**Massachusetts Perkins V Career and Technical Education**

**Program Checklist**

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| **Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Person(s) completing this checklist (including job titles): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Date checklist was completed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Strengthening Career and Technical Education for the 21st Century Act-Perkins V (Section 3):**The term career and technical education means organized educational activities that – (A) offer a sequence of courses that—(i) provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;(ii) provides technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree, (iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; (B) include competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual; (C) to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and (D) may include career exploration at the high school level or as early as the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965). |
| **Standard** | **Measure** | **Examples of Evidence or Source Documents** |  |
| Program provides **all students** with equal access to enroll in the career and technical education program. Sect.3 | There is a **program description** (including the sequence of courses) and **method** for how students become aware of and enroll in the CTE program(s), and these are **readily available.** The institution **disaggregates** CTE enrollment to ensure equal access to all and to identify possible patterns of targeting.  | School/College Catalog or Program of StudyStudent Handbook (or website)Course Selection SheetProgram ApplicationEnrollment Procedure Enrollment Data |  |
| **Size** |
| 1. Program is large enough to support a **community learning environment** with peers.Sect.3 | The program has **no fewer than six students in each program** (20 students in Perkins programs combined) each year for several years, and may close if too few students are participating.  | Enrollment DataLabor Market analysis |  |
| **Scope** |
| 2. Program covers **all aspects of the industry[[1]](#footnote-1)** that students are preparing to enter.Sect.3(B) | For high schools, curricula is based on the Massachusetts Curriculum Frameworks and incorporates essential power-standards/sections of applicable Massachusetts Vocational Technical Education Frameworks.  | Program of StudyProgram of Study GridCourse SyllabiLesson Plans |  |
| 3. Program includes a **sequence of technical courses** that progress from **introductory exposure** of all aspects of an industryto **more advanced technical knowledge and skills**.Sect.3(A) | **Technical courses** prepare students for a specific occupation or cluster of occupations (CVTE) or chosen industry sector (IP). A **sequence of technical courses** means courses that, **through prerequisites**, build sequentially, from simple tasks or theories to more advanced or complex skills or requirements; are in the same **occupational field or industry sector**; and at the **secondary level**, at least two technical courses that are each a **full-year equivalent** (such as 2 year-long courses; 4 half-year courses; 2 block schedule courses) or **two semesters** of college-level courses at a postsecondary institution; and at the **postsecondary level**, certificate and degree programs with at least 12 credits of technical courses. | School/College Catalog Program of StudyProgram of Study GridWebsite |  |
| 4. Program includes **career planning**. Sect.3(B) | For high schools, curricula are based on the Massachusetts Curriculum Frameworks and career planning curricula. | Career PlansWork-based Learning PlansProgram of StudyProgram of Study GridCourse SyllabiLesson PlansCompetency List |  |
| 5. Program includes **linkages or other coordination** from secondary to postsecondary education programs and provides **technical skill proficiency** or a **recognized postsecondary credential**.Sect.3(A)(ii) | **Secondary/postsecondary coordination** may come in many forms and may be in place (current/verified), under development, or proposed. These may include articulation agreements with two and/or four-year colleges; registered apprenticeship programs (if applicable); early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and others. They may be informed by advisory groups. Programs may include an industry-recognized credential, a certificate, or an associate degree. | Articulation Agreement(s) (existing, under development, proposed) Program of StudyProgram of Study GridNotes from discussions with Advisory Group or Minutes of Advisory Committee MeetingsAccreditation DocumentApproval DocumentCertification DocumentCredentials/Certificates conferredDegrees conferredDESE Recognized (‘high value’) IRC |  |
| 6. Program provides opportunities for students to **learn and demonstrate proficiency** in **technical skills** through **competency-based and work-based, or other applied learning**. Sect.3(B) | The knowledge and skills to be acquired by students are published. Students receive documentation of skill attainment, at least annually. | Lesson PlansCompetency List |  |
| **Quality**  |
| 7. Program has **organized educational** **activities** that contribute to students’ **higher-order reasoning** and **problem-solving skills** with **regular assessment** of students’ technical knowledge and skills, to provide students opportunities to increase levels of attainment.Sect.3(B) | Program materials includes higher-order reasoning and problem-solving skills and include academic knowledge. Academic curricula are based on Massachusetts ELA, Math and Science Frameworks. Academic and technical instruction may be integrated. | Program of StudyProgram of Study GridLesson PlansModel Curriculum UnitsSenior ProjectsCompetency List |  |
| 8. Program has regular **evaluation** using performance outcomes (including the measure of program quality) and **comprehensive local needs assessment**, where the results are used to make program improvements.Sect.3(A)(i) | Perkins Core Indicators and Comprehensive Local Needs Assessment are used to analyze results and identify improvement areas, in consultation with stakeholders and advisory group.  | Notes from discussions with advisory group membersAgenda and Minutes of Advisory Committee Meetings (Ch74 programs) |  |
| 9. Program has a review by its **advisory group or representatives from the relevant industry**, within **the last two years;** this includes consultation on the comprehensive local needs assessment.Sect.3(A)(i) | Program has an **advisory group** or representatives from relevant industry and postsecondary education (including registered apprenticeship programs, if applicable) which conduct regular reviews. Chapter74 programs require **Advisory Committees** as specified. [[2]](#footnote-2) | Notes from discussions with advisory group membersAgenda and Minutes of Advisory Committee Meetings (Ch74 programs) |  |
| 10. Programs are meeting or exceeding [at 90% of] performance targets for the **Perkins V Core Indicators** across all population groups.Sect.3(A)(i) | The program extends initiative(s) to outreach to special populations, as identified in law (see [Perkins V](http://www.doe.mass.edu/ccte/cvte/perkins-v/) Enrollment resource). | Notes from discussions with advisory group membersAgenda and Minutes of Advisory Committee Meetings (Ch74 programs)Application and recruitment materialsEvidence of instruments that allow students from all special populations access to and assistance in succeeding in Career and Technical Education |  |
| 11. Program is aligned to the **labor market demand**.Sect.3(A)(i) | The school/college has **verified the labor market** for the program with an **advisory group** or representatives from relevant industry and postsecondary education, (including registered apprenticeship programs, if applicable), the local Workforce Investment Board **(WIB**), or **regional blueprints**.  | Notes from discussions with advisory group members/Advisory Committee Meeting minutesWIB DocumentationProgram of StudyProgram of Study GridComprehensive Needs Assessment MA Regional BlueprintsCore Indicators |  |
| **Appendix: All Aspects of Industry** |
| 1. The program supports the development of knowledge of all aspects of an industry, including **occupational safety and health knowledge and skills**.Sect.3(C) | The curriculum for the program includes **occupational safety and health** knowledge and skills. The program includes a **recognized safety credential**. | Program of StudyProgram of Study GridLesson PlansModel Curriculum Units Course SyllabiCompetency List |  |
| 2. The program supports the development of knowledge of all aspects of an industry, including **rigorous content** and **relevant technical knowledge and skills.**Sect.3(A)(i) | For high schools, curricula is based on the **Massachusetts Curriculum Frameworks** and incorporates essential power-standards/sections of applicable Massachusetts Vocational Technical Education Frameworks.  | Program of StudyProgram of Study GridCourse SyllabiCurriculum MapLesson PlansCompetency List |  |
| 3. The program supports the development of knowledge of all aspects of an industry, including **rigorous content** aligned with **challenging academic standards.**Sect.3(A)(i) | For high schools, curricula are based on the **Massachusetts Curriculum Frameworks,** including Massachusetts Vocational Technical Education Frameworks. Academic curricula are based on Massachusetts ELA, Math and Science Frameworks. Academic and technical instruction may be integrated.  | Program of StudyProgram of Study GridCourse SyllabiCurriculum MapLesson PlansCompetency List |  |
| 4. The program supports the development of knowledge of all aspects of an industry, including **work attitudes and employability skills**.Sect.3(B) | The curriculum for the program includes **employability and career readiness** knowledge and skills, and **work-based learning** (as defined in the program quality indicator), as appropriate and feasible. | Career PlansWork-based Learning PlansProgram of StudyProgram of Study GridCourse SyllabiLesson PlansCompetency List |  |
| 5. The program supports the development of knowledge of all aspects of an industry, including **management and entrepreneurship knowledge and skills.**Sect.3(B) | The curriculum for the program includes **management and entrepreneurship** knowledge and skills. | Program of StudyProgram of Study GridLesson PlansCourse SyllabiCompetency List |  |
| 6. The program supports the development of knowledge of all aspects of an industry, including **technological knowledge and skills**.Sect.3(B) | The curriculum for the program includes **computer** knowledge and skills. | Program of StudyProgram of Study GridLesson PlansCourse SyllabiCompetency List |  |

1. The term ‘all aspects of an industry’ means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter. See Appendix for what this means in Massachusetts. [↑](#footnote-ref-1)
2. Refer to guidance on the [CVTE website regarding advisory committees](http://www.doe.mass.edu/ccte/cvte/advisory.html). [↑](#footnote-ref-2)