**Ma Career & Technical Education**

**Comprehensive local needs assessment**

# Overview

This Comprehensive Local Needs Assessment (CLNA) is designed to identify opportunities to expand upon and improve career and technical education by determining program strengths, growth areas, and potential technical assistance needs.

Along with other sources of information such as school and district strategic or improvement plans and feedback from key stakeholders such as students, staff, parents, program advisory committee members this tool is intended to assist schools in answering one overarching question: **What are the one or two highest priority (most important), highest leverage (largest impact) challenges facing your school’s CTE programs?**

Additionally, this tool should be used as part of your planning process for completing your Perkins funding application. DESE does not collect this tool, but the funding application asks for information about the outcomes of your CLNA process.

## Self-Assessment Components

The process asks you to examine the experience of students engaged in your CTE programming across seven components:

* ***Teaching & Learning****. Program provides students with relevant, timely, holistic learning experiences.*
* ***Post-Graduation Readiness.*** *Program prepares students to authentically choose to pursue employment in their program industry or continue post-secondary education upon graduation.*
* ***Equitable Access.*** *School ensures students have equitable access and opportunity to participate in high quality programs.*
* ***Learning Environment****. School provides a safe and healthy learning environment.*
* ***Post-Graduation Planning.*** *School provides engaging post-graduation planning to help students make choices aligned to their future goals.*
* ***Continuous Improvement.*** *School practices consistent, data-informed continuous improvement strategies.*
* ***Compliance/Regulatory Requirements****. School ensures compliance with statutory, regulatory and policy requirements.*

For each component, to the extent possible, consider both school level and program level information.

## Self-Assessment Process

Each Component includes the following steps:

****

 **REVIEW**, which includes relevant program or school measures of success;

** REFLECT**, which includes indicators of quality for each criterion;

After completing each component, the process asks you to:

** IDENTIFY**, to summarize your reflection into highlights, opportunities, and needs; and

**ACTION PLAN**, using local approaches, the Perkins Performance Improvement Plan in your Perkins Grant Application, or, the if participating in support from DESE, use the template on page 20 to determine the necessary actions and resources from school, district, and state partners and with a measurable goal to assess growth.

# Self-Assessment Tool

## 1: Teaching and Learning

Objective: School/Program provides students with relevant, timely, holistic learning experiences.

### Identify

****Considering current strategic plans and goals, **REVIEW** the metrics and **REFLECT** on practices included in the rubrics below to answer these questions:

**NOTE:** Although this tool asks you to review and reflect before you identify, we place the **IDENTIFY** page first, so that you can keep these questions in mind as you review and reflect.

|  |
| --- |
| What are 2-3 key highlights or insights you have into strengths and challenges of program needs for offering high quality learning experiences to every student? |
|  |
| What opportunities to you see to address challenges your CTE programming faces? What would be the most impactful changes that could occur quickly? What may take time?  |
|  |
| In the overall scheme of your CTE programming and other program reviews you have undertaken, how important is it to address the challenges you outline here? |
|  |

### Review

*******Review the specified data points outlined in the table below. As you review the metrics, ask yourself:*

* *What surprises you?*
* *What questions does this raise for you?*
* *What additional information might help you understand or dig deeper?*
* *What should you look further into?*

Think about these questions as you review the **Teaching & Learning** rubrics on the next page.

|  |  |  |
| --- | --- | --- |
| Metric | All Students | Student Groups\* |
|  Enrollment |  |  |
| School/ Program ELA MCAS |  |  |
| School/ Program Math MCAS  |  |  |
| School / Program Science MCAS |  |  |
| Time on Learning - CCTE  |  |  |
| Academic Time on Learning – Math/Eng/Sci |  |  |
| Student to C74 licensed staff ratio |  |  |

Not sure where to find this? Consider these, or local sources:

* Enrollment files ([link](https://www.doe.mass.edu/infoservices/reports/enroll/)),
* CVTE Reports (Security Portal)
* Profiles (for RVTs/Ags),
* Edwin CV601,

\*Student Groups: EL; SWD; Eco Dis/Low Inc; Asian; African American or Black; Native American or Alaskan Native Hispanic or Latino; Multi-race, Non-Hispanic; Native Hawaiian/Pacific Islander; White; Male; Female.

###

### Reflect

****Using the rubrics for each component, consider your data insights/observations as you reflect on each criterion. Identify a rating for each criteria:

|  |  |
| --- | --- |
| **Exemplar** | All key elements are in place and program could serve as a model to others. |
| **Established** | All key elements are in place, and program has met relevant targets. |
| **Developing** | One or more key elements are in place, but program has minimal strategies in place to address remaining needs. |
| **Challenge** | No key elements are in place. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1.1 The school/ program uses high quality curricular and instructional materials.  | *Overall, consider how these practices are used in your school and program(s):* * Administration develops and maintains systems and structures to ensure that the program’s materials are routinely replaced and updated to remain current, culturally inclusive, free of bias, aligned to grade level standards, and available to meet individual student needs.
* Program stakeholders, including parents/guardians, students, and Program Advisory Committee members are involved in vetting curricular and instructional materials prior to procurement.
* Administration helps establish and supports effective working relationships with postsecondary institutions (including apprenticeship programs) and industry partners.
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| --- | --- | --- | --- | --- | --- |
| 1.2 School/ Program instruction is assessed and adjusted based on the analysis of student level data.  | *Overall, consider how these practices are used in your school and program(s):* * Program uses a competency tracking tool or procedure to monitor students’ skill and knowledge attainment and regularly analyzes aggregate and disaggregated data to improve curriculum and instruction
* Program implements effective classroom and shop routines and procedures to maximize instructional time, including executing on clear objectives and includes relevant measurable outcomes
* Administration and program staff identify, develop, and use new sources of data to monitor student academic success and social emotional wellbeing to develop interventions and supports.
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| --- | --- | --- | --- | --- | --- |
| 1.3 Students are engaged in rigorous, advanced coursework, aligned to their program and interests. | *Overall, consider how these practices are used in your school and program(s):* * Program maximizes access to instructional resources by developing and maintaining partnerships with local businesses, industries, and institutions.
* Program includes secondary and postsecondary linkages such as dual enrollment and other advanced coursework and/or articulation agreements that are annually reviewed and approved.
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## 2: Post Graduation Readiness

Objective: School/Program prepares students to authentically choose to pursue employment in their program industry or continue post-secondary education upon graduation.

### Identify

****Considering current strategic plans and goals, **REVIEW** the metrics and **REFLECT** on practices included in the rubrics below to answer these questions:

**NOTE:** Although this tool asks you to review and reflect before you identify, we place the **IDENTIFY** page first, so that you can keep these questions in mind as you review and reflect.

|  |
| --- |
| What are 2-3 key highlights or insights you have into strengths and challenges of program needs for offering high quality learning experiences to every student? |
|  |
| What opportunities to you see to address challenges your CTE programming faces? What would be the most impactful changes that could occur quickly? What may take time? |
|  |
| In the overall scheme of your CTE programming and other program reviews you have undertaken, how important is it to address the challenges you outline here? |
|  |

###

### Review

*******Review the specified data points outlined in the table below. As you review the metrics, ask yourself:*

* *What surprises you?*
* *What questions does this raise for you?*
* *What additional information might help you understand or dig deeper?*
* *What should you look further into?*

Think about you responses to these questions as you review the **Post Graduation Readiness** rubrics on the next page.

|  |  |  |  |
| --- | --- | --- | --- |
| Metric | All Students | Student Groups\* | Not sure where to find this? Consider these, or local sources: |
|  Enrollment |  |  | Enrollment files ([link](https://www.doe.mass.edu/infoservices/reports/enroll/)), CVTE Reports (Security Portal) |
| IRC Earning Rate |  |  | Edwin (CV601) |
| Co-Op Participation Rate |  |  | Edwin (CV601) |
| MassCore Completion |  |  | Profiles (MassCore Completion Report) |
| Advanced Coursework Completion |  |  |  |
| Ch74 Postsecondary Placement Rate and Response Rate |  |  | Grad Follow-up files (link), CTE-ART, CVTE Reports (Security Portal) |
| Program Graduation Rate |  |  |  |

**Workforce Data**

Review this [**Short Term Projections**](https://lmi.dua.eol.mass.gov/LMI/ShortTermOccupationalProjections) and [**Long Term Projections**](https://lmi.dua.eol.mass.gov/LMI/LongTermOccupationProjections)information for each program offered by your school.

Region: Related Occupational Group:

|  |  |  |  |
| --- | --- | --- | --- |
| [**Short Term Projections**](https://lmi.dua.eol.mass.gov/LMI/ShortTermOccupationalProjections) |  | [**Long Term Projections**](https://lmi.dua.eol.mass.gov/LMI/LongTermOccupationProjections) |  |
| *(Total) Mean Wages:* |  | *(Total) Mean Wages:* |  |
| *(Total) Average Annual Openings:*  |  | *(Total) Average Annual Openings:*  |  |
| *(Total) Educational Attainment Level:* |  | *(Total) Educational Attainment Level:* |  |
| *Top titles with largest average annual openings:* |  | *Top titles with largest average annual openings:* |  |

### Reflect

****Using the rubrics below, consider your data insights/observations as you reflect on each criterion.

|  |  |
| --- | --- |
| **Exemplar** | All key elements are in place and program could serve as a model to others. |
| **Established** | All key elements are in place, and program has met relevant targets. |
| **Developing** | One or more key elements are in place, but program has minimal strategies in place to address remaining needs. |
| **Challenge** | No key elements are in place. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2.1 Students are prepared for entry level employment in the program field upon graduation. | *Overall, consider how these practices are used in your school and program(s):* * Program is aligned with the Massachusetts Curriculum Frameworks and the applicable Massachusetts Vocational Technical Framework.
* Program demonstrates local or regional industry demand alignment.
* Work-based learning is envisioned as a central component of student learning experience and students are expected to exhibit evidence of their work-related learning in a rigorous and authentic demonstration.
* Administration, program staff, and stakeholders anticipate technological advances in the industries associated with their programs and plan for facilities and equipment upgrades as necessary.
* Students’ safety training leads to a safety credential applicable to their area of technical education.
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| --- | --- | --- | --- | --- | --- |
| 2.2 Students are prepared to pursue post-secondary education upon graduation. | *Overall, consider how these practices are used in your school and program(s):* * Students are provided with academic content courses aligned with grade-level standards that meet MassCore requirements.
* Administration monitors the effectiveness of integrated academic and technical instruction.
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## **3: Equitable Access**

Objective: School ensures students have equitable access and opportunity to participate in high quality programs.

### Identify

****Considering current strategic plans and goals, **REVIEW** the metrics and **REFLECT** on practices included in the rubrics below to answer these questions:

**NOTE:** Although this tool asks you to review and reflect before you identify, we place the **IDENTIFY** page first, so that you can keep these questions in mind as you review and reflect.

|  |
| --- |
| What are 2-3 key highlights or insights you have into strengths and challenges of program needs for offering high quality learning experiences to every student? |
|  |
| What opportunities to you see to address challenges your CTE programming faces? What would be the most impactful changes that could occur quickly? What may take time?  |
|  |
| In the overall scheme of your CTE programming and other program reviews you have undertaken, how important is it to address the challenges you outline here? |
|  |

### Review

*******Review the specified data points outlined in the table below. As you review the metrics, ask yourself:*

* *What surprises you?*
* *What questions does this raise for you?*
* *What additional information might help you understand or dig deeper?*
* *What should you look further into?*

Think about you responses to these questions as you review the **Equitable Access** rubrics on the next page.

|  |  |  |  |
| --- | --- | --- | --- |
| Metric | All Students | Student Groups\* | Not sure where to find this? Consider these, or local sources: |
| School/CTE - Eligible |  |  |  CTE-ART Admissions/Waitlist  |
| School/CTE - Applicants  |  |  |  CTE-ART Admissions/Waitlist  |
| School/CTE - Accepted  |  |  |  CTE-ART Admissions/Waitlist  |
| School/CTE - Enrolled |  |  |  CTE-ART Admissions/Waitlist  |
| Disaggregate Program Enrollment  |  |  | CTE-ART Enrollment files ([link](https://www.doe.mass.edu/infoservices/reports/enroll/)), CVTE Reports (Security Portal) |
| % getting first or second choice |  |  | Local Data  |

\*Student Groups: EL; SWD; Eco Dis/Low Inc; Asian; African American or Black; Native American or Alaskan Native Hispanic or Latino; Multi-race, Non-Hispanic; Native Hawaiian/Pacific Islander; White; Male; Female.

### Reflect

*******Using the rubrics for each component, consider your data insights/observations as you reflect on each criterion.*

|  |  |
| --- | --- |
| **Exemplar** | All key elements are in place and program could serve as a model to others. |
| **Established** | All key elements are in place, and program has met relevant targets. |
| **Developing** | One or more key elements are in place, but program has minimal strategies in place to address remaining needs. |
| **Challenge** | No key elements are in place. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3.1 Systems and structures exist to ensure equitable access to the school. | *Overall, consider how these practices are used in your school and program(s):* * Program regularly reviews disaggregated enrollment data for potential barriers to student access.
* Program develops and reviews new data streams to broaden its promotion of inclusive access.
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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3.2 Systems and structures exist to ensure equitable access to programs. | *Overall, consider how these practices are used in your school and program(s):* * Systems, structures, and supports create an environment where students may safely choose career pathways regardless of gender, sex, race, disability, or other student attribute.
* School develops and maintains systems and structures to promote diversity and equality of access and fosters a culture where diversity is embraced and celebrated.
* School has written policies and procedures to ensure the learning environment is free of any physical or programmatic barriers to full participation
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## 4: Learning Environment

Objective: School provides a safe and healthy learning environment.

### Identify

****Considering current strategic plans and goals, **REVIEW** the metrics and **REFLECT** on practices included in the rubrics below to answer these questions:

**NOTE:** Although this tool asks you to review and reflect before you identify, we place the **IDENTIFY** page first, so that you can keep these questions in mind as you review and reflect.

|  |
| --- |
| What are 2-3 key highlights or insights you have into strengths and challenges of program needs for offering high quality learning experiences to every student? |
|  |
| What opportunities to you see to address challenges your CTE programming faces? What would be the most impactful changes that could occur quickly? What may take time?  |
|  |
| In the overall scheme of your CTE programming and other program reviews you have undertaken, how important is it to address the challenges you outline here? |
|  |

### Review

*******Review the specified data points outlined in the table below. As you review the metrics, ask yourself:*

* *What surprises you?*
* *What questions does this raise for you?*
* *What additional information might help you understand or dig deeper?*
* *What should you look further into?*

Think about you responses to these questions as you review the **Learning Environment** rubrics on the next page.

|  |  |  |  |
| --- | --- | --- | --- |
| Metric | *All Students* | *Student Groups* | *Not sure where to find this? Consider these, or local sources:* |
| Select VOCAL Q1 |  |  | Edwin School Climate (VOCAL) |
| Select VOCAL Q2 |  |  | Edwin School Climate (VOCAL) |
| Select VOCAL Q3 |  |  | Edwin School Climate (VOCAL) |
| Local Climate and Culture Data |  |  |  |

###

### Reflect

****Using the rubrics for each component, consider your data insights/observations as you reflect on each criterion.

|  |  |
| --- | --- |
| **Exemplar** | All key elements are in place and program could serve as a model to others. |
| **Established** | All key elements are in place, and program has met relevant targets. |
| **Developing** | One or more key elements are in place, but program has minimal strategies in place to address remaining needs. |
| **Challenge** | No key elements are in place. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 4.1 School’s climate and culture provides students with safe, secure learning environment. | *Overall, consider how these practices are used in your school and program(s):* * Administration engages the student government body in ongoing dialogue regarding CTE programs and program climate and ensures diversity of student representation in ongoing dialogues.
* Institutional structures ensure that students play meaningful roles in program improvement through participation on Program Advisory Committees.
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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 4.2 School has processes and procedures in place to ensure student physical well-being. | *Overall, consider how these practices are used in your school and program(s):* * Administrators and other stakeholders create a culture where students and staff alike routinely self-assess their safety and health practices against established benchmarks.
* Administration designs and implements a comprehensive shop safety and health system, regularly evaluates program practices on key safety and health indicators, and tracks performance within and across learning environments over time.
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## 5: Post Graduation Planning

Objective: School provides engaging post-graduation planning to help students make choices aligned to their future goals.

### Identify

****Considering current strategic plans and goals, **REVIEW** the metrics and **REFLECT** on practices included in the rubrics below to answer these questions:

**NOTE:** Although this tool asks you to review and reflect before you identify, we place the **IDENTIFY** page first, so that you can keep these questions in mind as you review and reflect.

|  |
| --- |
| What are 2-3 key highlights or insights you have into strengths and challenges of program needs for offering high quality learning experiences to every student? |
|  |
| What opportunities to you see to address challenges your CTE programming faces? What would be the most impactful changes that could occur quickly? What may take time?  |
|  |
| In the overall scheme of your CTE programming and other program reviews you have undertaken, how important is it to address the challenges you outline here? |
|  |

### Review

*******Review the specified data points outlined in the table below. As you review the metrics, ask yourself:*

* *What surprises you?*
* *What questions does this raise for you?*
* *What additional information might help you understand or dig deeper?*
* *What should you look further into?*

Think about you responses to these questions as you review the **Post Graduation Planning** rubrics on the next page.

|  |  |  |  |
| --- | --- | --- | --- |
| Metric | *All Students* | *Student Groups* | *Not sure where to find this? Consider these, or local sources:* |
| Students with MyCAP  |  |  |  |
| School Retention |  |  |  |
| Program Retention/Changes |  |  |  |
| School Dropout Rate |  |  | Success after High School DART, Profiles (Dropout Report) |

### Reflect

****Using the rubrics for each component, consider your data insights/observations as you reflect on each criterion.

|  |  |
| --- | --- |
| **Exemplar** | All key elements are in place and program could serve as a model to others. |
| **Established** | All key elements are in place, and program has met relevant targets. |
| **Developing** | One or more key elements are in place, but program has minimal strategies in place to address remaining needs. |
| **Challenge** | No key elements are in place. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 5.1 Systems and structures exist to support integrated, responsive college and career counseling services.  | *Overall, consider how these practices are used in your school and program(s):* * School’s [career guidance and counseling](#guidance_and_counseling) program seamlessly integrates the efforts of all school-based service providers, program partners, and parents/guardians in a holistic effort to guide students’ postsecondary planning.
* School develops, collects and routinely examines data to determine the effectiveness of its [career guidance and counseling](#guidance_and_counseling) efforts for all students.
* School reviews graduate [follow-up data](#follow_up_data) to inform programmatic revision of career and counseling program.
* Administration provides resources to ensure that program staff are adequately trained to provide effective support to students.
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| --- | --- | --- | --- | --- | --- |
| 5.2 Students connect learning experiences to long-term, individualized academic and career goals.  | *Overall, consider how these practices are used in your school and program(s):* * School ensures that all students possess a living, accessible academic and career plan [(MyCAP](https://www.doe.mass.edu/ccte/ccr/mycap/)).
* [Career guidance and counseling](#guidance_and_counseling) program exposes students to a broader range of possible career paths than simply the opportunities available within the school and/or the region.
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## 6: Continuous Improvement

Objective: School practices consistent, data-informed continuous improvement strategies.

### Identify

****Considering current strategic plans and goals, **REVIEW** the metrics and **REFLECT** on practices included in the rubrics below to answer these questions:

**NOTE:** Although this tool asks you to review and reflect before you identify, we place the **IDENTIFY** page first, so that you can keep these questions in mind as you review and reflect.

|  |
| --- |
| What are 2-3 key highlights or insights you have into strengths and challenges of program needs for offering high quality learning experiences to every student? |
|  |
| What opportunities to you see to address challenges your CTE programming faces? What would be the most impactful changes that could occur quickly? What may take time?  |
|  |
| In the overall scheme of your CTE programming and other program reviews you have undertaken, how important is it to address the challenges you outline here? |
|  |

### Review

*******Review the specified data points outlined in the table below. As you review the metrics, ask yourself:*

* *What surprises you?*
* *What questions does this raise for you?*
* *What additional information might help you understand or dig deeper?*
* *What should you look further into?*

Think about you responses to these questions as you review the **Continuous Improvement** rubrics on the next page.

|  |  |  |
| --- | --- | --- |
| Metric | *School* | *Program* |
| Staff Recruitment, Retention, Professional Development  |  |  |
| GAC and PAC membership |  |  |
| Financial resources from Chapter 74 and Perkins aligned to programming |  |  |
| Number of programs (appropriate staff/exploratory)  |  |  |

Consult local sources for this information.

### Reflect

*******Using the rubrics for each component, consider your data insights/observations as you reflect on each criterion.*

|  |  |
| --- | --- |
| **Exemplar** | All key elements are in place and program could serve as a model to others. |
| **Established** | All key elements are in place, and program has met relevant targets. |
| **Developing** | One or more key elements are in place, but program has minimal strategies in place to address remaining needs. |
| **Challenge** | No key elements are in place. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 6.1 The school has systems and structures to ensure regular, authentic feedback from various stakeholder groups.  | *Overall, consider how these practices are used in your school and program(s):* * The General Advisory Committee, together with program and school administration, identify key program quality metrics, systematically monitor progress against those metrics, and make data-based recommendations as appropriate.
* The school assessment process includes multiple stakeholders, including parents/guardians, students, staff, and industry and community partners representative of diverse racial, gender, and other identity markers.
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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 6.2 The school strategically collects and analyzes data to inform teaching and learning practices.  | *Overall, consider how these practices are used in your school and program(s):* * Administration actively engages the school community in routine examination of the culture and climate of the program, use of data to determine needs, and implementation of programs, practices, and services in response to those needs
* Formal mechanisms exist to review programs of study on a regular basis, and programs of study are updated as necessary to remain current with industry trends, skills, knowledge, labor market demand, and career options
* Establishment or discontinuation of programs of study are informed by labor market demand and [student demand](#student_demand)
* School establishes a comprehensive program assessment system that examines all facets of the program and establishes rigorous [performance targets](#performance_target) Administration uses multiple sources of evidence related to student learning to inform school and district goals and improve organizational performance, educator effectiveness, and student learning
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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 6.3 The school’s hiring, employment practices, and professional development opportunities lead to improved learning experiences.  | *Overall, consider how these practices are used in your school and program(s):* * Administration and CTE staff establish a school environment that supports educator-and student-driven professional development opportunities and models continuous learning
* The school ties its professional development to program assessment and improvement, targeting efforts to areas of greatest need
* Professional development is designed and delivered by individual(s) with a strong knowledge and skill base in the identified objectives
* Administration ensures that staff meets qualifications and oversees the retention, recruitment and replacement of staff and makes active efforts to achieve greater racial, cultural and ethnic correlations among students, faculty and staff.
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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 6.4 The school deploys fiscal resources strategically to improve or expand programming. | *Overall, consider how these practices are used in your school and program(s):* * The school invests funding intended for technical programming for improvement and expansion of technical programming.
* Administration develops and maintains systems and structures that routinely gather input from CTE staff and advisory committee(s) prior to the development of program budgets
* Administration develops and maintains systems whereby staff and advisory committee input into program budgets aligns with local program plans.
 | ¡ | ¡ | ¡ | ¡ |

## Compliance

Objective: School ensures compliance with statutory, regulatory, and policy requirements.

### Review

*******For each compliance criterion, review and access your school’s and programs’ adherence to requirements.*

### Reflect

*******Consider your data insights/observations as you reflect on each criterion.*

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | No | A plan is in place to address. | Yes |
| 7.1 Program Components  |  |  |  |
| * Parents/guardians are not required to waive legal rights as a condition of their child’s participation in work-based learning
 |  |  |  |
| * Students and their parents/guardians are aware of both the knowledge and skills students are expected to acquire in their programs
 |  |  |  |
| * School provides state-approved vocational technical education [*exploratory program*](#exploratoryprogram) (if five or more Chapter 74 programs are offered)\*
 |  |  |  |
| * Programs are guided by a Program Advisory Committee (PAC) that provides program-specific advice on curriculum content, equipment, and facilities that meets regulatory guidance.
 |  |  |  |
| 7.2 Educator Licensure |  |  |  |
| * Instructors in programs that require [occupational licenses](#occupational_license) (*e.g.,* electricity, plumbing, cosmetology) possess those licenses
 |  |  |  |
| * [*Cooperative education*](#cooperative_education) is overseen by appropriately licensed staff\*
 |  |  |  |
| * If there are five or more vocational technical programs, those programs are overseen by a licensed vocational supervisor/director\*
 |  |  |  |
| 7.3 Safety  |  |  |  |
| * [*Cooperative education*](#cooperative_education) operates in accordance with applicable laws, regulations, and policies\*
 |  |  |  |
| * [*Unpaid off-campus construction and maintenance projects*](#unpaid_off_site_construction_and_mainten) are appropriately implemented per Massachusetts regulation\*
 |  |  |  |
| * Students are supervised during work-based learning to ensure that the work is safe and provides a meaningful learning experience
 |  |  |  |
| * Completed the [Health & Safety Plan](https://www.doe.mass.edu/ccte/cvte/programs/safety-health.docx) checklist for each program.
 |  |  |  |
| 7.4 Financial & Data Oversight |  |  |  |
| * Plans, forms, and grants are designed, amended, and monitored properly.
 |  |  |  |
| * A mechanism is in place to ensure funds are used in accordance with federal and/or state rules and regulations.
 |  |  |  |
| * Administration maintains records required for internal and external audits following record retention rules.
 |  |  |  |
| * Administration develops and maintains an inventory control system to record and monitor purchases involving federal and state funds in accordance with law and regulation
 |  |  |  |
| * Administration maintains and submits accurate data and information for all required data collections.
 |  |  |  |

# ACTION PLAN - *Template to use when receiving support from DESE*

*Template to use when receiving additional support from DESE.Use the form below to develop an action plan to address the high priority, high leverage challenge that you have identified. Do not complete this section until you have completed all your school- and program-level reviews and discussed your findings with DESE staff. Ultimately, you will be designing one Action Plan, not several.*

## Goals & Targets

**Plan Start Date:**  **Plan End Date:** **Current date:**  **Next revisit date:**

**Quality Component:**

**High Leverage Area of Challenge:**

**Brief Description:**

**Related Metric:**  **Metric Target (by plan end date):**

## Three Month Next Steps

*Note: Action plan items below should not extend beyond three months.*

**School will:**

|  |  |  |
| --- | --- | --- |
| What | Who | By When |
|  |  |  |
|  |  |  |
|  |  |  |

**District will:**

|  |  |  |
| --- | --- | --- |
| What | Who | By When |
|  |  |  |
|  |  |  |
|  |  |  |

**DESE will:**

|  |  |  |
| --- | --- | --- |
| What | Who | By When |
|  |  |  |
|  |  |  |
|  |  |  |

**Partner(s) will:**

|  |  |  |
| --- | --- | --- |
| What | Who | By When |
|  |  |  |
|  |  |  |
|  |  |  |

## Current Status / Notes / Future Considerations

## Additional Information

School/district has agreed to address:

* Item observed on visit that needs addressing but is not related to high leverage area
* Item observed on visit that needs addressing but is not related to high leverage area