaints filed by parents/guardians, applicants, and others concerning admissions in order to resolve issues.
- ESE will review complaint data to determine the eligible recipients that require intervention and will implement appropriate intervention.

- ESE will review Perkins IV One-Year Transition Local Plans, Perkins IV Five-Year Local Plans, and subsequent annual Perkins Local Plan Updates submitted by eligible recipients to ensure that eligible recipients describe how individuals who are members of special populations (individuals with disabilities, individuals who are economically disadvantaged, individuals with limited English proficiency, individuals preparing for careers that would be nontraditional for their gender, single parents, and displaced homemakers) will be provided with equal access to activities assisted under the Perkins IV, and how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. Eligible recipients must describe how individuals who are members of each individual special population will be provided with services designed to enable the special population to meet or exceed each core indicator of performance. Perkins IV Local Plans that combine all special populations together will be rejected.
- ESE will continue to require that each eligible recipient annually file a signed Statement of Assurances certifying compliance with the following (in italics):

Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001: Reauthorized Elementary and Secondary Education Act of 1965 as amended by P. L. 107-110 Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies
Title II, Part A, Teacher and Principal Training and Recruiting Fund (Educator Quality)
Title II, Part D, Enhancing Education through Technology
Title III, Language Instruction for Limited English Proficient and Immigrant Students
Title IV, Safe and Drug-Free Schools and Communities; 21st Century Schools
Title V, Promoting Informed Parental Choice and Innovative Programs

Individuals with Disabilities Act (IDEA): Reauthorized Individuals with Disabilities Education Improvement Act (IDEA-2004) as amended by P.L. 108-446 Part B: Entitlement and Discretionary Preschool and School-Age Programs

Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270 (Perkins IV)

Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Technical Education Programs – 34 CFR, Part 100, Appendix B (Guidelines)

Selected State Laws and Regulations as follows:

Education of English Learners: 603 CMR 14.00 promulgated by the Board of Education pursuant to M.G.L. c. 69, § 1B, and M.G.L. c. 71A, as amended by St. 2002, c. 386.

Student Learning Time: 603 CMR 27.00 promulgated by the Board of Education pursuant to M.G.L. c. 69, § 1G, as amended by St. 1993, c. 71, section 29.

Response (b):

Individuals who are members of special populations (individuals with disabilities, individuals who are economically disadvantaged, individuals with limited English proficiency, individuals preparing for careers that would be nontraditional for their gender, single parents and displaced homemakers) will not be discriminated against on the basis of their status as members of special populations through that which is described above under Response (a) as well as by ongoing refining and expansion of additional efforts. Among the initiatives that will be continued during the period covered are the following:

- ESE will be involved in monitoring disproportionate enrollments through the ESE review system known as the Coordinated Program Review (CPR) described in Section II.A.2.k. of this Perkins IV State Plan) as several changes to the data collection process will be implemented in program year 2007-2008. The monitoring will assist in ensuring that career and technical education programs and activities do not have illegal or unexplained disproportionate enrollments of special populations and other protected populations.
- ESE will provide workshops and follow-up technical assistance in compliance with Perkins IV requirements for professional development on gender equity and sexual orientation in career and technical education. The emphasis of the workshops and the individual technical assistance provided is to assist educators involved in secondary career and technical education in creating school environments where students are not limited to traditional gender roles. With the understanding that gender does not need to limit career choices, and equipped with resources to improve the school climate around sexual orientation, educators can more effectively support students in making career decisions that are not limited by gender, sexual orientation or perceived sexual orientation. Eligible recipients will send teams to these workshops, moving toward the ESE goal that eligible recipients view school climate and student achievement as a whole school initiative.
- ESE will review onsite all eligible recipients to determine compliance with Perkins IV and other applicable laws and regulations, including those 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) as described in Section II.A.2. of this Perkins IV State Plan. The reviews will continue to ensure that individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. Targeted technical assistance will be provided to eligible recipients ensuring effective monitoring in the review of classroom, library, and guidance materials for bias and stereotyping.

Response (c):

Individuals who are members of special populations (individuals with disabilities, individuals who are economically disadvantaged, individuals with limited English proficiency, individuals preparing for careers that would be nontraditional for their gender, single parents, and displaced homemakers) will be provided with programs designed to enable the special populations to meet or exceed adjusted levels of performance. Among the initiatives that will be enhanced in order to ensure individuals who are members of special populations are provided with programs designed to enable them to meet or exceed adjusted levels of performance include the following:

ESE will enhance collaborative efforts with other units in ESE, such as the Special Education Policy and Planning unit and the Program Quality Assurance unit, in providing professional development pertaining to meeting the needs of special populations.

ESE recognized several years ago that, for the annual Perkins IV Local Plan Update, school districts/public two-year colleges/consortia tended to combine special populations together, rather than addressing the unique needs of each special population individually. In order to resolve this issue, the ESE began requiring that eligible recipients not only disaggregate special population data but also create activities and services designed to enable each specific individual special population to meet or exceed adjusted levels of performance. During Perkins IV, ESE will enhance the provision of technical assistance to accommodate the technical assistance needs that this issue has brought to the surface.

ESE modified the approval/signature form for the Perkins IV Local Plan Update to capture the approval from the individual in each school district/public two-year college/consortium responsible for each special population (e.g., Director of Special Education, Title I Director, English Language Acquisition Coordinator, etc.). The approval/signature form for the Perkins IV One-Year Transition Local Plan includes the Title IX coordinator. During Perkins IV, ESE will initiate more aggressive measures to bring the expertise for working with special population that is present within each school district/public two-year college/consortium to bear upon the development, implementation, and evaluation of Perkins IV Local Plans and annual Perkins IV Local Plan Updates.

ESE understands that eligible recipients require quality resources in order to design programs, services, and activities that enable special populations to meet or exceed adjusted levels of performance. With that understanding, ESE will provide ongoing and sustained technical assistance including an updated and detailed compilation of professional development resources - a clearinghouse - specific to addressing the needs of each special population. The resources in the clearinghouse will be reviewed and determined appropriate by a committee based upon recommendations and evaluations of the resources. Among the resources will be those specifically designed to enable the special populations to meet or exceed adjusted levels of performance.

Individuals who are members of special populations will be prepared, during the period covered by Perkins IV, for further learning and for high-skill, high-wage, or high-demand occupations in current or emerging professions by gaining access to career and technical education programs that meet Perkins IV standards and receiving services that will enable students in school districts/public two-year colleges/consortia to be successful in the programs. As articulated under Response (a) in Section III.A.1. above, ESE will determine in which eligible recipients intervention concerning admission to career and technical education programs by ESE is warranted.

ESE, working with postsecondary eligible recipients will, during the period covered by Perkins IV, determine promising practices for recruitment and retention in the postsecondary career and technical education programs that prepare students enrolled in the programs for further learning and for high-skill, high-wage, or high-demand occupations in current or emerging professions.

ESE will enhance the provision of equitable delivery of postsecondary transition efforts through tech-prep and the monitoring/evaluation of student-level outcome data. In addition, tech-prep consortia grant proposals will be evaluated to ensure that programs, services, and interventions (e.g., Accuplacer test accommodations, tech-prep recruitment information in other languages) demonstrate tailored services and continually work to improve programs and services specific to the needs of special populations.

ESE will enhance the requirement through the Perkins IV grant process that career/vocational student organizations demonstrate equitable participation of special populations through aggressive outreach to special populations and provide tailored activities and services specific to the needs of special populations.

The special education funded liaison in the ESE-Career/Vocational Technical Education unit, will enhance her participation as a “Secondary Transition Workgroup Member” in ESE. The workgroup will assist in the transition planning aspect of the Massachusetts State Performance Plan for Special Education that includes planning for career and technical education. Transition services and activities are to be planned that will reasonably enable students with disabilities to meet postsecondary goals, including career and technical education areas, and facilitate their entry into further learning, registered apprenticeships, or high-skill, high-wage or high demand occupations in current or emerging professions. Massachusetts is currently in a three- year process of collecting transition-planning data from every school district in the state, which includes all districts with career and technical education programs.

III. A. 2.

Requirement:

ESE must describe how it will adequately address the needs of students in alternative education programs, if Massachusetts has such programs. [Perkins IV Section 122(c)(14)]

Response:

In Massachusetts, alternative education is an instructional approach under the control of a school committee that is offered to "at-risk" students in a nontraditional setting. "At-risk" students may include those who are pregnant/parenting teens, truant students, suspended or expelled students, returned dropouts, delinquent youth, or other students who are not meeting local promotional requirements. Alternative education may operate as a program or as a separate self-contained school. Alternative education does not include private schools, home schooling, school choice, General Educational Development (GED), or gifted and talented programs. Alternative education does not include programs exclusively serving students receiving special education services or exclusively serving students enrolled in career and technical education programs.

Alternative education programs may or may not include classes with curriculum in career and technical education areas. ESE reviews alternative education programs onsite during the Coordinated Program Review (CPR) as described in Section II.A.2.k. of this Perkins IV State Plan. The Coordinated Program Review Procedures School District Information Package Career/Vocational Technical Education (the link to which is at <http://www.doe.mass.edu/pqa/review/cpr/instrument/cvte.doc>) contains specific review criteria to ensure that the needs of students enrolled in alternative education programs. During the review

process, ESE ensures that the eligible recipient has re-admission policies and procedures in place to provide for eligible students to re-enter career and technical education programs in which they were enrolled prior to being placed in alternative education programs.

III. A. 3.

Requirement:

ESE must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations in current or emerging professions that would be nontraditional by gender. [Perkins IV Section 122(c)(18)]

Response:

ESE recognizes that all students enrolled in career and technical education programs, including those enrolled in career and technical education programs that would prepare them for careers that would be nontraditional for their gender, must be prepared for high-skill, high-wage, or high-demand occupations in current or emerging professions. As described in Section III.A.1. of this Perkins IV State Plan, ESE will provide workshops and follow-up technical assistance in compliance with Perkins IV requirements for professional development on gender equity and sexual orientation in career and technical education. The emphasis of the workshops and the individual technical assistance provided is to assist educators involved in secondary career and technical education in creating school environments where students are not limited to traditional gender roles. With the understanding that gender does not need to limit career choices, and equipped with resources to improve the school climate around sexual orientation, educators can more effectively support students in making career decisions that are not limited by gender, sexual orientation, or perceived sexual orientation. Eligible recipients will send teams to these workshops, moving toward the ESE goal that district's view school climate and student achievement as a whole school initiative.

ESE required that each eligible recipient in their Perkins IV One-Year Transition Local Plan for 2007-2008 describe the steps that it would take to ensure that individuals preparing for careers that would be nontraditional for their gender will be provided with equal access to Perkins IV-assisted activities and that they would be prepared for high-skill, high-wage, or high-demand occupations in current or emerging professions. ESE reviewed each description to ensure that individuals would be provided with equal access to Perkins-assisted activities and programs that would prepare them for high-skill, high-wage, or high-demand in current or emerging professions. ESE will require that each eligible recipient report in the required annual Perkins IV Local Plan Update as described in Section II.A.2. of this Perkins IV State Plan, on the status of the implementation of the steps.

In addition, ESE will review onsite during each Coordinated Program Review (CPR), as described in Section II.A.2.k. of this Perkins IV State Plan, to ensure that the steps outlined by each eligible recipient are undertaken. ESE will throughout Perkins IV monitor 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 (Guidelines), as required by the Methods of Administration (MOA) with the United States Department of Education - Office for Civil Rights. The review criteria in the Guidelines are contained in the School District/Collaborative Information and Report Package for Review Based on 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) and the Public Two-Year College Information and Report Package for Review Based on 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) both of which are posted on the ESE-Career/Vocational Technical Education unit website at <http://www.doe.mass.edu/cte/monitoring/>. The review criteria have substantial emphasis on ensuring that eligible recipients take appropriate steps to ensure that individuals preparing for careers that would be nontraditional for their gender are provided with equal access to activities and services and are prepared for high skill, high wage, or high demand occupations in current or emerging professions.

It must be noted that a staff member in the ESE-Career/Vocational Technical Education unit is a member of the executive board of the National Alliance for Partnerships in Equity (NAPE) to which ESE subscribes. This staff member provides technical assistance to eligible recipients around creating a school climate that is conducive for students to enroll in and complete programs that prepare them for careers that would be nontraditional for their gender.

III. A. 4.

Requirement:

ESE must describe how funds will be used to serve individuals in state correctional institutions. [Perkins IV Section 122(c)(19)]

Response:

Massachusetts has several state correctional institutions for adults operated by the Massachusetts Department of Correction. In addition, Massachusetts has several correctional institutions for adults operated by county sheriff offices that have state and county inmates. Massachusetts has state correctional institutions for youth operated by the Massachusetts Department of Youth Services. By virtue of this Perkins IV State Plan, ESE designates the Massachusetts Department of Correction throughout the period of Perkins IV to issue an annual competitive Request for Proposals (RFP) for the amount of Perkins IV funds as prescribed in Perkins IV Section 112 (a) (1) (A), which is an amount equal to not more than 1 percent of the amount allotted to Massachusetts under Perkins IV Section 111. ESE will review and approve the RFP prior to issuance. The RFP will be issued to the correctional institutions to improve the knowledge and skills of inmates enrolled in career and technical education programs that are preparing for release in order that they are prepared for high skill, high wage, or high demand occupations in current or emerging professions.

III. A. 5.

Requirement:

ESE must describe how it will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in Section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

Response:

ESE required that each eligible in their Perkins IV One-Year Transition Local Plan for 2007-2008 describe the steps that the eligible recipient will take to ensure that individuals with disabilities will be provided with equal access to activities assisted under Perkins IV. ESE reviewed each description to ensure that individuals with disabilities would be provided with equal access to activities assisted under the Perkins IV. ESE will require that each eligible recipient report in the required annual Perkins IV Local Plan Update as described in Section II.A.2. of this Perkins IV State Plan, on the status of the implementation of the steps. In addition, ESE will review onsite during each Coordinated Program Review, as described in Section II.A.2.k. of this Perkins IV State Plan, to ensure that the steps outlined by each eligible recipient are undertaken. ESE will monitor 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 (Guidelines), as required by Methods of Administration (MOA) with the United States Department of Education - Office for Civil Rights. The review criteria in the *Guidelines* are contained in the School District/Collaborative Information and Report Package for Review Based on 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) and the Public Two-Year College Information and Report Package for Review Based on 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) both of which are posted on the ESE-Career/Vocational Technical Education unit website at <http://www.doe.mass.edu/cte/monitoring/>. The review criteria have substantial emphasis on ensuring that eligible recipient take appropriate steps to ensure that individuals with disabilities will be provided with equal access to activities and services.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

IV. A. 1.

Requirement:

ESE must describe procedures it will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Perkins IV Section 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]

Response:

ESE established the measurement definitions and approaches contained in this Perkins IV State Plan for the core indicators for students in career and technical education at the secondary and postsecondary levels in consultation with the United States Department of Education-Office of Vocational and Adult Education. The Perkins IV State Plan Consultation Committee as described in Section I.A.3. of this Perkins IV State Plan and the Massachusetts Career/Vocational Technical Education Advisory Committee reviewed and commented on the measurement definitions and approaches contained herein. After this review and comment process was

completed, the Perkins IV State Plan was released for public comment and public hearings as described in Section I.A.1. of this Perkins IV State Plan.

IV. A. 2.

Requirement

ESE must describe the procedures it will use to obtain input from eligible recipients in establishing a state adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as state levels of performance for any additional indicators of performance identified by the ESE. [Perkins IV Section 122(c)(10)(A), sec. 113(b)(3)(B)]

Response:

ESE will use the Board of Education's Advisory Council on Vocational Technical Education as described in Section II.A.6. of this Perkins IV State Plan in order to obtain input though the period covered by this Perkins IV State Plan from eligible recipients in establishing a state adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels. ESE will not use any additional indicators of performance.

IV. A. 3.

Requirement:

ESE must identify, on the forms in Part C of this Perkins IV State Plan, the valid and reliable measurement definitions and approaches that it will use for each of the core indicators for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators identified by ESE, that are valid and reliable. ESE must describe how the proposed definitions and measures are valid and reliable. [Perkins IV Section 113(b)(2)(A)-(B)]

Section 113(b) of Perkins IV describes the measures that a state must use for student attainment of challenging academic content standards and student academic achievement standards in reading/English language arts and mathematics (core indicators 1S1 and 1S2, respectively) and student graduation rates (core indicator 4S1). Based on non-regulatory guidance, the United States Department of Education-Office of Vocational and Adult Education pre-populated the measurement definitions on the Final Agreed Upon Performance Levels (FAUPL) form in Part C of this Perkins IV State Plan for the convenience of ESE. Therefore, ESE does not need to describe how these definitions and measures are valid and reliable. If ESE had chosen to propose other student definitions and measurement approaches ESE would have had to describe how the proposed definitions and measures would be valid and reliable. (The United States Secretary of Education is considering whether to issue regulations requiring a state to agree to use the student definitions and measurement approaches for the core indicators for academic attainment in reading/English language arts and mathematics and graduation rates as contained in the guidance document. If the Secretary decides to regulate on these issues and adopts final rules, Massachusetts may be required to amend its Perkins IV State Plan.)

Response:

ESE has identified on the forms in Part C of this Perkins IV State Plan, the valid and reliable measurement definitions and approaches that it will use for each of the core indicators for career and technical education students at the secondary and postsecondary/adult levels that are valid and reliable. ESE will not use any additional indicators of performance.

IV. A. 4.

Requirement:

ESE must describe how, in the course of developing core indicators and additional indicators of performance, ESE will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other state and federal programs, or for any other purpose, is used to meet the Perkins IV accountability requirements. [Perkins IV Section 113(b)(2)(F)]

Response:

ESE will use the Massachusetts academic assessments (i.e., Massachusetts Comprehensive Assessment System (MCAS) tests in English language arts and mathematics) implemented under Section 1111(b)(3) of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act to measure career and technical education students' attainment of English language arts and mathematics knowledge and skills (core indicators 1S1 and 1S2 respectively).

ESE will use the Massachusetts student graduation rates implemented under Section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act for core indicator 4S1.

ESE will align the secondary core indicators under Perkins IV with the program outcomes implemented under the Massachusetts Vocational Technical Education Regulations Section 4.05 to the greatest extent possible.

ESE will align the postsecondary core indicators under Perkins IV with the program outcomes implemented by the Massachusetts Board of Higher Education to the greatest extent possible by consulting with the Massachusetts Career/Vocational Technical Education Advisory Committee and the Massachusetts Board of Higher Education.

IV. A. 5.

Requirement - Attainment by Students Enrolled in Secondary Career and Technical Education Programs of Challenging Academic Content Standards and Student Academic Achievement Standards (Core Indicators 1S1 and 1S2):

Section 113(b)(2)(A)(i) of Perkins IV requires ESE to measure the attainment by students enrolled in secondary career and technical education of "challenging academic content standards" and "student academic achievement standards" that Massachusetts adopted pursuant to Section 1111(b)(1) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act. Perkins IV further requires ESE to use its academic assessments (i.e., Massachusetts Comprehensive Assessment System (MCAS) tests in English language arts and mathematics) implemented under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act to measure the attainment by students enrolled in secondary career and technical education of these Massachusetts standards. Thus, Massachusetts secondary core indicators must include the proficiency in English language arts and mathematics of students enrolled in secondary career and technical education as measured under Section 1111(b)(1) and (3) of the ESEA as amended by the No Child Left Behind Act. Accordingly, under Perkins IV, ESE must report the number or percent of the students enrolled in secondary career and technical education programs who score at the proficient level or above on MCAS tests in English

language arts (core indicator 1S1) and mathematics (core indicator 1S2) in order to measure the academic proficiency of students enrolled in secondary career and technical education.

To measure attainment of these standards, ESE must develop and reach agreement with the United States Department of Education-Office of Vocational and Adult Education (OVAE) on adjusted performance levels (APLs), which constitute the ESE performance targets for a program year. Permissible adjusted performance levels (APLs) would be the Massachusetts annual measurable objectives (AMOs) from the Massachusetts ESEA Accountability Workbook. To ensure that Massachusetts schools are making adequate yearly progress (AYP) as required under Section 1111(b)(2)(A) of the ESEA, Section 1111(b)(2)(G) of the ESEA as amended by the No Child Left Behind Act requires Massachusetts to establish statewide annual measurable objectives (AMOs) that identify a single minimum percentage of students who are required to meet or exceed the proficient level on the MCAS academic assessments each year. Under Perkins IV, Massachusetts may propose different adjusted performance levels (APLs) instead of its annual measurable objectives (AMOs). The United States Department of Education-Office of Vocational and Adult Education strongly encourages states to reach agreement on adjusted performance levels (APLs) required under Section 113 of Perkins IV for the core indicators that are the same as the state's annual measurable objectives (AMOs) adopted to ensure that Massachusetts schools are making AYP as required under Section 1111(b)(2) of the ESEA.

Response:

Massachusetts agrees to adjusted performance levels (APLs) for core indicators 1S1 and 1S2 under Perkins IV that are the same as its annual measurable objectives (AMOs) under the ESEA.

Requirement Graduation Rates – Secondary Students (Core Indicator 4S1):

Section 113(b)(2)(A)(iv) of Perkins IV requires Massachusetts to identify a core indicator to measure Massachusetts students enrolled in secondary career and technical education “student graduation rates” as described in Section 1111 (b)(2)(C)(vi) of the ESEA. Thus, Massachusetts must report the number or percent of its students who were enrolled in secondary career and technical education whom Massachusetts included as graduated in its graduation rate described under the ESEA. To ensure that schools are making AYP as required under Section 1111(b)(2)(A) of the ESEA, some states have established statewide targets for graduation rates under Section 1111(b)(2)(C)(vi), and others states have defined adequate yearly progress (AYP) only to require improvement in the graduation rate each year. The United States Department of Education-Office of Vocational and Adult Education strongly encourages states to reach agreement on adjusted performance levels (APLs) required under Section 113 of Perkins IV for the core indicators that are the same as the graduation rate targets that the state adopted to ensure that schools are making AYP as required under Section 1111(b)(2) of the ESEA.

Response:

Massachusetts agrees to adjusted performance levels (APLs) under Perkins IV that are the same as its targets for graduation rate under the ESEA.

IV. A. 6.

Requirement:

ESE must describe the its process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept its adjusted levels of performance under Section 113(b)(3) of Perkins IV and for ensuring that the established performance levels will require the eligible

recipient to continually make progress toward improving the performance students enrolled in career and technical education. [Perkins IV Section 113(b)(4)(A)(i)(II); Section 122(c)(10)(B)]

Response:

ESE will use the same system that the United States Department of Education-Office of Vocational and Adult Education (OVAE) uses with ESE for reaching agreement on state adjusted performance levels (APLs). OVAE has identified a staff member at OVAE known as a Regional Accountability Specialist (RAS). ESE has identified a staff member known as a liaison at the ESE-Career/Vocational Technical Education unit to provide technical assistance to each eligible recipient with career and technical education programs that are assisted with Perkins IV funds. Eligible recipient staff contact their liaison for assistance in the development of the Perkins IV Five-Year Local Plan and the Standard Application for Program Grants, as well as for any additional information related to Perkins IV. Liaisons will also serve as the Perkins Accountability Liaison (PAL) for their eligible recipients. The forms used by the United States Department of Education-Office of Vocational and Adult Education (OVAE) known as Final Agreed-Upon Performance Level (FAUPL) forms will be adapted for use by the ESE with eligible recipients in Massachusetts.

IV. A. 7.

Requirement:

ESE must describe the objective criteria and methods it will use to allow an eligible recipient to request revisions to its adjusted performance levels (APLs) if unanticipated circumstances arise with respect to an eligible recipient. [Perkins IV Section 113(b)(4)(A)(vi)]

Response:

ESE will provide in the Massachusetts Perkins IV Manual a description of the objective criteria and methods it will use to allow an eligible recipient to request revisions to its adjusted performance levels (APLs) if unanticipated circumstances arise with respect to the eligible recipient regarding placement. ESE does not envision that unanticipated circumstances would be applicable to the remaining core indicators. The description will be as follows:

School districts/public two-year colleges/consortia may request revisions to adjusted performance levels for Core Indicators Secondary Placement (5S1) or Postsecondary Placement (4P1) if the Workforce Investment Board region(s) in which the school district/public two-year college/consortium is located experiences a loss of five percent or more of jobs in the region(s) for three or more consecutive months one year prior to, or one year after the commencement of the placement period. The request must be in writing addressed to the State Director of Career/Vocational Technical Education and must include documentation from the applicable Workforce Investment Board(s) of the job losses for the applicable period. The State Director of Career/Vocational Technical Education will respond in writing to the request within ten business days of receipt.

IV. A. 8.

Requirement:

ESE must describe how it will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep, if applicable, and how it will ensure that the data reported from eligible recipients, and the data that reported to the United

State Secretary of Education, are complete, accurate, and reliable. [Perkins IV Section 122(c)(13); sec 205]

Response:

The ESE Student Information Management System (SIMS) is a student-level data collection system that allows for ESE to collect and analyze accurate and comprehensive information, to meet federal and state reporting requirements, and to inform policy and programmatic decisions. The SIMS has two important components:

1. A unique student identifier for all students receiving a publicly funded elementary and secondary education in Massachusetts, and
2. Transmissions of data from eligible recipients to the Massachusetts Department of Education for all students via the ESE Security Portal.

The ESE Student Information Management System (SIMS) Handbook at <http://www.doe.mass.edu/infoservices/data/sims/DataHandbook.doc> provides a detailed description of all 52 data elements that are currently submitted in each student record. Each student record that is submitted into the system must contain an appropriate value in each of the 52 elements. There are several data elements such as technical competency attainment and type of career and technical education program that are specifically for career and technical education; however, it must be noted that many of the remaining data elements (e.g., race, limited English proficiency) also apply to students enrolled in career and technical education programs.

In order to ensure that data reported to the ESE from eligible recipients, and the data that ESE reports to the United State Secretary of Education, are complete, accurate, and reliable ESE performs system verifications and checks as well as desk reviews by ESE-Career/Vocational Technical Education unit staff who are assigned to be Perkins Accountability Liaisons as described in Section IV.A.6. of this Perkins IV State Plan. The liaisons are familiar with the eligible recipient's data and thus provide an extra measure to ensure reliability and validity.

During the past year, ESE hired a data specialist to work full-time on career and technical education data with the benefit of all the information technology resources of the ESE, whereas he was a member of the ESE-Information Services unit prior to working in the ESE-Career/Vocational Technical Education unit. In a relatively short period of time, the staff member has refined certain data collection tools to ensure that the data submitted is valid and reliable. For example, eligible recipients on the secondary level now retrieve the actual student-level identifiers for following up graduates of career and technical education programs from the secure ESE Security Portal, and thus are required to report on each student identified.

IV. A. 9.

Requirement:

ESE must describe how it plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in Section 113(b) and 203(e) of Perkins IV. [Perkins IV Section 204(e)(1)]

Response:

ESE will, during the period covered by Perkins IV, require that each consortium member (school) (college) meet the adjusted performance levels (APLs) for each core indicator, as they

would be required to do if they were each individually submitting a Perkins IV Local Plan. ESE recognizes that the individual school's or college's performance, while affected by the services that a common Perkins Local Plan and associated grant would provide, is nevertheless a function and result of the individual school or college and thus each school or college must be held accountable. Equally, if not more important, is the fact the student-level data on each of the core indicators disaggregated by school, college, and special population are absolutely essential to have in order to evaluate the effectiveness of Perkins IV for each student and individual school or college.

ESE will use the same system that the United States Department of Education-Office of Vocational and Adult Education (OVAE) uses successfully with ESE for reaching agreement on state adjusted levels of performance as described in Section IV.A.6. of this Perkins IV State Plan

IV. A. 10.

Requirement:

ESE must describe how it will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how ESE is coordinating those programs with other federal programs to ensure nonduplication. [Perkins IV Section 122(c)(8)]

Response:

ESE will annually evaluate the effectiveness of career and technical education programs by analyzing Perkins IV core indicator data, as well as program outcome indicator data that are contained in the Massachusetts Vocational Technical Education Regulations that became effective on September 1, 2003. These data include the percentage of students enrolled in career and technical education programs that receive the Massachusetts Certificate of Occupational Proficiency as well as positive placement in employment related to students' career and technical education programs.

The State Director of Career/Vocational Technical Education and his/her staff will, during the period covered by Perkins IV, coordinate career and technical education programs with other federal programs to ensure non-duplication by regular consultations with the State Directors of other federal programs within the ESE and the Community Colleges Executive Office. It is important to note that ESE and the Massachusetts Board of Higher Education have as a high priority the establishment of seamless education PreK-16. A critical element is student-level data sharing system that is under development that includes student-level career and technical education data elements as described in Section II.A.2.e. of this Perkins IV State Plan. It is also important to note that ESE has embraced career and technical education and the State Director of Career/Vocational Technical Education is included in policy discussions as appropriate.

B. Other Department Requirements

IV. B. 1.

Requirement (a):

ESE must provide all the information requested on the forms provided in Part C of this Perkins IV State Plan to report accountability data annually to the United States Secretary of Education under Perkins IV Section 113(c)(1)-(2), including the student definitions that ESE will use for

the secondary core indicators of performance and the postsecondary core indicators of performance.

Response (a):

The student definitions that ESE will use for the secondary core indicators of performance and the postsecondary core indicators of performance, as well as additional requested information that is available, are included in Part C of this Perkins IV State Plan.

Requirement (b):

ESE must provide baseline data for the core indicators under Perkins IV Section 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which ESE must use MCAS, and graduation rates adopted under Title I of the ESEA. If ESE chooses to use its AMOs and targets under the ESEA, ESE will not need to submit baseline data.

Response (b):

The baseline data that are available except that for the indicators for which ESE must use MCAS and graduation rates adopted under Title I of the ESEA are included in Part C of this Perkins IV State Plan.

Requirement (c):

ESE must propose performance levels as discussed above, except that, for the core indicators for which ESE must use MCAS, and graduation rates adopted under Title I of the ESEA. If ESE chooses to use its AMOs and targets under the ESEA, ESE will only have to confirm this information with its Regional Accountability Specialist (RAS) at the OVAE. Upon ESE's request, the RAS will pre-populate the forms in Part C with Massachusetts AMOs and targets for the 2007-08 and 2008-09 program years and send the forms for ESE to finish completing.

Response (c):

The performance levels that are available except that, for the core indicators for which ESE must use MCAS and graduation rates adopted under Title I of the ESEA, because ESE chose to use its AMOs and targets under the ESEA are included in Part C of this Perkins IV State Plan.

IV. B. 2.

Requirement:

ESE must identify the program areas for which Massachusetts has technical skill assessments, the estimated percentage of students enrolled in career and technical education programs who take technical skill assessments, and the ESE plan for increasing the coverage of programs and students reported in future program years.

Response:

ESE is currently in the process of developing technical skill assessments for each of the programs that have a Vocational Technical Education Framework as listed in the table below.

Technical assessments may be implemented during the 2009-2010 school year to the high school class of 2010. It is estimated that approximately 5 % of career and technical education concentrators will be reported in Massachusetts' calculation of career and technical concentrators who were assessed. ESE anticipates that the percentage in each ensuing year will increase as a

result of efforts to gain necessary funding and efforts to show the value of the assessments to students, business, industry, and ultimately the economy.

43 VOCATIONAL TECHNICAL EDUCATION FRAMEWORKS

Each Framework consists of six strands as follows:

Strand One – Safety and Health Knowledge and Skills

Strand Two – Technical Knowledge and Skills

Strand Three – Embedded Academic Knowledge and Skills

Strand Four – Employability Knowledge and Skills

Strand Five – Management and Entrepreneurship Knowledge and Skills

Strand Six – Technological Knowledge and Skills

Agriculture & Natural Resources Career Cluster

Agricultural Mechanics

Animal Science

Environmental Science & Technology

Horticulture

Arts & Communication Services Career Cluster

Design & Visual Communications

Graphic Communications

Radio & Television Broadcasting

Business & Consumer Services Career Cluster

Cosmetology

Fashion Technology

Marketing

Office Technology

Construction Career Cluster

Cabinetmaking

Carpentry

Electricity

Facilities Management

Heating-Ventilation-Air Conditioning-Refrigeration

Masonry & Tile Setting

Painting & Design Technologies

Plumbing

Sheet Metalworking

Education Career Cluster

Early Education and Care

Health Services Career Cluster
Dental Assisting
Health Assisting
Medical Assisting
Hospitality & Tourism Career Cluster
Culinary Arts
Hospitality Management
Information Technology Services Career Cluster
Information Support Services & Networking
Programming & Web Development
Manufacturing, Engineering, & Technological Career Cluster
Biotechnology
Drafting
Electronics
Engineering Technology
Machine Tool Technology
Major Appliance Installation/Repairing
Metal Fabrication & Joining Technologies
Robotics and Automation Technology
Stationary Engineering
Telecommunications - Fiber Optics
Transportation Career Cluster
Automotive Collision Repair & Refinishing
Automotive Technology
Diesel Technology
Marine Service Technology
Power Equipment Technology

V. TECH-PREP

Overview of the Approach to Tech-Prep in Massachusetts:

In Massachusetts, career and technical education has, for a long time, been delivered through career and technical education programs that meet the definition of career and technical education contained in the applicable Perkins Act. The Massachusetts Perkins IV Career and Technical Education Program Checklist is currently used in Massachusetts to determine if programs meet the definition of career and technical education. The checklist is contained in the Massachusetts Perkins IV Manual that is published by ESE and posted at <http://www.doe.mass.edu/cte/perkins/>.

Due to the focus being on programs, rather than individual elective courses, Massachusetts has been moving toward providing secondary postsecondary linkage (tech-prep) activities and services through every career and technical education program in every school district and public two-year college that has a Perkins Act Local Plan so that each grade 11 and 12 student enrolled in a career and technical education program has the opportunity to participate in secondary postsecondary linkage (tech-prep) activities and receive secondary postsecondary linkage (tech-prep) services. Principles of equity, access, equal educational opportunity, and the intent to link all secondary career and technical education programs to postsecondary education including registered apprenticeship programs lead ESE to restructure tech-prep at this time.

ESE will require that every school district and public two-year college that has a Perkins Act Local Plan be members of at least one consortium and may be affiliated participants in additional consortia. Thus, each career and technical education program assisted with Perkins IV funds through the implementation of a Perkins IV Local Plan, will include secondary postsecondary linkage (tech-prep) activities and services as a component.

ESE envisions that this requirement will result in the development and implementation of Perkins IV Local Plans and annual Perkins IV Local Plan Updates on the secondary and postsecondary level being crafted more collaboratively resulting in enhanced secondary-postsecondary alignment.

A. Statutory Requirements

V. A. 1.

Requirement:

ESE must describe the competitive basis or formula it will use to award grants to tech-prep consortia. [Perkins IV Section 203(a)(1)]

Response:

ESE will use an allocation formula for each year that it chooses to not consolidate funds received under Perkins IV Section 201 with funds received under Perkins IV Section 111. ESE envisions that a formula will result in more collaboration among consortia since they will not be rivals for competitive funds. Collaboration is essential for a number of reasons including the development of statewide articulation agreements and transferable course credits between postsecondary institutions. October enrollments in secondary level career and technical education programs in school districts with Perkins Local Plans will be used in the formula.

V. A. 2.

Requirement:

ESE must describe how ESE will give special consideration to applications that address the areas identified in Perkins IV Section 204(d). [Perkins IV Section 204(d)(1)-(6)]

Response:

ESE will require that each consortium be comprised of, at a minimum, school districts and public two-year colleges with Perkins IV Local Plans as members. ESE will ensure that all secondary schools with career and technical education programs within each school district that has a Perkins IV Local Plan as well as each public two-year college that has a Perkins Act Local Plan are members of at least one consortium and may be affiliated participants in additional consortia.

ESE will require that each consortium have a consortium committee comprised of, at a minimum, the superintendents/presidents of the school districts and public two-year colleges that are members and that the consortium committee has a chairperson.

Due to the fact that each school district and public two-year college in Massachusetts with a Perkins IV Local Plan will be a member of at least one consortium, all Perkins IV Five-Year Secondary Postsecondary CVTE Linkage (Tech-Prep) Plans will be aligned with the Perkins IV Local Plans of their members who will receive services from at least one consortium that will assist them in providing for effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs. Since funding for consortia will be on a formula basis rather than a competitive basis in order to increase collaboration among consortia, financial incentives would not be appropriate to use to give special consideration to Plans that address appropriately effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs. However, ESE will spotlight Plans that address effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs. Spotlighting will be accomplished through web posting of the best practices related to these activities as well as showcasing the activities at various venues including statewide conferences

Since each school district and public two-year college in Massachusetts with a Perkins IV Local Plan will be a member of at least one consortium and each Perkins IV Local Plan will be developed in consultation with business, industry, institutions of higher education, and labor organizations, each Perkins IV Five-Year Secondary Postsecondary CVTE Linkage (Tech-Prep) Plan will have the benefit of the consultation with business, industry, institutions of higher education, and labor organizations that each member receives as part of the Perkins IV Local Plan development process. Because funding for consortia will be on a formula rather than a competitive basis in order to increase collaboration among consortia, financial incentives would not be appropriate to use to give special consideration to proposals submitted that were developed in consultation with business, industry, institutions of higher education, and labor organizations. However, ESE will spotlight Plans that were developed in consultation with business, industry, institutions of higher education, and labor organization. Spotlighting will be accomplished through web posting of the best practices related to these activities as well as highlighting the activities at various venues including statewide conferences

Since all proposals submitted will be aligned with the Perkins IV Local Plans of their members and each Local Plan is required to address effectively the issues of school dropout prevention and reentry, each Perkins IV Five-Year Secondary Postsecondary CVTE Linkage (Tech-Prep) Plan will benefit from members addressing the issues of school dropout prevention and reentry. Because funding for consortia will be on a formula rather than a competitive basis in order to increase collaboration among consortia, financial incentives would not be appropriate to use to give special consideration to proposals that address effectively the issues of school dropout prevention and reentry. However, ESE will spotlight Plans that address effectively the issues of school dropout prevention and reentry. Spotlighting will be accomplished through web posting of the best practices related to these activities as well as showcasing the activities at various venues including statewide conferences

Due to the fact that each school district and public two-year college in Massachusetts with a Perkins IV Local Plan will be a member of at least one consortium and each Perkins IV Local Plan is required to address effectively the needs of special populations each Perkins IV Secondary Postsecondary CVTE Linkage Five-Year Plan will address the needs of special populations due to the required alignment of the proposal with Perkins IV Local Plans. Because funding for consortia will be on a formula rather than a competitive basis in order to increase collaboration among consortia, financial incentives would not be appropriate to use to give special consideration to proposals submitted in response to the RFP that address effectively the needs of special populations. However, ESE will spotlight Plans that address effectively the needs of special populations. Spotlighting will be accomplished through web posting of the best practices related to these activities as well as showcasing the activities at various venues including statewide conferences

Since each school district and public two-year college in Massachusetts with a Perkins IV Local Plan will be a member of at least one consortium and each eligible recipient by virtue of their Perkins IV Local Plan is required to provide education and training in an area or skill including an emerging technology, each proposal will address the needs to provide education and training in an area or skill including an emerging technology by virtue of the alignment with the Perkins IV Local Plans of members. Because funding for consortia will be on a formula rather than a competitive basis in order to increase collaboration among consortia, financial incentives would not be appropriate to use to give special consideration to proposals that effectively address the needs to provide education and training in an area or skill including an emerging technology. However, ESE will spotlight Plans that effectively address the needs to provide education and training in an area or skill including an emerging technology. Spotlighting will be accomplished through web posting of the best practices related to these activities as well as showcasing the activities at various venues including statewide conferences

Whereas each school district and public two-year college in Massachusetts with a Perkins IV Local Plan will be a member of at least one consortium and each Perkins IV Local Plan will be required to demonstrate how services will help student meet high academic and employability competencies; and demonstrate success in, or provide assurances of, coordination and integration with eligible recipients described in Perkins IV Title I Part C, each proposal will demonstrate alignment with Perkins IV Local Plans in terms of how tech-prep services will help student meet

high academic and employability competencies; and demonstrate success in, or provide assurances of, coordination and integration with eligible recipients. Because funding for consortia will be on a formula rather than a competitive basis in order to increase collaboration among consortia, financial incentives would not be appropriate to use to give special consideration to proposals that demonstrate how services will help student meet high academic and employability competencies; and demonstrate success in, or provide assurances of coordination and integration with eligible recipients. However, ESE will spotlight Plans that demonstrate how services will help student meet high academic and employability competencies; and demonstrate success in, or provide assurances of, coordination and integration with eligible recipients. Spotlighting will be accomplished through web posting the best practices related to these activities as well as showcasing the activities at various venues including statewide conferences

V. A. 3.

Requirement:

ESE must describe how it will ensure an equitable distribution of assistance between urban and rural consortium participants. [Perkins IV Section 204(f)]

Response:

ESE will ensure that every school district and every public two-year college with a Perkins IV Local Plan will be a member of at least one tech-prep consortium. The criteria used to determine the level of funding for each tech-prep consortium will be based on the enrollment data of the school districts and every public two-year college that are members of each tech-prep consortium thus ensuring an equitable distribution of assistance between urban and rural consortium members.

V. A. 4.

Requirement (a):

ESE must describe how it will ensure that each career and technical education program with a tech-prep component is carried out under an articulation agreement among the participants in the consortium, as defined in Perkins IV Section 3(4).

Response (a):

ESE will ensure that each career and technical education program is carried out under an articulation agreement (or an articulation agreement under development) between the participants in the consortium, as defined in Perkins IV Section 3(4) by requiring that each tech-prep consortium be comprised of school districts and public two-year colleges with Perkins IV Local Plans as official members. ESE will ensure that all secondary schools with career and technical education programs within each school district that has a Perkins IV Local Plan as well as each public two-year college that has a Perkins Act Local Plan are members of at least one tech-prep consortium and may be affiliated participants of additional tech-prep consortia. Each tech-prep consortium will inventory all career and technical education programs within the institutions that are consortium members to ensure that the career and technical education programs are carried out under an articulation agreement or an articulation agreement under development) among the participants in the consortium. The Perkins IV Local Plan and Local Plan Update review process described in Section II.A.2.f. of this Perkins IV State Plan will ensure that each career and technical education program with a tech-prep component is carried

out under an articulation agreement between the participants in the consortium, as defined in Perkins IV Section 3(4).

Requirement (b):

ESE must describe how it will ensure that each career and technical education program with a tech-prep component consists of a program of study that meets the requirements of Perkins IV Section 203(c)(2)(A)-(G).

Response (b):

ESE will ensure that each career and technical education program consists of a program of study that meets the requirements of Perkins IV Section 203(c)(2)(A)-(G) by requiring that each tech-prep consortium be comprised of school districts and public two-year colleges with Perkins IV Local Plans as members. ESE will ensure that all secondary schools with career and technical education programs within each school district that has a Perkins IV Local Plan as well as each public two-year college that has a Perkins Act Local Plan are members of at least one tech-prep consortium and may be affiliated participants in additional tech-prep consortia

The Perkins IV Local Plan and Local Plan Update review process described in Section II.A.2.f. of this Perkins IV State Plan will ensure that each career and technical education program consists of a program of study that meets the requirements of Perkins IV Section 203(c)(2)(A)-(G).

Requirement (c):

ESE must describe how it will ensure that each career and technical education program with a tech-prep component includes the development of tech-prep programs for secondary and postsecondary education that meet the requirements of Perkins IV Section 203(c)(3)(A)-(D).

Response (c):

ESE will ensure that each career and technical education program includes the development of tech-prep activities and services that meet the requirements of Perkins IV Section 203(c)(3)(A)-(D) by requiring that each tech-prep consortium be comprised of school districts and public two-year colleges with Perkins IV Local Plans as members. ESE will ensure that all secondary schools with career and technical education programs within each school district that has a Perkins IV Local Plan as well as each public two-year college that has a Perkins Act Local Plan are members of at least one tech-prep consortium and may be affiliated participants in additional tech-prep consortia. The Perkins IV Local Plan and Local Plan Update review process described in Section II.A.2.f. of this Perkins IV State Plan will ensure that each career and technical education program includes the development of tech-prep activities and services that meet the requirements of Perkins IV Section 203(c)(3)(A)-(D).

Requirement (d)(e):

ESE must describe how it will ensure that each career and technical education program with a tech-prep component includes inservice professional development for teachers, faculty, administrators, and counselors that meets the requirements of Perkins IV Section 203(c)(4)(A)-(F).

Response (d)(e):

ESE will ensure that each career and technical education program includes inservice professional development for teachers, faculty, administrators, and counselors that meets the requirements of Perkins IV Section 203(c)(4)(A)-(F) by requiring that each tech-prep consortium be comprised of

school districts and public two-year colleges with Perkins IV Local Plans as members. ESE will ensure that all secondary schools with career and technical education programs within each school district that has a Perkins IV Local Plan as well as each public two-year college that has a Perkins Act Local Plan are members of at least one tech-prep consortium and may be affiliated participants in additional tech-prep consortia. The Perkins IV Local Plan and Local Plan Update review process described in Section II.A.2.f. of this Perkins IV State Plan will ensure that each career and technical education program includes inservice professional development for teachers, faculty, administrators, and counselors that meets the requirements of Perkins IV Section 203(c)(4)(A)-(F).

Requirement (f):

ESE must describe how it will ensure that each career and technical education program with a tech-prep component will provide equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations (individuals with disabilities, individuals who are economically disadvantaged, individuals with limited English proficiency, individuals preparing for careers that would be nontraditional for their gender, single parents, and displaced homemakers), including tech-prep services appropriate to the needs of special populations. [Perkins IV Section 203(c)(6)]

Response (f):

ESE will ensure that each career and technical education program provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations by requiring that each tech-prep consortium be comprised of school districts and public two-year colleges with Perkins IV Local Plans as members. ESE will ensure that all secondary schools with career and technical education programs within each school district that has a Perkins IV Local Plan as well as each public two-year college that has a Perkins Act Local Plan are members of at least one tech-prep consortium and may be affiliated participants in additional tech-prep consortia. The Perkins IV Local Plan and Local Plan Update review process described in Section II.A.2.f. of this Perkins IV State Plan will ensure that each career and technical education program will provide equal access to the full range of tech-prep activities and services to individuals who are members of special populations, including tech-prep activities services appropriate to the needs of special populations.

Requirement (g):

ESE must describe how it will ensure that each career and technical education program with a tech-prep component provides for preparatory services that assist participants in tech-prep. [Perkins IV Section 203(c)(7)]

Response (g):

ESE will ensure that each career and technical education program provide tech-prep services and activities that assist participants by requiring that each tech-prep consortium be comprised of school districts and public two-year colleges with Perkins IV Local Plans as members. ESE will ensure that all secondary schools with career and technical education programs within each school district that has a Perkins IV Local Plan as well as each public two-year college that has a Perkins Act Local Plan are members of at least one tech-prep consortium and may be affiliated participants in additional tech-prep consortia. The Perkins IV Local Plan and Local Plan Update review process described in Section II.A.2.f. of this Perkins IV State Plan will ensure that each career and technical education program provides for preparatory services that assist participants.

Requirement (h):

ESE must describe how it will ensure that each career and technical education program with a tech-prep component coordinates with activities under Perkins IV Title I. [Perkins IV Section 203(c)(8)]

Response (h):

ESE will ensure that each career and technical education program provides tech-prep activities and services activities by requiring that each tech-prep consortium be comprised of school districts and public two-year colleges with Perkins IV Local Plans as members. ESE will ensure that all secondary schools with career and technical education programs within each school district that has a Perkins IV Local Plan as well as each public two-year college that has a Perkins Act Local Plan are members of at least one tech-prep consortium and may be affiliated participants in additional tech-prep consortia. The Perkins IV Local Plan and Local Plan Update review process described in Section II.A.2.f. of this Perkins IV State Plan will ensure that each career and technical education program is coordinated with Perkins IV Local Plans and Perkins IV Local Plan Updates.

V. A. 5.

Requirement:

ESE must describe how it plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the mandated ten (10) performance indicators for tech-prep described in Perkins IV Sections 113(b) and 203(e). [Perkins IV Section 204(e)(1)]

The ten (10) performance indicators for tech-prep mandated by Perkins IV are:

- (1) The number of secondary education tech-prep students and postsecondary education tech-prep students served.
- (2) The number and percent of secondary education tech-prep students enrolled in the tech-prep program that enroll in postsecondary education;
- (3) The number and percent of secondary education tech-prep students enrolled in the tech-prep program who enroll in postsecondary education in the same field or major as the secondary education tech- prep students were enrolled at the secondary level;
- (4) The number and percent of secondary education tech-prep students enrolled in the tech-prep program that complete a state or industry-recognized certification or licensure;
- (5) The number and percent of secondary education tech-prep students enrolled in the tech-prep program who successfully complete, as a secondary school student, courses that award postsecondary credit at the secondary level; and
- (6) The number and percent of secondary education tech-prep students enrolled in the tech-prep program that enroll in remedial mathematics, writing, or reading courses upon entering postsecondary education.
- (7) The number and percent of postsecondary education tech-prep students who are placed in a related field of employment not later than 12 months after graduation from the tech- prep program;
- (8) The number and percent of postsecondary education tech-prep students who complete a State or industry-recognized certification or licensure;

- (9) The number and percent of postsecondary education tech-prep students who complete a 2-year degree or certificate program within the normal time for completion of such program; and
- (10) The number and percent of postsecondary education tech-prep students who complete a baccalaureate degree program within the normal time for completion of such program.

Response:

ESE will ensure that the 15 community colleges in Massachusetts collect and compile the data for the ten (10) tech-prep performance indicators.

ESE will use the same system that the United States Department of Education-Office of Vocational and Adult Education (OVAE) uses with ESE for reaching agreement on state adjusted performance levels (APLs). OVAE has identified a staff member at OVAE known as a Regional Accountability Specialist (RAS).

ESE has identified a staff member known as the State Tech-Prep Coordinator to provide statewide leadership to each tech-prep consortia. In addition, ESE has contracted with the Massachusetts Community Colleges Executive Office to work with each tech-prep consortia. ESE will require each tech-prep consortium office to be located in the public two-year college that is a member of the consortium in order to facilitate the provision of services and importantly to collect and analyze the data for the ten performance indicators. The State Tech-Prep Coordinator who will be assisted by staff from the Massachusetts Community Colleges Executive Office will serve as the Perkins Accountability Liaison (PAL) for each consortium. The forms used by the United States Department of Education-Office of Vocational and Adult Education (OVAE) known as Final Agreed-Upon Performance Level (FAUPL) forms will be adapted for use by ESE for tech-prep consortia.

B. Other Department Requirements

V. A. 1.

Requirement:

ESE must submit a copy of the local application form(s) used to award tech-prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

Response:

A copy of the Perkins IV Five-Year Secondary Postsecondary CVTE Linkage Consortium Package (Tech-Prep) is posted at

http://www.doe.mass.edu/cte/techprep/consortiumplan_pack.doc.

Since the funds are awarded based on a formula; technical review criteria are not included.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

VI. A. 1.

Requirement:

ESE must describe how it will allocate funds it receives through the allotment made under Section 111 of Perkins IV, including any funds that ESE chooses to consolidate under Section 202(a) of Perkins IV, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Perkins IV Section 122(c)(6)(A); Section 202(c)]

Response:

ESE will, during the period covered by Perkins IV, use the formula as prescribed in Perkins IV Section 131 for secondary and the formula prescribed in Perkins IV Section 132 for postsecondary.

VI. A. 2.

Requirement:

ESE must provide the specific dollar allocations made available by it for secondary career and technical education programs under Section 131(a)-(e) of Perkins IV and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Perkins IV Section 131(g); Section 202(c)]

Response:

ESE will provide the specific dollar allocation data list as soon as it is available.

The allocations are distributed to secondary eligible recipients by the formula prescribed in Perkins IV Section 131.

VI. A. 3.

Requirement:

ESE must provide the specific dollar allocations made available by it for postsecondary career and technical education programs under Section 132(a) of Perkins IV and how these allocations are distributed to postsecondary institutions within Massachusetts.

[Perkins IV Section 122(c)(6)(A); Sec. 202(c)]

Response:

ESE will provide the specific dollar allocation data list as soon as it is available.

The allocations are distributed to postsecondary eligible recipients by the formula prescribed in Perkins IV Section 132.

VI. A. 4.

Requirement:

ESE must describe how it will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Perkins IV Section 122(c)(6)(B); Section 202(c)]

Response:

ESE will, after approving a request to form a consortium as specified in the applicable Request for Proposals, allocate funds under Perkins IV Section 131 to a consortium that formed among school districts with secondary career and technical education programs by consolidating the individual allocations of each consortium member. The consortium shall develop and implement a joint Perkins IV Local Plan and single Standard Contract Form and Application for Program Grants that are subject to review, acceptance and approval by ESE. Each consortium may allocate the funds awarded to each consortium to its members for joint activities and services

identified in the consortium's Perkins IV Local Plan. Perkins IV funds awarded to a consortium shall be used only for the activities and services that are mutually beneficial to members of the consortium. Funds may not be provided to individual members of the consortium (as a "pass-through") for purposes and programs benefiting one member of the consortium.

Note that Massachusetts currently has three such consortiums for 2007-2008.

VI. A. 5.

Requirement:

ESE must describe how it will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations. [Perkins IV Section 122(c)(6)(B); Section 202(c)]

Response:

ESE will, after approving a request to form a consortium as specified in the applicable Request for Proposals, allocate funds under Perkins IV Section 132 to a consortium that formed among public two-year colleges with postsecondary career and technical education programs and school districts with postsecondary career and technical education programs by consolidating the individual allocations of each consortium member. The consortium shall develop and implement a joint Perkins IV Local Plan and single Standard Contract Form and Application for Program Grants that are subject to review, acceptance, and approval by ESE. Each consortium may allocate the funds awarded to each consortium to its members for joint activities and services identified in the consortium's Perkins IV Local Plan. Perkins IV funds awarded to a consortium shall be used only for the activities and services that are mutually beneficial to members of the consortium. Funds may not be provided to individual members of the consortium (as a "pass-through") for purposes and programs benefiting one member of the consortium.

Note that Massachusetts currently has one such consortium for 2007-2008.

VI. A. 6.

Requirement:

ESE must describe how it will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Perkins IV Section 131(a)(3)]

Response:

Massachusetts has not had any change in school district boundaries including local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs since the population and/or enrollment data was collected. Several charter schools have opened in Massachusetts, but none of them have career and technical education programs.

VI. A. 7.

Requirement:

ESE must provide a description of any proposed alternative allocation formula(s) requiring approval by the United States Secretary of Education as described in Section 131(b) or 132(b) of Perkins IV. At a minimum, ESE must provide an allocation run for eligible recipients using the required elements outlined in Section 131(a) and/or Section 132(a)(2) of Perkins IV, together with an allocation run using the proposed alternative formula(s). Also, ESE must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in Section 131(b)(1) of Perkins IV; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in Section 132(a)(2) of Perkins IV does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

Response:

Massachusetts does not propose an alternative allocation formula.

B. Other Department Requirements

VI. B. 1.

Requirement:

ESE must submit a detailed project budget, using the forms provided in Part B of this Perkins IV State Plan.

Response:

The completed forms are provided in Part B of this Perkins IV State Plan.

VI. B. 2.

Requirement:

ESE must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under Sections 112(a) and (c) of Perkins IV.

Response:

Massachusetts is preparing the list of allocations made to consortia (secondary and postsecondary) and will provide it as soon as it is available.

VI. B. 3.

Requirement:

ESE must describe the secondary and postsecondary formulas used to allocate funds available under Section 112(a) of Perkins IV, as required by Section 131(a) and 132(a) of Perkins IV.

Response:

Secondary: ESE will use the formula as prescribed in Section 131(a)(c)(e)(f) of Perkins IV for allocating funds available under Section 112(a) of Perkins IV.

Postsecondary: ESE will use the formula as prescribed in Section 132(a) of Perkins IV for allocating funds available under Section 112(a) of Perkins IV.

VI. B. 4.

Requirement:

ESE must describe the competitive basis or formula to be used to award reserve funds under Perkins IV Section 112(c) (reserve funds).

Response: ESE will issue a competitive Request for Proposals (RFP) to award reserve funds under Perkins IV Section 112(c) (reserve funds) to rural school districts for improvement of career and technical education programs and the outcome for the students enrolled in the career and technical education programs. ESE will issue a competitive Request for Proposals (RFP) to award reserve funds to districts with high percentages of career and technical education students and high numbers of career and technical education students for improvement of career and technical education programs and the outcome for students enrolled in the career and technical education programs.

VI. B. 5.

Requirement:

ESE must describe the procedures used to rank and determine eligible recipients seeking funding under Perkins IV Section 112(c) (reserve funds).

Response:

ESE will issue competitive Request for Proposals (RFPs) to rural districts, and districts with high percentages of career and technical education students and high numbers of career and technical education students to apply for grants from reserve funds.

ESE will use scoring rubrics for ranking and determining eligible recipients that will be awarded grants from Perkins reserve funds. Proposals will be scored and ranked by three qualified staff from ESE.

VI. B. 6.

Requirement:

ESE must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under Section 131(c)(2) or 132(a)(4) of Perkins IV.

Perkins IV Section 131 (c) (2) states:

(2) WAIVER.—The eligible agency shall waive the application of paragraph (1) in any case in which the local educational agency—

(A)(i) is located in a rural, sparsely populated area;

or

(ii) is a public charter school operating secondary school career and technical education programs; and

(B) demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part.”

Perkins IV Section 132 (a) (4) states:

“(4) WAIVER.—The eligible agency may waive the application of paragraph (3)(A)(i) in any case in which the eligible institution is located in a rural, sparsely populated area.”

Response Regarding Perkins IV Section 131 (c) (2) (A) (i):

ESE will allow local education agencies that operate secondary school career and technical education programs and have an estimated allocation of less than \$15,000 and that are in rural locales (listed as rural locales with the National Center for Education Statistics (NCES)) to send a letter to the State Director of Career/Vocational Technical Education to request a waiver of the

minimum, or request authorization to form or join a consortium to meet the minimum. ESE will implement the following procedures should such a request be made:

- ESE will use the National Center for Education Statistics (NCES) data for identification of rural locals to determine if the local education agency is in a rural locale.
- If located in a rural locale, ESE will review the local education agency to determine if there is a consortium that the local education agency may join or other local education agencies that would form a consortium.
- If the local education agency is unable to form or join a consortium, the State Director of Career/Vocational Technical Education would waive the \$15,000 minimum in order to allow the local education agency to meet the minimum.

Response Regarding Perkins IV Section 131 (c) (2) (A) (ii):

ESE will allow public charter schools operating secondary school career and technical education programs and that have an estimated allocation of less than \$15,000 to send a letter to the State Director of Career/Vocational Technical Education to request a waiver of the minimum, or request authorization to form or join a consortium to meet the minimum. ESE will implement the following procedures should such a request be made:

- ESE will review the public charter school to determine if there is a consortium that the public charter school may join or a local education agency or other public charter schools that would form a consortium.
- The charter school would be required to provide documentation of attempts to gain other public charter schools or local education agencies to form or join a consortium
- If the public charter school is unable to form or join a consortium, the State Director of Career/Vocational Technical Education would waive the \$15,000 minimum in order to allow the public charter school to meet the minimum.

Response Regarding Perkins IV Section 132 (a) (4):

ESE will, during the period covered by Perkins IV, provide for eligible institutions operating postsecondary career and technical education programs, with an estimated allocation of less than \$50,000 to send a letter to the State Director of Career/Vocational Technical Education to request a waiver of the minimum, or request authorization to form or join a consortium to meet the minimum.

ESE will implement the following procedures should such a request be made:

- review the eligible institution to determine if the area in which the eligible institution is located is a rural sparsely populated area such as an island, or an area in the Massachusetts Berkshire mountainous area that would make joint programs, services, and activities unfeasible due to traveling distances and traveling conditions including those during severe winters.

Note that for the first year of Perkins IV, there was a computed an allocation of \$50,000 or more for each Massachusetts public two-year college with career and technical education programs thus making this provision moot for Massachusetts public two-year colleges. In addition, school districts in Massachusetts with postsecondary career and technical education programs for which Pell grants are applied have formed a consortium for the purposes of a joint Perkins IV Local Plan to meet the minimum, and would welcome the addition of new members if they became

Pell eligible and were computed for a postsecondary allocation, thus making the waiver provision moot. Nevertheless, ESE will, during the period covered by Perkins IV, allow eligible institutions operating postsecondary career and technical education programs with an estimated allocation of less than \$50,000 to send a letter to the State Director of Career/Vocational Technical Education to request a waiver of the minimum, or request authorization to form or join a consortium to meet the minimum.

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

VII. A. 1.

Requirement:

ESE must provide a written and signed certification that—

- (a) The plan is submitted by ESE that is eligible to submit the plan. [34 CFR 76.104(a)(1)]
[Note: The term ‘eligible agency’ means a State board designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).]
- (b) ESE has authority under Massachusetts law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
- (c) Massachusetts legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
- (d) All provisions of the plan are consistent with Massachusetts law. [34 CFR 76.104(a)(4)]
- (e) A State officer, specified by title in the certification, has authority under Massachusetts law to receive, hold, and disburse federal funds made available under the Perkins IV State Plan. [34 CFR 76.104(a)(5)] *[Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual’s title needs to be listed on this portion of the assurance.]*
- (f) The State officer who submits the Perkins IV State Plan, specified by title in the certification, has authority to submit the Perkins IV State Plan. [34 CFR 76.104(a)(6)]
- (g) The Massachusetts Board of Elementary and Secondary Education has adopted or otherwise formally approved the Perkins IV State Plan. [34 CFR 76.104(a)(7)]
- (e) The Perkins IV State Plan is the basis for Massachusetts operation and administration of the program. [34 CFR 76.104(a)(8)]

Response:

The written and signed certifications have been mailed.

B. Other Assurances

VII. B. 1.

Requirement:

ESE must submit a copy of the State plan to the State office responsible for the Intergovernmental Review Process if the State implements that review process under Executive Order 12372. [See 34 CFR Part 79]

Response:

Massachusetts does not implement the review process under Executive Order 12372. [See 34 CFR Part 79]

VII. B. 2.

Requirement:

ESE must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; [See 34 CFR Part 82. To download ED Form 80-0013, and the SF LLL Form (Disclosure of Lobbying Activities) referred therein, See: <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]

Response:

ESE mailed the signed ED Form 80-0013 for certifications regarding lobbying;.

VII. B. 3.

Requirement:

ESE must provide a complete and signed Assurance for Non-Construction Programs Form. [See <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]

Response:

ESE will provide a complete and signed Assurance for Non-Construction Programs Form

VII. B. 4.

Requirement:

ESE must provide a signed assurance that it will comply with the requirements of Perkins IV and the provisions of the Perkins IV State Plan, including the provision of a financial audit of funds received under Perkins IV which may be included as part of an audit of other federal or state programs. [Sec. 122(c)(11)]

Response:

ESE will provide a signed assurance that it will comply with the requirements of Perkins IV and the provisions of the Perkins IV State Plan, including the provision of a financial audit of funds received under Perkins IV which may be included as part of an audit of other federal or state programs.

VII. B. 5.

Requirement:

ESE must provide a signed assurance that none of the funds expended under Perkins IV will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]

Response:

ESE will provide a signed assurance that none of the funds expended under Perkins IV will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization.

VII. B. 6.

Requirement:

ESE must provide a signed assurance that it shall waive the minimum allocation as required in Section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Perkins IV Section 131(c)(2)]

Response:

ESE will provide a signed assurance that ESE shall waive the minimum allocation as required in Perkins IV Section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under Perkins IV.

VII. B. 7.

Requirement:

ESE must provide a signed assurance that Massachusetts shall provide, from non-federal sources for the costs the eligible agency incurs for the administration of programs under Perkins IV, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]

Response:

ESE will provide a signed assurance that Massachusetts shall provide, from non-federal sources for the costs the eligible agency incurs for the administration of programs under Perkins IV, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year

VII. B. 8.

Requirement:

ESE must provide a signed assurance that Massachusetts and eligible recipients that use funds under Perkins IV for inservice and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by ESE or eligible recipient. [Sec. 317(a)]

Response:

ESE will provide a signed assurance that Massachusetts and eligible recipients that use funds under Perkins IV for inservice and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such

programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by ESE or eligible recipient.

VII. B. 9.

Requirement:

ESE must provide a signed assurance, except as prohibited by Massachusetts or local law, that an eligible recipient may, upon written request, use funds made available under Perkins IV to provide for the meaningful participation, in career and technical education programs and activities receiving funds under Perkins IV, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

Response:

ESE will provide a signed assurance except as prohibited by Massachusetts or local law, that an eligible recipient may, upon written request, use funds made available under Perkins IV to provide for the meaningful participation, in career and technical education programs and activities receiving funds under Perkins IV, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient.

VII. B. 10.

Requirement:

ESE must provide a signed assurance, that eligible recipients that receive an allotment under Perkins IV will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under Perkins IV, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

Response:

ESE will provide a signed assurance that eligible recipients that receive an allotment under Perkins IV will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under Perkins IV, of secondary school students attending nonprofit private schools

PART B: BUDGET FORMS

INSTRUCTIONS

On the attached budget tables, ESE must identify for 2008-2009:

I. Title I: Career and Technical Education Assistance to States

- Line I.A The amount of Title I funds available under Section 112(a).
- Line I.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in Section 202(a) and (b).
- Line I.C The total amount of combined Title I and Title II funds.
- Line I.D The percent and amount, if any, slated for eligible recipients under Section 112(a)(1).
- Line I.D.1 The amount, if any, to be reserved under Section 112(c).
- Line I.D.1.a The percent and amount reserved for secondary recipients.
- Line I.D.1.b The percent and amount reserved for postsecondary recipients.
- Line I.D.2 The amount to be made available for eligible recipients for under Section 112(a)(1) by the allocation formulas addressed in Sections 131 and 132.
- Line I.D.2.a The percent and amount slated for secondary recipients.
- Line I.D.2.b The percent and amount slated for postsecondary recipients.
- Line I.E. The percent and amount to be made available for State leadership under Section 112(a)(2).
- Line I.E.1 The amount to be made available for services to prepare individuals for non-traditional fields under Section 112(a)(2)(B).
- Line I.E.2 The amount to be made available to serve individuals in State institutions, as described in Section 112(a)(2)(A).
- Line I.F The percent and amount to be expended for State administration under Section 112(a)(3).
- Line I.G The amount to be expended for matching of Federal expenditures for State administration under Sections 112(b) and 323.

Response:

ESE will, on the attached budget tables, identify for 2008-2009 the data required on Lines I.A – I.G.

Title II: Tech-Prep

- Line II.A The amount of funds available under Section 201(a).
- Line II.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in Section 202(a).
- Line II.C The total amount of funds to be used for Title II Tech-Prep programs.
- Line II.D The amount of funds to be made available for tech-prep consortia under Section 203.
 - Line II.D.1 The percent of funds to be made available for tech-prep consortia under Section 203.
 - Line II.D.2 The number of tech-prep consortia to be funded.
- Line II.E The amount to be expended for State administration under Title II.
 - Line II.E.1 The percent of funds to be expended for State administration under Title II.

Response:

ESE will, on the attached budget tables, identify for 2008-2009 the data required on Lines II.A – II.D.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 2

(For Federal Funds to Become Available Beginning on July 1, 2008)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$18,583,628
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ 0
C. Total Amount of Combined Title I and Title II Funds to be distributed under Section 112 (<i>Line A + Line B</i>)	\$18,583,628
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C .89%</i>)	\$16,639,428
1. Reserve (<i>not more than 10% of Line D</i>)	\$400,000
a. Secondary Programs (100% of <i>Line D</i>)	\$400,000
b. Postsecondary Programs (0% of <i>Line D</i>)	\$0
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	\$16,239,428
a. Secondary Programs (70% of <i>Line D.2</i>)	\$11,367,600
b. Postsecondary Programs (30% of <i>Line D.2</i>)	\$ 4,871,828
E. State Leadership (not more than 10%) (<i>Line C .0669%</i>)	\$1,244,200
1. Nontraditional Training and Employment (\$80,000)	
2. Corrections or Institutions (\$185,836)	
F. State Administration (not more than 5%) (<i>Line C 0377%</i>)	\$700,000
G. State Match (<i>from non-federal funds</i>) ¹	\$700,000

¹ The eligible agency must provide non-federal funds for state administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 2
(For Federal Funds to Become Available Beginning on July 1, 2008)

II. TITLE II: TECH-PREP

A. Total Title II Allocation to the State	\$1,648,212
B. Amount of Title II Tech-Prep Funds to Be Consolidated with Title I Funds	\$0
C. Amount of Title II Funds to Be Made Available For Tech-Prep (<i>Line A less Line B</i>)	\$1,648,212
D. Tech-Prep Funds Earmarked for Consortia	\$1,560,000
1. Percent for Consortia (<i>Line D divided by Line C</i>) [.0946%]	
2. Number of Consortia	13
3. Method of Distribution (<i>check one</i>):	
a. <input checked="" type="checkbox"/> X Formula	
b. <input type="checkbox"/> Competitive	
E. Tech-Prep Administration	\$88,212
1. Percent for Administration (<i>Line E divided by Line C</i>) [.0535%]	

PART C: ACCOUNTABILITY FORMS

INSTRUCTIONS

I. Definitions of Student Populations

Requirement:

ESE must provide the career and technical education (CTE) student definitions that ESE will use for the secondary and postsecondary core indicators i.e., career and technical education (CTE) participants and career and technical education (CTE) concentrators. These are the students on which ESE will report data annually to the United States Secretary under Perkins IV Section 113(c)(1)-(2).

Response:

A. Secondary Level

Secondary Career and Technical Education (CTE) Participants –

The term used to denote a student at the secondary level who was enrolled for one year in any career and technical education program. In Massachusetts, the Student Information Management System (SIMS) is used to capture data on participants on the secondary level. The students reported in SIMS as enrolled in a career and technical education program in October and June of the same school year are participants.

Secondary Career and Technical Education (CTE) Concentrators –

The term used to denote a student at the secondary level who was enrolled in a career and technical education program for two years. In Massachusetts, the Student Information Management System (SIMS) is used to capture data on concentrators on the secondary level. The students reported in SIMS as enrolled in a career and technical education program for two consecutive years are concentrators.

B. Postsecondary Level

Postsecondary Career and Technical Education (CTE) Participants –

The term used to denote a student who has been formally admitted (matriculated) into a specific career and technical education program and is enrolled in at least one for-credit course for the fall semester.

Postsecondary Career and Technical Education (CTE) Concentrators –

The term used to denote a CTE participant who has earned 12 or more college credits.

II. Identification of Measurement Definitions/Approaches

Requirement:

ESE must provide in Columns 2 and 3 of the Final Agreed Upon Performance Levels (FAUPL) forms contained in this Perkins IV State Plan, Massachusetts valid and reliable measurement definitions and approaches, respectively, for each of the core indicators of performance required under Section 113(b) of Perkins IV. Each definition must contain a description of the numerator (the number of individuals achieving an outcome) and a denominator (the number of individuals seeking to achieve an outcome). The United State Department of Education-Office of Vocational and Adult Education pre-populated the FAUPL form with the measurement definitions and approaches for the core indicators to measure student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics under the ESEA (1S1 and 1S2, respectively) and student graduation rates under the ESEA (4S1). Massachusetts may choose to propose other student definitions and measurement approaches, but would have to describe in the Perkins IV State Plan how its proposed definitions and measures would be valid and reliable

Response:

ESE provided in Columns 2 and 3 of the Final Agreed Upon Performance Levels (FAUPL) forms contained in this Perkins IV State Plan, Massachusetts valid and reliable measurement definitions and approaches, respectively, for each of the core indicators required under Perkins IV Section 113(b).

III. Baseline Data

Requirement:

ESE must provide in Column 4 of the Final Agreed Upon Performance Levels (FAUPL) forms contained in this Perkins IV State Plan, baseline data, using data for the most recently completed program year (July 1, 2005 – June 30, 2006), on the performance of students enrolled in career and technical education programs on each of the core indicators, except that, for the indicators for which Massachusetts must use Massachusetts standards, assessments, and graduation rates adopted under Title I of the federal Elementary and Secondary Education Act (ESEA) because Massachusetts has chosen to use its annual measurable objectives (AMOs) and targets under the ESEA and thus the United States Department of Education-Office of Vocational and Adult Education (OVAE) will use Massachusetts baseline data as a starting point for reaching agreement with ESE on the core indicators for the first two program years under Perkins IV Section 113(b)(3)(iii).

Response:

ESE provided baseline data for the most recently completed program year as feasible (July 1, 2005 – June 30, 2006), on the performance of students enrolled in career and technical education programs on each of the core indicators, except that, for the indicators for which Massachusetts must use Massachusetts standards, assessments, and graduation rates adopted under Title I of the federal Elementary and Secondary Education Act (ESEA)

IV. Performance Levels

Requirement:

ESE must provide in Columns 5 and 6 of the Final Agreed Upon Performance Levels (FAUPL) forms contained in this Perkins IV State Plan, proposed levels of performance for each of the

core indicators for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) as required under Perkins IV Section 113(b)(3)(ii), except that, for the indicators for which Massachusetts must use its state standards, assessments, and graduation rates adopted under Title I of the federal Elementary and Secondary Education Act (ESEA), because Massachusetts has chosen to use its annual measurable objectives (AMOs) and targets under the ESEA will only have to confirm this information with its OVAE Regional Accountability Specialist (RAS). At the request of ESE, the RAS will pre-populate the forms in Part C with the Massachusetts AMOs or targets for the 2007-08 and 2008-09 program years before sending the forms to ESE to finish completing.

Response:

ESE provided proposed performance levels for each of the core indicators for the first two program years as feasible (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), except that, for the indicators for which Massachusetts must use its state's standards, assessments, and graduation rates adopted under Title I of the federal Elementary and Secondary Education Act (ESEA), because Massachusetts has chosen to use its annual measurable objectives (AMOs) and targets under the ESEA will need to confirm this information with its OVAE Regional Accountability Specialist (RAS).

V. State Confirmation of Final Agreed Upon Performance Levels

Requirement:

ESE must confirm, after reaching agreement with the United States Department of Education – Office of Vocational and Adult Education (OVAE), its final agreed upon adjusted performance levels for the first two program years, by confirming these levels via e-mail submission of the Massachusetts Final Agreed Upon Performance Levels (FAUPL) form. Massachusetts final agreed upon performance levels for the first two program years for the ESEA indicators will be incorporated into the Perkins IV State Plan submitted by ESE to OVAE and the Massachusetts July 1, 2008 Perkins grant award form OVAE.

Response:

ESE will confirm, after reaching agreement with the United States Department of Education – Office of Vocational and Adult Education (OVAE), its final agreed upon adjusted performance levels for the first two program years, by confirming these levels via e-mail submission of the Massachusetts Final Agreed Upon Performance Levels (FAUPL) form.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/05-6/30/06)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>1S1 Academic Attainment – Reading/Language Arts</p> <p>Citation: Perkins IV Section 113(b)(2)(A)(i)</p>	<p>MA will use the levels that MA uses under NCLB. Note that the levels are expressed in a Composite Performance Index rather than as a %. The AMO Table provided by OVAE includes the CPI, however the CPI is incorrectly expressed as a %.</p>	<p>State and Local Administrative Records</p>	<p>B: CPI= 86.8</p>	<p>L: CPI=76</p>	<p>L: CPI= 81</p>
<p>1S2 Academic Attainment - Mathematics</p> <p>Citation: Perkins IV Section 113(b)(2)(A)(i)</p>	<p>MA will use the levels that MA uses under NCLB. Note that the levels are expressed in a Composite Performance Index rather than as a %. The AMO Table provided by OVAE includes the CPI, however the CPI is incorrectly expressed as a %.</p>	<p>State and Local Administrative Records</p>	<p>B: CPI= 83.2</p>	<p>L: CPI= 61</p>	<p>L: CPI= 69</p>
<p>2S1 Technical Skill Attainment</p> <p>Citation: Perkins IV Section 113(b)(2)(A)(ii)</p>	<p>Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. Denominator: Number of CTE concentrators who took the assessments during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: not yet available</p>	<p>L: not yet available</p>	<p>L: not yet available</p>

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/05-6/30/06)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>3S1 Secondary School Completion</p> <p>Citation: Perkins IV Section 113(b)(2)(A)(iii)(I-III)</p>	<p>Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B:88.48</p>	<p>L: 89.48</p>	<p>L: 90.48</p>
<p>4S1 Student Graduation Rates</p> <p>Citation: Perkins IV Section 113(b)(2)(A)(iv)</p>	<p>MA will use levels that MA uses under NCLB.</p>	<p>State and Local Administrative Records</p>	<p>B: 83.80%</p>	<p>L: ESE requests that OVAE <i>pre-populate</i></p>	<p>L: ESE requests that OVAE <i>pre-populate</i></p>

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/05-6/30/06)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>5S1 Secondary Placement</p> <p>Citation: Perkins IV Section 113(b)(2)(A)(v)</p>	<p>Numerator: Number of CTE concentrators who left secondary education and were in postsecondary education or advanced training including registered apprenticeships, in the military service, or employment 9-12 months after they left secondary education (unduplicated placement status). Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: 95.07</p>	<p>L: 96.57</p>	<p>L: 96.07</p>
<p>6S1 Nontraditional Participation</p> <p>Citation: Perkins IV Section 113(b)(2)(A)(vi)</p>	<p>Numerator: Number of CTE participants were in enrolled in a career and technical education program that prepared them for a career that would be nontraditional for their gender during the reporting year. Denominator: Number of CTE participants who participated in a program that leads to careers in nontraditional fields during the reporting year</p>	<p>State and Local Administrative Records</p>	<p>B: 9.40</p>	<p>L: 10.40</p> <p>A:</p>	<p>L: 11.40</p>
<p>6S2 Nontraditional Completion</p> <p>Citation: Perkins IV Section 113(b)(2)(A)(vi)</p>	<p>Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4- year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. Denominator: Number of CTE concentrators who completed a program that leads to careers in nontraditional fields during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: 8.83</p>	<p>L: 9.83</p>	<p>L: 10.83</p>

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p>1P1 Technical Skill Attainment</p> <p>Citation: Perkins IV Section 113(b)(2)(B)(i)</p>	<p>Numerator: Number of technical credit courses completed by CTE concentrators during the fall semester of the reporting year. Denominator: Number of technical credit courses attempted by CTE concentrators during the fall semester of the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: 78.37%</p>	<p>L: 79.37</p>	<p>L: 80.37</p>
<p>2P1 Credential, Certificate, or Degree</p> <p>Perkins IV Section C113(b)(2)(B)(ii)</p>	<p>Numerator: Number of CTE concentrators enrolled in a fall semester who four years after a given fall term (fall to fall of fourth year out) received a degree, a certificate, or an industry-recognized credential. Denominator: Number of CTE concentrators enrolled in the fall semester four years prior to the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: 50.31</p>	<p>L: 51.31</p>	<p>L: 52.31</p>
<p>3P1 Student Retention or Transfer</p> <p>Citation: Perkins IV Section 113(b)(2)(B)(iii)</p>	<p>Numerator: Number of CTE concentrators enrolled in a fall semester who four years after a given fall term (fall to fall of fourth year out) received a degree, a certificate, or an industry-recognized credential; transferred, or were still pursuing their education, i.e. still enrolled) Denominator: Number of CTE concentrators enrolled in the fall semester four years prior to the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: to be determined</p>	<p>L: to be determined</p>	<p>L: to be determined</p>

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p>4P1 Student Placement</p> <p>Citation: Perkins IV Section 113(b)(2)(B)(iv)</p>	<p>Numerator: Number of CTE program graduates who completed a CTE program one year prior to the reporting year and who entered military service or employment including registered apprenticeship programs within 9-12 months after completion.</p> <p>Denominator: Number of CTE program graduates who completed a CTE program during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: 94.73</p>	<p>L: 94.98</p>	<p>L: 95.23</p>
<p>5P1 Nontraditional Participation</p> <p>Citation Perkins IV Section 113(b)(2)(B)(v)</p>	<p>Numerator: Number of CTE participants enrolled in a CVTE program that prepared them for a career that would be nontraditional for their gender during the reporting year.</p> <p>Denominator: Number of CTE participants enrolled in the same CTE program during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: 15.71</p>	<p>L: 15.96</p>	<p>L: 16.21</p>

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p>5P2 Nontraditional Completion</p> <p>Citation Perkins IV Section 113(b)(2)(B)(v)</p>	<p>Numerator: Number of CTE participants and concentrators enrolled in a given fall term in a CTE program that prepared them for a career that would be nontraditional for their gender who four years after a given fall term (fall to fall of fourth year out) received a degree, a certificate, or an industry-recognized credential.</p> <p>Denominator: Total number of CTE participants and concentrators who four years after a given fall term (fall to fall of fourth year out) received a degree, a certificate, or an industry-recognized credential in the same CTE program during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: 16.18</p>	<p>L: 16.43</p>	<p>L: 16.68</p>