**Secondary-Postsecondary Linkages**

The link between secondary and postsecondary education for students enrolled in career and technical education is a required component of Perkins V. A minimum of 20% of the Perkins Postsecondary allocations funds must be used for secondary-postsecondary linkage activities and services.

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| **What are secondary-postsecondary linkages?** | *Secondary-postsecondary linkages* refers to the coordination of career and technical education programs between high schools, two and four-year colleges, and registered apprenticeship programs.  It means effectively and meaningfully illustrating to students (and parents/guardians) how secondary career and technical education (i.e., coursework and achievement) is tied to postsecondary career and technical education.   |
| **What is the purpose?** | The purpose of establishing and/or strengthening linkages between the secondary and postsecondary institutions is to better serve students.  |
| **How are they funded?** | Postsecondary institutions maintain the funding set-aside to support the work of linkage activities, and this is a requirement for all Perkins V postsecondary grants. |
| **What is the role of collaboration in developing or strengthening linkages?** | Secondary-postsecondary linkages are most likely to occur (and be understood and valued by students and parents/guardians) when secondary academic and technical teachers collaborate with school counselors, postsecondary staff and industry partners in establishing and promoting linkages. This collaboration may be initiated and driven by either the secondary or postsecondary institution. |
| **How does this fit into CLNA?** | Through the Comprehensive Local Needs Assessment process, institutions may determine that expanding or enhancing secondary-postsecondary linkages in career and technical education programs of study is warranted. See more about the Comprehensive Local Needs Assessment at the [Perkins V Manual web page](https://www.doe.mass.edu/ccte/cvte/perkins-v/).  |
| **Is this new?**  | This is not new. This was previously implemented under Perking IV nationally as Tech Prep. With the elimination of funding, MA institutionalized this requirement through restructure, and renamed, to Linkages. Notably, Linkage requirements continue with Perkins V. |
| **Our institution has Articulation Agreements. Does that mean this item is addressed?** | No. Articulation agreements are a significant linkage tool for students. However, secondary-postsecondary linkages include other activities. The range of CVTE programs and the individuality of student career plans support a comprehensive approach to secondary-postsecondary linkages. For more on Articulation Agreements, see below. |
| **What additional supports are available?** | Supports include professional development and technical assistance to assist in the development, implementation and evaluation of strategies, activities and interventions that improve preparation, advisement and support for postsecondary readiness and success. |

**Articulation Agreements**

Through a uniform and consistent process, Statewide Articulation Agreements allow students enrolled in Chapter 74 state-approved vocational technical education (VTE) programs to enroll at any MA Community College, Quincy College and Benjamin Franklin Institute of Technology, and to be awarded credits for work completed in their secondary vocational program, linked at the postsecondary institution. This streamlined agreement process supports a seamless continuum of education for students and the non-duplication of course work. Massachusetts currently has fourteen Statewide Articulation Agreements established through a taskforce of secondary and postsecondary professionals. [See this link](https://masscc.org/technical-high-schools-transfer-agreements/) for more.

In addition to Statewide Articulation Agreements, districts and postsecondary institutions are encouraged to forge relationships and design linkage agreements at the local level.

**Some examples of Secondary-Postsecondary Linkages include, but are not limited to:**

* collaboration with organizations or programs that offer secondary programming to earn a HS diploma or HSE
* career exploration and career planning activities incorporated into students’ secondary program of study so that students envision and prepare for the transition from high school
* development and use of program of study grids as postsecondary planning and decision-making tools that provide students, parent/guardians, and educators with a road map that clearly illustrates the connections while also highlighting career options (i.e., careers that require registered apprenticeship programs; those that require an Associate’s degree; those that require Bachelor’s degree)
* secondary school counselor-driven and teacher-driven promotion (to students and parents/guardians) of the benefits of articulated credits, including the time and cost savings of 2+2+2 college planning via joint admissions
* for students enrolled in career and vocational technical education programs, the opportunity to enroll concurrently in secondary education and postsecondary education (dual credit courses) related to the CVTE program of study
* secondary and postsecondary teacher collaboration or team-teaching to develop and enhance curricula together
* collaborative data collection and review of the number of students from career and vocational technical education programs who earn articulated credits
* the development of interventions to improve outcomes.