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   Agency Name: Massachusetts Board of Elementary and S

2. Lead individuals completing this plan:
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PERKINS V TRANSITION PLAN

CREATING HIGH QUALITY COLLEGE AND CAREER PATHWAYS FOR MASSACHUSETTS

Massachusetts Board of Elementary and Secondary Education – May 2019
# Perkins V Transition Plan

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B.2. Implementing Career and Technical Education Programs and Programs of Study

Introduction / Programs of Study

[B.2.a] Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

As Massachusetts transitions from the work of Perkins IV into Perkins V, it has become clear that Career and Technical Education (CTE) is an increasingly important option for Massachusetts students and their families, school district leaders, employers and workforce development partners. These stakeholders see the benefits of CTE as preparation for a wide range of options in the diverse Massachusetts labor market and as a positive secondary school experience for students, offering hands-on learning, industry experience, and a relevant curriculum linking academic and career-related subjects resulting in a strong correlation with positive academic outcomes and graduation rates.

During the Perkins IV program years, the Massachusetts Department of Elementary and Secondary Education (DESE) shaped and strengthened the array of CTE programs that local school districts can implement. Currently there are Vocational Technical Education (VTE) Frameworks for 44 programs of study in 11 career clusters with updated processes for both program approval and review. In FY17, under the leadership of the Governor’s Workforce Skills Cabinet, the Commonwealth launched the High Quality College and Career Pathway (HQCCP) initiative to provide even more pathway options that include both Perkins-supported and state-funded programs of study. The goal of HQCCP is to significantly increase the number of students participating in high quality college and career pathways culminating in industry recognized credentials and/or postsecondary degrees aligned with labor market demand. Adoption of new pathway programming is driven and decided by local school districts with higher education and employer partners, and informed by Regional Labor Market Blueprints. The blueprints were developed through a collaboration among the 16 MassHire Workforce Boards, district leaders, institutions of higher education, as well as workforce and economic development partners, under the directions of the Governor’s Workforce Skills Cabinet.

HQCCP includes Perkins-supported Career/Vocational Technical Education (CVTE) programs, MGL Chapter 74-supported VTE programs and two new state-funded pathway options, called Innovation Pathways and Early College Programs. The two new pathways will benefit from many of the same approaches, program resources and professional networks as the CVTE programs. Districts can choose among these pathway options as they seek to expand their college and career-related program offerings. We expect strong cross-fertilization of ideas and approaches among the different types of pathways.

The expanded menu of options within the HQCCP initiative seeks to provide college and career-related education to a wide range of students throughout the state. This initiative was intentionally designed with a strong emphasis on equity and access. These pathway options will expand opportunities for students in rural, suburban and urban districts, students from a variety of economic backgrounds, educational interests and career goals, including economically disadvantaged students, and students from all of the identified Perkins special population groups. Through these initiatives, Massachusetts seeks to expand access to an
array of engaging academic and career programs of study, and to provide access to strong and growing industries and occupations.

High Quality College and Career Pathways (HQCCP)

Career/Vocational Technical Education (CVTE) Programs:

Chapter 74 Career/Vocational Technical Education Programs:
Chapter 74 state-approved vocational technical education programs are the signature programs of the Massachusetts C/VTE system. These are programs that meet the definition of vocational technical education contained in Massachusetts General Law Chapter 74 and are approved by DESE pursuant to Chapter 74 and Massachusetts’ Vocational Technical Education Regulations. Chapter 74 state-approved vocational technical education programs meet the federal Perkins Act definition of career and technical education, as well as the state guidelines. The programs teach technical, academic and employability skills within 44 frameworks in 11 career clusters, based on occupations in demand in Massachusetts. The eleven clusters include:

- **Agriculture and Natural Resources Cluster**, including programs such as Horticulture and Animal Science;
- **Arts and Communication Services Cluster**, including programs such as Design and Visual Communication;
- **Business and Consumer Services Cluster**, including programs such as Business Technology and Fashion Technology;
- **Construction Cluster**, including programs such as Carpentry and Plumbing;
- **Education Cluster**, including programs such as Early Education and Care;
- **Health Services Cluster**, including programs such as Dental Assisting and Medical Assisting;
- **Hospitality and Tourism Cluster**, including programs such as Culinary Arts and Hospitality Management;
- **Information Technology Services Cluster**, including programs such as Computer Programming and Web Development;
- **Legal and Protective Services Cluster**, including a Criminal Justice program;
- **Manufacturing, Engineering and Technology Cluster**, including programs such as Machine Tool Technology, Engineering Technology and Biotechnology;
- **Transportation Cluster**, including programs such as Automotive Technology and Marine Service Technology.

The frameworks focus on the technical skills and all aspects of the industry defined by Massachusetts industry and educational professionals. These frameworks outline what students should know and be able to do in the technical area covered by the program and provide general skills and competencies expected of students in the areas of safety and health; employability; management and entrepreneurship; and technology. State-approved programs must adhere to state regulations in addition to Perkins Act requirements.

Innovation Pathways:
Innovation Pathways, a new career pathway structure launched through HQCCP in 2017, connect student learning to a broadly defined industry sector that is in demand in the regional...
and state economy, and guide students to relevant post-secondary education and training. Participation in this pathway contextualizes student learning, engages students in their high school experience, and can lead students to meaningful careers in the relevant industry sector upon completion of needed postsecondary education and training. These pathways emphasize the importance of work-based learning, and require internship or capstone experiences. Innovation Pathways focus on industry sectors such as Information Technology, Advanced Manufacturing, Business and Finance, Life and Environmental Science and Healthcare that are in high demand in MA based on current labor market information (LMI).

**Early College Programs:**
Early College programs, characterized by close partnerships between high schools and institutions of higher education, are designed to blend elements of high school and college to provide students with opportunities to experience and complete college level academic coursework on a clearly articulated pathway and simultaneously gain exposure to a variety of career opportunities. Participating students must have the opportunity to earn at least 12 college credits through dual enrollment while in high school. Early College programs also present an opportunity to reduce the time and expense of earning a college credential while increasing the likelihood of completion. Their importance in MA relates in part to the high demand in the MA labor market for employees with post-secondary credentials, especially two and four year degrees.

In addition to these three HQCCP initiatives, Perkins funds also support additional secondary, postsecondary and postgraduate opportunities.

**Perkins Programs**

**Non-Chapter 74 Career and Technical Education (CTE) programs:**
Non-Chapter 74 career and technical education programs are programs that meet the federal Perkins Act definition of career and technical education but are not Chapter 74-approved vocational technical education programs. Currently, local school districts adopt these programs, selecting from 41 of the 44 CVTE frameworks. The exceptions are Plumbing, Cosmetology, and Electricity, which can only operate in Massachusetts as Chapter 74 state-approved vocational technical education programs.

**Postsecondary CVTE programs:**
Postsecondary CVTE programs, which are programs offered at high schools with Vocational Technical Education programs, take place after-school, evenings, weekends, or at other times for postsecondary study for members of the community.

**Postsecondary CTE Programs:** DESE allots 30% of Perkins funding directly to 15 statewide postsecondary institutions, one city college, one postsecondary private technical school that receives state funding, and one postsecondary consortium to provide CTE programs to students who have completed high school and who are pursuing technical training in a 2-year college or other postsecondary environment. Some of these programs are advanced levels of training that students pursued in high school, or provide students the opportunity to pursue a technical skill area they did not have access to or were not interested in acquiring while in high school. Courses must be 15 credits in order to be recorded as CTE programs. These
programs are offered at 18 postsecondary institutions affiliated with the state to allow students to continue programs started in high school, retrain for new occupational areas later in life or to allow students from high schools who did not consider or have access to CTE programs to acquire occupational skills and earn a credential. These programs are often linked to secondary programs through formal articulation agreements with high schools in the area the institution serves, and students can complete parts of coursework or even take some coursework online in order to provide open-entry, open-exit access to CTE programs.

Perkins funds also support programming with Correctional Institutions.

Collaborations with Correctional Programs

DESE offers a competitive Request for Proposal every year to provide quality CTE services to individuals in correctional institutions. Responsive agencies apply for up to $30,000 per program and report on outcomes at the end of the project. These programs are often linked to activities funded by the Workforce Innovation and Opportunity Act (WIOA) and other funding programs under Title I that support programs intended to provide adult education to individuals in these institutions as a way to prepare students to participate in the more academically advanced CTE programs that would lead to certification and occupational preparation for in demand fields.

Referenced throughout this Perkins V Transition Plan are some of the initiatives, techniques, tools and resources that are signatures of the Massachusetts system, which are used to plan, implement, strengthen and support career/vocational technical education programs of study.

DESE-Wide Strategies: Through ESSA, Massachusetts is taking next steps to strengthen college and career readiness outcomes for all students and expand the use of data and information to inform families, to shape school improvement, to close achievement gaps, and support educators. Career and technical programs benefit from these strategies, particularly those strategies that build linkages between secondary and postsecondary education and apprenticeships.

Within the CCTE Office: Within DESE’s Office for College, Career, and Technical Education (CCTE), which oversees Perkins programs, several signature efforts will be referenced throughout this Transition Plan. Enhancements to the program approval and review process focus on important elements of labor market demand, career awareness and employability skills for students, connections to work-based learning, program safety, open access, equity and inclusiveness. Guidance and supports for the local Program Advisory Committees (PACs) help to strengthen this important component of program planning and continuous improvement. A new project to review the value of industry-recognized credentials will engage PAC members and others in statewide planning and information sharing. CCTE oversees a major state system for the provision of work-based learning referred to as Connecting Activities, described below, that leverages employer involvement in this body of work. Collaboration with other units within DESE focuses on career awareness, college and career planning, support for students from special populations, and other aspects of student experience in CTE programs. These and other projects will be referenced throughout this Transition Plan.
DESE Interoffice Collaborations: Working with other DESE offices is foundational to developing and supporting high quality college and career pathways to school age and adult learners. Existing partnerships include Special Education Planning and Policy Development (SEPP), Adult and Community Learning Services (ACLS), Resources, Allocation and Strategic Planning (RASP), the Office of Educator Licensure, and the Office of English Language Acquisition and Academic Achievement (OELAAA).

THROUGH STATEWIDE NETWORKS: As a mid-sized state, Massachusetts also has a strength in the development of statewide networks that support schools in implementing career/vocational technical education. Under Perkins V, we will continue to draw on these networks:

MAVA. The statewide Massachusetts Association of Vocational Administrators (MAVA) is a professional association of educational leaders who administer career and technical programs in Massachusetts schools. Their professional development work is supported with Perkins funding and is important to professional development for our statewide network of vocational teachers, staff, administrators and partners. Within Perkins V, we seek to expand professional development for educators and will draw on this network as a key partner.

Connecting Activities. The statewide Connecting Activities initiative develops links between employers and schools in support of work-based learning experiences and career development activities. Working with all types of schools, including academic, comprehensive and vocational schools, this initiative builds local, regional and statewide networks. Special areas of focus in recent years include connections with STEM employers, connections with the employers in industries identified in the regional Blueprints, development of a continuum of career awareness, career exploration and career immersion activities for all students, supported by employers and community partners, and support for career awareness in middle schools.

WIOA/Workforce Boards (MassHire Boards). The statewide network of workforce development boards, now called MassHire Boards, plays an active role in supporting secondary and postsecondary education. Most recently, the MassHire Boards worked in regional groups to develop Regional Blueprints outlining critical industries and occupations for each region, and strategies to align workforce and educational programs to build awareness, education and preparation for these industries. The Blueprints, referenced throughout this Transition Plan, provide guidance to shape adoption of C/VTE and the new career pathway programs in each region and district.

Through labor market profiles, it is evident that Massachusetts participates in a diverse economy, and therefore offers programs of study in a wide range of industry and occupational sectors. Healthcare, Education, Financial Services, Advanced Manufacturing, Tourism and STEM/Technology continue to be engines of growth for the state. While agriculture is a small sector in our state, there are interesting opportunities in areas of environmental technology, marine/maritime industries, and in specialized areas of animal science, agriculture and horticulture. The services sector is strong, with opportunities stemming from tourism and from our dynamic arts economy. Professional services such as marketing, business technology, engineering and design services are strong areas of growth, along with construction and transportation, stimulated by all these industries.
In summary, throughout this Transition Plan, there are references to our efforts to offer high quality programming and experiences to students that build career awareness, starting in middle school or earlier, leading on to career exploration and career immersion, and offering a strong array of programs of study that both engage students and meet labor market demands.

Program Approval Process, Promotion of Academic Achievement and Technical Skill Attainment

[B.2.b][i.] Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will— [i.] promote continuous improvement in academic achievement and technical skill attainment;

DESE approves new vocational technical education (VTE) programs of study through a Chapter 74 (Massachusetts General Laws) application process. Program approval criteria are identified in the Massachusetts VTE Regulations 603 CMR 4.00. Applicants are required to consult with their local MassHire Workforce Board and other regional stakeholders; provide an analysis of labor demand and supply, as well as student demand; demonstrate preparedness to meet criteria outlined in state law and regulation; and demonstrate the ability to meet the federal definition of a Perkins CTE program. All Chapter 74 state-approved VTE programs are eligible to apply for and receive federal vocational funding (“Perkins funding”).

DESE also approves other CTE programs of study for Perkins funding eligibility (called "Non-Chapter 74 programs"). These programs are reviewed and will be approved through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Needs Assessment process that also considers workforce needs. Programs must demonstrate the ability to meet the federal definition of a Perkins CTE program of study.

As part of the Chapter 74 program approval process, applicants develop curriculum maps outlining the curriculum for the proposed program, demonstrating alignment to the applicable state vocational technical framework, including the overall program of study of technical and academic courses, and initial course outlines for each of the technical courses. As part of program approval, applicants also identify instructional techniques, including integration of academic and technical learning and use of competency-based instruction. Applicants identify opportunities for students to earn industry-recognized credentials and college credits and identify articulation agreements with postsecondary education and apprenticeship programs, and opportunities for work-based learning during the program. The program approval process also requires that applicants form program advisory committees (PACs) with representatives of industry, apprenticeships, higher education and community members, bringing knowledgeable partners into the program planning and continuous improvement of the program. The initial planning required by the program approval process builds a foundation for continuous improvement in supporting students in academic achievement and technical skill attainment.

DESE also approves Innovation Pathway (IP) programs through a comprehensive two-stage application process. IP applicants start by selecting a broad industry sector that will define the pathway, and are then required to develop an integrated program that offers students deep exposure to that sector. The approval process requires the applicant to incorporate key elements into the pathway that include: at least two technical courses and two college level
courses; student-centered college and career planning; exposure to targeted pathway opportunities intended to lead to careers; a 100-hour internship or capstone in the industry with related quality indicators; and a partnership with at least one employer, employer association or MassHire Workforce Board. IP state-approved programs that receive formal designation and that also structure the program to meet all Perkins CTE requirements, as “Non-Chapter 74 programs” are eligible to apply for and receive federal Perkins funding.

Early College programs are approved through an Early College Joint Committee. In order to receive formal designation as a Massachusetts Early College program, applicants must demonstrate, with evidence, a capability to effectively implement program elements that adhere to five of the guiding principles with a particularly strong emphasis on equitable access to the program for those who need it most, including homeless, foster care and military connected students. Implicit within this framework are the tactical components of a Massachusetts high quality career pathway more broadly: advising, work-based learning, postsecondary linkages, integrated instruction, credential attainment, and alignment with labor market data. Applicants will note that these components are embedded within the implementation of the five guiding principles.

**Program Approval Process – Expanding Access for Special Populations**

For Chapter 74 programs, the program approval process has several requirements that promote program design that welcomes and supports students from special populations, and provides equal access to all programs and to all students.

As DESE designs the Local Needs Assessment process for Perkins V, we anticipate continuing focus on equity and access for special populations.

Requirements already built into the Chapter 74 program approval process include:

- A description and documentation of strategies for ensuring broad representation on the Program Advisory Committee (PAC), including individuals from diverse racial, ethnic and linguistic groups, individuals with disabilities or individuals who can represent the interests of students with disabilities, and industry professionals who are in a field non-traditional for their gender;

- A description and documentation of data collection and data analysis strategies for examining program data for any issues of disproportionality; and

- A description and documentation of strategies and tools for reviewing curricula for bias or stereotyping;

In addition to these requirements, the program approval process includes an approved CTE admission policy, the design of an exploratory program (if applicable), and the design of program-specific career guidance and placement services. Each of these is important to ensuring equity and access to CTE programs for special populations.

Through Perkins V and the new Local Needs Assessment process, DESE will provide school districts and/or post-secondary institutions that provide CTE programs with additional tools, technical support and professional development to expand access to career and technical education for special populations. DESE will provide support for local eligible recipients to
understand the changes to the category of special population groups included in Perkins V, including: (A) individuals with disabilities; (B) individuals from economically disadvantaged families, including low income youth and adults; (C) individuals preparing for nontraditional fields; (D) single parents, including single pregnant women; (E) out-of-workforce individuals (postsecondary and postgraduate only); (F) English learners; (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); (H) youth who are in, or have aged out of, the foster care system; and (I) youth with a parent who—(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code (ii) is on active duty (as such term is defined in section 101(d) (1) of such title.

**Program Approval Process – Inclusion of Employability Skills**

[B.2.b.[iii.]] Support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

Employability skills are a key part of the CTE curriculum in Massachusetts, built into the requirements of the design of C/VTE and IP programs, and built into the program approval process through the curriculum design process and through the development of program advisory committees.

**Employability Skills in the VTE Curriculum Frameworks:** Employability skills are embedded in student learning, both through curriculum and instruction, and through experiential learning via cooperative education, internships, clinical experiences or other immersive experiences. Massachusetts has developed a specific strand of the VTE Curriculum Frameworks, Strand 4: Employability and Career Readiness Skills, because these are relevant across all programs of study. That strand is incorporated into each of the state’s 44 VTE Frameworks. Student mastery of employability skills is a central focus of the state’s Work-Based Learning Plan, currently in wide use across the state in CVTE and other programs.

Through the program approval process, applicants outline elements of their curriculum that integrate employability skills into student experiences through their classroom and work-based learning experiences.

**Program Advisory (PAC) Committee Manual:** An additional resource is the MA Program Advisory Committee Manual, a tool to guide schools and community colleges in the development of advisory committees for CTE programs. The primary role of a PAC is to guide the program development and design, and stay current with industry standards. PAC(s) serve as liaisons to the industry, often becoming work-based learning employers. They provide valuable input into program curricula as well as facilities and equipment necessary for programs to remain current. PAC members also present directly to students either in the classroom or in their workplace, offering students unique, first-hand insight on pathways to employability and career readiness.

Through the program approval process, applicants outline their PAC(s) and describe the role that members will play in supporting the integration of employability skills into student experiences.
Making Program Information Available

[B.2.c.][i.] Describe how the eligible agency will—[i.] make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

Program Information through College and Career Advising in Middle and High School: Several initiatives in Massachusetts support college and career advising throughout middle and high schools. DESE has developed a College and Career Advising Framework (CCA) to guide schools in developing a scope and sequence for college and career advising, identifying skills, knowledge and experience that are recommended for 9\textsuperscript{th} through 12\textsuperscript{th} grades, with plans to extend this to middle school grades. Over six years from middle school through high school, students should have opportunities to identify their personal and career interests, and with their parents, learn about available pathways and programs of study that they can pursue in high school and college. The six-year college and career planning process is organized and driven through MyCAP (My Career and Academic Plan), which is both a process and a tool to help students make more informed choices about their futures. This new process and tool is designed to emphasize personalization and student ownership.

During the 2018-19 school year, DESE introduced a new three-day workshop series and offered it to all high schools in the state. Workshops introduce the CCA Framework and MyCAP, explore data tools for college and career advising, outline a grade-by-grade scope and sequence for college and career advising, and help district staff plan, evaluate and sustain their college and career advising programs. The Framework emphasizes student awareness of pathway programs, as well as student participation in career development education, among other core subject matters.

Online College and Career Advising Platforms: Massachusetts schools and career centers can use electronic platforms to help youth and adults explore their interests, find out about opportunities, and track their career development activities year to year. The state's new CCA Framework emphasizes the importance of use of an on-line platform for MyCAP, and such platforms are required for the new Early College and Innovation Pathway programs. The cost-free MEFA Pathways online platform was developed and customized for Massachusetts students, providing a variety of college and career planning tools. MEFA Pathways has platforms for middle school and high school, and is a recommended platform for the MyCAP process. The cost-free MassHireCIS platform, similarly, provides career exploration tools, including assessments, occupational profiles and links to postsecondary programs of study. MassHireCIS also has a middle school component, high school and adult components, and is available to schools, One-Stop Career Centers and to the public at no cost.

Middle and High School Career Fairs: In many regions, there are middle and high school career days, organized by the Connecting Activities initiative or by other partners, allowing middle school students to learn about the regional labor market and to learn about programs of study and career pathways available to them.

ACLS and One-Stop Career Centers: Adults seeking vocational programs can access information through adult education programs and through the network of One-Stop Career Centers.
**Information in Multiple Languages:** DESE makes information available both through the agency and through ensuring schools and colleges provide information in languages that students and parents/guardians can understand. At the department level, DESE has a Language Access Plan that includes resources and protocols for the translation of DESE documents as well as telephonic interpretation services.

Through the LOOK Act and 2018 changes in regulation, Massachusetts requires, starting on July 1, 2021, that CTE teachers who are assigned to provide sheltered English instruction to an English Learner either hold a Sheltered English Immersion (SEI) Teacher Endorsement or earn such endorsement within one year from the date of the assignment. In 2018, DESE identified a cohort of teachers for a cost-free SEI endorsement course. Through professional development and program monitoring, including civil rights Methods of Administration (MOA), CCTE supports schools and community colleges in providing information on CTE programs and activities in languages of the communities served and of students enrolled in CTE programs.

**Opportunities for Dual/Concurrent Enrollment, Early College or Competency-Based Education**

[B.2.d.] Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

Perkins V emphasizes the importance of helping students gain hands-on experiences, build industry-related competencies and earn credentials and college credits during high school. These opportunities enable students to graduate from high school with postsecondary credits and/or industry-recognized credentials, while earning valuable skills and competencies gained through work-based learning experiences and other hands-on experiences in vocational programs.

The Massachusetts VTE frameworks define an array of educational and competency-based opportunities for students. Locally, each district works with postsecondary institutions, apprenticeship programs and others to develop opportunities for students to earn college credits or complete hours toward an apprenticeship or licensure. Many districts have defined articulation agreements with postsecondary education institutions or with apprenticeship programs. Massachusetts offers fourteen statewide articulation agreements and three statewide apprenticeship agreements, which links vocational programs to Massachusetts community colleges and apprenticeships. Upon graduation, secondary students graduating from Perkins programs have viable pathways from high school graduation to apprenticeship, service programs, postsecondary education or employment related to the program of study.

Under Perkins V, DESE will continue to build a systemic approach to establishing opportunities for dual enrollment and competency-based education. This work will include data analysis to understand the options available to program graduates and the post-high-school choices made by graduates; and it will include consultation with educators, students, families and industry professionals to understand industry trends and student interests in various pathways.

The two the new HQCCP pathway options, Early College programs and Innovation Pathways, emphasize partnerships with higher education. Through the Massachusetts Early College initiative and an accompanying designation process overseen by a joint committee of both the
Massachusetts Board of Elementary and Secondary Education and Board of Higher Education, DESE strives to significantly expand student access to high quality early college opportunities systematically. Designated Massachusetts Early College programs are partnerships between at least one high school and one institution of higher education. These programs minimize barriers to student participation; provide robust academic and non-academic supports; illustrate career connections; and emphasize college-credit attainment, with the goal of students' earning a minimum of 12 college credits while in high school through purposefully selected dual- and concurrent enrollment offerings.

Innovation Pathways are also designed to increase student access to college-level coursework by requiring at least two college level courses, which can be AP courses, IB courses or dual enrollment. In instances where the school is partnering with an institution of higher education, students in Innovation Pathways may earn six college credits via dual and/or concurrent enrollment. In addition to Early College and Innovation Pathways, many Massachusetts districts have dual and/or concurrent enrollment agreements with two and four-year public and private institutions.

Size, Scope and Quality

[B.2.h.]. Provide the eligible agency’s definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Programs assisted with Perkins V funds will be of the size, scope, and quality necessary to achieve intended outcomes, using the following definition and the following criteria.

**DEFINITION OF SIZE, SCOPE and QUALITY**

**Size:** The activities and services are appropriate 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.

**Specific criteria for determining size, scope and quality include the following:**

**Size:** Secondary programs will have courses that 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. Postsecondary and public two-year college degree programs will have a sequence of courses of at least 15 credits of technical courses in addition to any academic courses required by the degree program or course of study. 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. In the context of
Innovation Pathways, the technical courses will address industry sectors rather than specific occupations.

**Scope:** The program includes instruction in all aspects of the industry the students are preparing to enter, including work-based learning and career planning, if applicable.

**Quality:** The program meets the final agreed-upon performance levels for the core indicators, the program is in a high demand, high growth field, and the program has been reviewed within the last three 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.

### B.3. Meeting the Needs of Special Populations

**Meeting the Needs of Special Populations**

[B.3.a.][i.][ii] and [iv.] Meeting the Needs of Special Populations: Describe its program strategies for special populations, including a description of how individuals who are members of special populations—

[i.] will be provided with equal access to activities assisted under this Act;
[ii.] will not be discriminated against on the basis of status as a member of a special population;
[iv.] will be provided with appropriate accommodations; and

Massachusetts is committed to equitable access for approved career and technical education programs of study and activities and oversees equitable access for approved CTE programs. CCTE’s High Quality College and Career Pathways (HQCCP) structure includes six common guiding principles. The first of these, Guiding Principal 1: Equitable Access, focuses on students underrepresented in enrollment and completion and emphasizes student supports to promote student success and prepare students for entry to programs.

This commitment to equity is pursued through:

- Overall awareness strategies – sharing a vision for equity across all aspects of CTE programming. This vision includes a statewide look at developing an array of HQCCP programs to reach a diverse range of Massachusetts students, as well as a vision for equity within local admissions policies, bias-free curriculum design, equity in implementation of work-based learning experiences and career development experiences, and all other aspects of programming;
- Data analysis and monitoring strategies;
- Equity strategies embedded in the Program Approval process (as described in an earlier section) and in the Tiered-Focused Monitoring process, and Methods of Administration program reviews
- Professional development and technical assistance strategies; and
- Building awareness of federal and state law and regulation.
Federal and State Law and Regulation

Commitment to equity and our work building awareness is based on standards set in federal and state law and regulation including the following:

- **INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA):** 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)**
- **Perkins V: the reauthorized Strengthening Career and Technical Education for the 21st Century Act.**
- **Section 504 of the Rehabilitation Act of 1973**
- **Americans with Disabilities Act of 1990**
- **GUIDELINES FOR ELIMINATING DISCRIMINATION AND DENIAL OF SERVICES on the Basis of RACE, COLOR, NATIONAL ORIGIN, SEX, AND HANDICAP IN VOCATIONAL EDUCATION PROGRAMS - 34 C.F.R. Part 100, App. B**
- **SELECTED STATE LAWS AND REGULATIONS**
  - Education of English Learners: 603 CMR 14.00
  - Student Learning Time: 603 CMR 27.00
- **Every Student Succeeds Act (ESSA)**
- **McKinney-Vento Homeless Assistance Act**

Examples of tools and resources that support this work include:

**Local Needs Assessment:** CCTE will include examination of equitable access in the development of the Local Needs Assessment. As noted above, the program approval process currently includes several strategies for ensuring equity and access for special populations including students experiencing homelessness.

**Tiered-Focused Monitoring:** CCTE conducts CTE program reviews and monitoring in a six-year cycle for all schools with C/VTE programs. A risk assessment results in tiered assignments for each school district, and the review process as well as technical assistance vary by tier. CCTE reviews data for potential disproportionality to inform professional development and uses disaggregated CTE enrollment data to engage Perkins recipients in discussions on both gaps in achievement and in program access.

**The federal Vocational Educational Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap:** By agreement with the United States Department of Education Office for Civil Rights, DESE is responsible for reviewing school districts, the collaborative, and postsecondary institutions, for compliance with the Vocational Education Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap (Vocational Guidelines).

**Admissions Policies and Recruitment Strategies:** CCTE will prioritize increased focus on the oversight and monitoring of admissions to career and technical education programs. Examination of recruitment materials and activities available to applicants, along with review of the program placement processes and admissions tools will be monitored to promote equal access to career and technical
information, including for individuals with disabilities and English learners. DESE will review all complaints filed by parents/guardians, applicants and others concerning admissions in order to resolve issues. Eligible recipients are provided with technical assistance and professional development in addressing issues.

**Professional Development and Technical Assistance in Support of Secondary Transition Services for Students with Disabilities:** Working in collaboration with other DESE offices, CCTE provides both technical assistance and professional development targeted to special populations. CCTE collaborates with Special Education Planning and Policy Development (SEPP) so that students in CCTE education are appropriately receiving secondary transition services, are appropriately connected to vocational rehabilitation services, and are educated in the least restrictive environment. Monthly combined meetings with SEPP and CCTE provide continuous support to recipients. Projects have included collaborating on grant opportunities, guides, and other resources for districts and community colleges. Under Perkins V, CCTE will continue collaborating with SEPP for providing guidance, resources, technical assistance and professional development to eligible recipients (LEAs); eligible entities (consortia of LEAs); and eligible institutions (postsecondary institutions).

**Students Educated in Institutional Settings:** CCTE will collaborate with the Office of Students Educated in Institutional Settings (SEIS) to provide technical assistance for CTE programming and provide access to CTE programming to students.

**Civil Rights Awareness Integrated into all Professional Development:** CCTE will provide increased focus on integrating civil rights awareness in all professional development events sponsored or conducted by the CCTE unit.

**Professional Development:** As an illustration of CCTE’s approach to equity, DESE has sponsored workshops for schools on gender 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 high school 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. At the request of the CCTE unit, participating schools sent teams to these workshops, moving toward the goal that districts view school climate and student achievement as a whole school initiative. Workshop evaluations were overwhelmingly positive, and the CCTE unit will continue this unique initiative. This initiative will be especially useful for schools newly implementing HQCCP pathways.

**Engaging Stakeholders in Professional Development:** Under Perkins V, CCTE will engage stakeholders in the design of professional development and technical assistance in support of equity and access. For example, district staff have expressed interest in professional development about how to design supports and accommodations for students with disabilities, or how to identify resources to support English Learners in a CTE curriculum. Strategies may be specific to each program of study and career area (such as multi-lingual resources available for specific programs of study) and may draw on the expertise of various stakeholders, such as advocacy groups and parent groups.
Research and Data: CCTE utilizes data on an ongoing basis in data review and the cycle of inquiry.

[C.] Fiscal Responsibility

Perkins Funding Process and Academic Achievement

[C.1.a.] Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—[a.] each eligible recipient will promote academic achievement;

The process of approving eligible recipients for funds is linked to Perkins Core Indicators, which in turn are linked to academic achievement.

Under Perkins IV, Massachusetts established a Perkins Grant Application process for both secondary and postsecondary allocation recipients. The process included the identification of Perkins Core Indicators associated with proposed expenditures, where those uses of Perkins funds would address one or more of the Perkins IV Core Indicators of performance. DESE includes as one of its Core Indicators measures of success the attainment of statewide test standards at the secondary level and will continue to do so.

To support the connection between Perkins funding and Core Indicators (including academic achievement), professional development was provided through workshops at a statewide annual conference for the CTE community. DESE has incorporated a criterion into the CTE program review process that addresses the use of Perkins IV Core Indicator Data Performance Outcomes for the improvement of programs and student outcomes, and will continue this practice in reviewing Perkins V grants.

In 2017, the review of Perkins IV allocation grants was transferred to DESE’s RASP Office that now oversees all federal grants that come through DESE.

CCTE works closely with RASP to address the transition from Perkins IV to Perkins V. These two offices are creating a team to develop a Needs Assessment, Local Application, and Perkins V grant application as well as a review mechanism reflecting the changes in the Perkins Act, in keeping with the Perkins V priorities. The Needs Assessment, as well as the Local Application and grant form will incorporate by design, a mechanism for school districts and community colleges to identify criteria from the needs assessment based on data, linked to the local application for specific priority in the plan, which will further identify the use of Perkins V Funds. This will not only create a seamless process between the needs assessment, local application and use of grant funds but also support high quality programs, academic and technical rigor and enhance student achievement.

As noted throughout this Transition Plan, recipients have many tools and approaches for promoting academic achievement throughout CTE programming, including the close integration of academic and technical skills, as shown through the VTE Curriculum Frameworks.
Perkins Funding Process and Skill Attainment

[C.1.b.] Each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential.

Strategies to support skill attainment are built into the entire program cycle, from program approval to reporting and data analysis to technical assistance and professional development. Under Perkins V, the funding process will continue to require commitment to technical and academic skill attainment. In the following transition year, Massachusetts will develop a Perkins V four-year plan that defines the means of measuring skill attainment. Throughout the transition from Perkins IV to Perkins V, DESE will support recipients in the work of promoting and measuring skill attainment. Systems, tools and resources that support this work include:

VTE Curriculum Frameworks. The VTE Curriculum Frameworks include six strands that provide students with opportunities to develop technical and academic skills and to explore all aspects of the industry. These strands are:

- **Strand 1:** Safety and Health Knowledge and Skills
- **Strand 2:** Technical Skills (specific to each program)
- **Strand 3:** Embedded Academics (also specific to each program)
- **Strand 4:** Employability and Career Readiness Knowledge and Skills
- **Strand 5:** Management and Entrepreneurship Knowledge and Skills
- **Strand 6:** Technological Knowledge and Skills

CVTE programs integrate these strands into student experiences through a variety of strategies, in academic and technical classrooms, in school-based enterprises, in work-based learning experiences and in other experiences.

A Comprehensive Resource to Address Industry-Recognized Credentials (coming soon). DESE is currently collaborating with the Department of Higher Education and the Executive Office of Labor and Workforce Development to develop a comprehensive resource about credentials that have value in the labor market to be able to support student awareness of those credentials, and to enhance programming designed to teach students the skills needed to attain them.

Resources to Support Postsecondary Connections. As noted above, Massachusetts is expanding opportunities for students to earn postsecondary credits while in high school, through the Early College Pathways, statewide articulation agreements, statewide apprenticeship agreements, and other initiatives, including transition support for homeless and foster care students.

Perkins Funding Process and Labor Market Demand

[C.1.c.] Each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

As noted earlier in this Transition Plan, Massachusetts has implemented a statewide labor market analysis system, dividing the state into seven regions, and then generating seven (7)
Regional blueprints that describe labor market trends, local economic and education needs, and in-demand industry sectors and occupations. All recipients of Perkins funds will be required to use this data source to identify areas of need for their region while engaging in self-analysis using DESE-developed self-assessment tools to identify areas in need of improvement. Allocation and competitive RFP applications will require applicants to present programs based on local needs assessment.

About the Regional Labor Market Blueprints

As noted in the introduction to this Transition Plan, the Regional Labor Market Blueprints are an important new statewide system for aligning education and training with state, regional and local labor market needs.

The Massachusetts Executive Office of Education, along with two other key agencies of the executive branch, the Executive Office of Labor and Workforce Development and the Executive Office of Housing and Economic Development, are collaborating closely on critical economic, labor and business needs in the state through a structure previously referred to as the Workforce Skills Cabinet. Over the past two years, the Cabinet has overseen the development of a comprehensive analysis of the labor market needs of the state to support strategic planning for education and training across the Commonwealth, among other needs. The Cabinet divided the state into seven large regions, sought teams of experts for each region drawn from all key stakeholder groups, and developed a process for those teams to create a blueprint for the region, based on all the labor market information (LMI) relevant to the region. Each region has identified its in-demand industry sectors and occupations and the regions have worked on strategic plans to address skills gap issues and supply problems affecting staffing needs, and ultimately the economic viability of businesses in the regions.

These blueprints now serve as the leading source of relevant data for decision-making about programs of study that should be developed in the state. Perkins programs, as well as other career technical education programs, such as the state-approved VTE programs funded through its Chapter 74 funding and new Innovation Pathways are now expected to be aligned with the labor market needs identified in these blueprints. All of these programs are expected to offer students education and training for the skills needed in the industry sectors or occupations identified in the blueprints, overseen by the Governor’s Workforce Skills Cabinet.

Beyond the critical and priority industries identified in these regional blueprints, recipients can also apply to create programs, within any of the 44 frameworks or within the Innovation Pathways industries, by justifying the proposed program based on local economic needs, especially in partnership with local companies.

Perkins Fund Distribution at the Secondary, Postsecondary and Adult Level

[C.2.a.] Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—
[a.] among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

DESE will distribute Perkins funds to secondary institutions according to the provisions of Section 131 (a), (c) and (d) under Perkins V.
DESE will distribute Perkins funds according to the provisions of Section 132 (a) and (c) of Perkins V, both of which use local census data to allocate 70% of the funds based upon students who are economically disadvantaged. This formula helps target funds to students from low-income families.

Secondary allocations must be $15,000 or higher; institutions with allocations lower than $15,000 may form a consortium, request a waiver based on geographic isolation (in a rural area), or transfer their dollars to another local education agency (LEA) which operates Perkins Programs through the grants schedule A process.

Postsecondary allocations must be $50,000 or higher; institutions with allocations lower than $50,000 may form a consortium or request a waiver based on geographic isolation (in a rural area) from the state director.

**Perkins Fund Distribution for Consortia**

[C.2.b.] Among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

After approving a request to form a consortium as specified in the applicable Request for Proposals, CCTE will allocate funds under section 131 of Perkins V to a consortium that will be formed among secondary schools and eligible institutions by consolidating the individual allocations of each member.

The consortium shall develop and implement a joint Perkins V Local Plan and single grant application that is subject to review and approval by CCTE. Each consortium may allocate the funds awarded to its members based on the dollar amount for required joint activities and services identified in the consortium’s Local Application. Perkins V 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.

**Specific Dollar Allocations Under Section 131a through e (To be Determined)**

[C.3.] Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

Massachusetts is currently in the process of calculating statewide allocations through the approved Perkins IV allocation formula.

The steps included in the allocation process are as follows:
DESE obtains the district census data; calculates the state allocation; calculates the state population (sum of district's population); calculates the baseline district allocation (percent
of state); redistributes district allocation based on local relationships and agreements between local districts, regional vocational school, districts, and agricultural school districts. Perkins funds are allocated to local districts based on U.S. Census data. Thirty (30%) percent of the funding allocation is based on the population aged 5-17 in the district; seventy (70%) percent is based on the population aged 5-17 in poverty in the district. This establishes the baseline allocation for the district.

The baseline allocation is redistributed to Agricultural school districts based on Perkins enrollment. Funds are allocated to local academic school districts and regional vocational technical schools based on CVTE enrollment; a local academic school district that is a member of a regional vocational school district will retain a percentage of Perkins funds based on the percentage of Perkins students from that district that are enrolled in Perkins programs operated by that district. The regional vocational school district is allocated funds based on the number of Perkins enrolled students from the member academic school district who are enrolled in regional vocational technical school district.

If the district allocation is less than $15,000, the funds are distributed to vocational school districts based on the percentage already allocated to vocational schools. Districts that receive less than $15,000 may establish consortia and combine funds or request a special waiver from the Associate Commissioner based on the geographic isolation of the district. A district which would qualify for more than $15,000 in Perkins funds but which has no Perkins enrollments may allocate its Perkins funds to another school district (usually a regional vocational technical school district) that has Perkins students.

Postsecondary funds are distributed according to the number of Perkins-enrolled students who are Pell Grant recipients, each institution claiming a percentage of the state total based on its percentage of the state’s total Perkins Pell grant recipients. Postsecondary allocations must be $50,000 or higher. Institutions with allocations less than $50,000 may form a consortium or request a waiver from the state director based on geographic isolation (in rural areas).

### Specific Dollar Allocation under Section 132(a) (To Be Determined)

[C.4.] Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions.

### Allocation Data Adjustments (Not Applicable)

[C.5.] Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education...
Waiver to Secondary Allocation Formula (Not Applicable)

[C.6.] If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—

Waiver to Postsecondary Allocation Formula (Not Applicable)

[C.7.] If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
include a proposal for such an alternative formula; and
describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that

Awarding Reserve Funds

[C.8.] If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

DESE will issue Requests for Proposals to:

[1.] better integrate career planning from the middle school through the high school level;
[2.] Improve and expand integration of career pathways among Innovation Career Pathways, Career/Vocational Technical Education programs, and
[3.] Increase the fluidity of the transition between programs that cover a broad range of career options (Innovation Career Pathways) and career concentration programs (C/VTE and Career Technical Education (Perkins-only) programs.

There are also plans to strengthen the career pathway link between secondary and postsecondary institutions. All RFP’s will be competitive and will encourage partnerships between LEA’s, postsecondary institutions, and other parties as appropriate.
### Fiscal Effort Per Student

[C.9] Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

<table>
<thead>
<tr>
<th>Fiscal Effort Per Student</th>
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<tbody>
<tr>
<td>The MOE for FFY 18/SFY 19 is $688,418. The MOE will be met by DESE and the Department of Corrections’ staff salaries (including fringe benefit costs) who are funded on state appropriations. The baseline is a continuing level.</td>
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</tbody>
</table>
Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act 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. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122(d)(13)(D) of Perkins V)

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: Associate Commissioner/M
Date: 5/16/2019 12:00:00 AM
EDGAR Certifications

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: Associate Commissioner/M
Date: 5/16/2019 12:00:00 AM
ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award, and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4725-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7329) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11960; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).


14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

[Signature]

TITLE

ASSOCIATE COMMISSIONER

APPLICANT ORGANIZATION

MA DEPT. OF ELEMENTARY AND SECONDARY EDUCATION

DATE SUBMITTED

5-17-19

Standard Form 424B (Rev. 7-97) Back
**DISCLOSURE OF LOBBYING ACTIVITIES**

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

**Type of Federal Action:**
- a. contract
- b. grant
- c. cooperative agreement
- d. loan
- e. loan guarantee
- f. loan insurance

**Status of Federal Action:**
- a. bid/offer/application
- b. initial award
- x. initial filing
- c. post-award
- b. material change

For Material Change Only:
- year
- quarter
- date of last report

**Name and Address of Reporting Entity:**
- **Prime**
- **Sub-Awardee**
- **Tier if known:**

- **Name:** Massachusetts Department of Elementary and Secondary Education
- **Street 1:** 75 Pleasant Street
- **City:** Malden
- **State:** MA, Massachusetts
- **Zip:** 02148

Congressional District, if known: Fifth

**Federal Department/Agency:**
- United States Department of Education

**Federal Program Name/Description:**
- Strengthening Career and Technical Education for the 21st Century (Perkins V)

**Federal Action Number, if known:**

**Award Amount, if known:**

$ 20582490

**Name and Address of Lobbying Registrant:**
- Prefix
- * Last Name
- * First Name: Not applicable
- Middle Name
- Suffix
- * Street 1
- Street 2
- * City
- State
- Zip

**Individual Performing Services** (including address if different from No. 10a)
- Prefix
- * Last Name
- * First Name: Not applicable
- Middle Name
- Suffix
- * Street 1
- Street 2
- * City
- State
- Zip

Information requested through this form is authorized by Title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of facts upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file this required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

**Signature:**

**Name:**
- Prefix
- * Last Name
- * First Name: Walker
- Middle Name
- Suffix

**Title:**
- Associate Commissioner

**Telephone No.:**
- 781-338-3902

**Data:**
- May 17, 2019

**Federal Use Only:**

Authorized for Local Reproduction
Standard Form - 11F (Rev. 7-87)
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, or the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION
  MD. DEPT. OF ELEMENTARY AND SECONDARY EDUCATION

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
  Prefix: MR.  * First Name: KEITH  Middle Name: MICHAEL
  * Last Name: WESTRICH  Suffix: 
  * Title: ASSOCIATE COMMISSIONER

* SIGNATURE:  DATE: 5-19-17
NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) 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. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDesktMgr@ed.gov and reference the OMB Control Number 1894-0005.
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State Plan Certification

I certify that to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: Associate Commissioner/D
Date: 5/20/2019 12:00:00 AM