

**MASSACHUSETTS DEPARTMENT OF EDUCATION
SELECTED PERKINS CAREER/VOCATIONAL TECHNICAL EDUCATION PUBLIC TWO-YEAR COLLEGE PROGRAM REVIEW CRITERIA**

CRITERION NUMBER	TOPIC I. ASSESSMENT OF STUDENT PROGRESS	SOURCES OF INFORMATION	
		DATA	INTERVIEW
P1	<p>Appropriate individual academic assessments are provided to all in-coming students. (Section 135)</p> <p>Appropriate individual career/vocational assessments are provided to all in-coming students. (Section 135)</p> <p><i>Are appropriate academic assessments used to identify students' individual needs?</i></p> <p><i>Are appropriate career/vocational interest and aptitude assessments used to identify students' individual needs?</i></p>	Student Records	Academic Coordinator, Counselors, Special Populations Coordinator, Career/Vocational Technical Education Coordinator, Deans, Students
P2	<p>Academic and career/vocational assessments provided to in-coming students are used in planning students' career & technical and academic program. (Sec. 235 D)</p> <p><i>Are the assessment results being used to plan the students' program of study with the involvement of students?</i></p>	Student Records Student Career Plans	Career/Vocational Technical Education Coordinator, Technical Teachers, Academic Coordinator, Academic Teachers, Deans
P3	<p>Methods of measuring academic competency gain and competency attainment are appropriate. (Sec. 122)</p> <p><i>Is there evidence of competency-based assessments in measuring academic progress?</i></p>	Student Records, Portfolios, Standardized test results	Academic Teachers, Academic Coordinator, Career /Vocational Technical Education Coordinator, Students, Deans
P4	<p>Methods of measuring technical competency gain and competency attainment are appropriate. (Section 122)</p> <p><i>Is there evidence of competency based-assessments in measuring career & technical competency gain?</i></p>	Student Records, Student Portfolios, Co-op Evaluations	Technical Teachers, Career/Vocational Technical Education Coordinator, Students, Deans

CRITERION NUMBER	TOPIC II STUDENT IDENTIFICATION	SOURCES OF INFORMATION	
		DATA	INTERVIEW
P5	<p>Students enrolled in career/vocational technical programs are appropriately identified for Perkins funded services and activities. (Section 135)</p> <p><i>Does the college have a system for determining which students are enrolled in programs that meet the Perkins Act definition of vocational education?</i></p>	Student Records	Counselors, Career/Vocational Technical Education Coordinator
P6	<p>Special population students are appropriately identified for services. (Section 134)</p> <p><i>Does the college have a system for determining which students are enrolled in programs that meet the Perkins Act definition of special populations and are enrolled in career/vocational technical programs?</i></p>	<p>Individual Education Programs</p> <p>Language assessment</p>	<p>Special Populations Coordinator, Deans</p> <p>Counselors, Students</p>

CRITERION NUMBER	TOPIC III COMMUNITY INVOLVEMENT	SOURCES OF INFORMATION	
		DATA	INTERVIEW
P7	<p>Students, teachers, representatives of business and industry, labor organizations, advisory committees and/or college councils, representatives of special populations, and other interested individuals are involved in the development, implementation and evaluation of career/vocational technical programs. (Section 135)</p> <p><i>Is there appropriate representation on the councils or the committees?</i></p> <p><i>Is there evidence the councils or committees are actively involved in planning, implementation, and evaluation of programs?</i></p> <p><i>Are information and planning resources available to students in order to improve accessibility to career/vocational technical programs?</i></p> <p><i>Do teachers, administrators, and counselors have the requisite knowledge and skills to assist students with career exploration, educational opportunities, and education financing?</i></p> <p><i>Are there ongoing resources for students to provide comments and feedback on products and services, and is staff responsive to meeting individuals' needs?</i></p>	<p>Advisory Committee, and Council minutes, rosters, reports</p>	<p>Deans, Career/Vocational Technical Education Coordinator, Students, Teachers</p>

CRITERION NUMBER	TOPIC III COMMUNITY INVOLVEMENT	SOURCES OF INFORMATION	
		DATA	INTERVIEW
P8	<p>Appropriate information concerning career/vocational technical education programs is provided to students. Such information includes:</p> <ul style="list-style-type: none"> (a) the opportunities available in career & technical education (b) eligibility requirements for enrollment in career & technical programs (c) specific courses that are available (d) employment and/or further education opportunities; and (e) placement <p><i>Is appropriate information concerning career/vocational technical education programs provided to students in the primary language of the family?</i></p> <p><i>Does this occur before students enter the program?</i></p> <p><i>Does the information minimally include all the information included in P8 a-e?</i></p>	Record of Open Houses, Promotional Materials, Videos, Websites, Mailings	Students, Deans, Career /Vocational Technical Education Coordinator

CRITERION NUMBER	TOPIC IV. CURRICULUM AND INSTRUCTION	SOURCES OF INFORMATION	
		DATA	INTERVIEW
P9	<p>Strategies to improve academic and technical skills of all students exist. (Section 135)</p> <p><i>Has academic and technical education been integrated?</i></p> <p><i>Are applied learning methods incorporated into each academic and technical course?</i></p> <p><i>Are systems of extra help provided to each student as needed?</i></p> <p><i>Are rigorous courses provided to all students?</i></p> <p><i>Are all students required to attain a basic level of computer literacy?</i></p> <p><i>Does each career/vocational technical program have a sequential course of study leading to both academic and technical competencies?</i></p>	<p>Student Records, Program of Study, Projects, Units of Study, Classroom Observations</p>	<p>Curriculum Coordinator, Academic Coordinator, Deans, Career/Vocational Technical Education Coordinator, Teachers, Students</p>
P10	<p>Technology is used to improve academic and technical education. (Section 135)</p> <p><i>Are classrooms and laboratories equipped with state-of-the-art computers and current software?</i></p> <p><i>Are applicable technical skills incorporated into each academic technical course?</i></p>	<p>Observations, Records, Curriculum, Professional Development Plan, Technology Plan</p>	<p>Technology Coordinator, Deans, Students, Teachers</p>

CRITERION NUMBER	TOPIC IV. CURRICULUM AND INSTRUCTION	SOURCES OF INFORMATION	
		DATA	INTERVIEW
P11	<p>Linkages between secondary and postsecondary programs exist and are accessible to all students. (Section 135)</p> <p><i>Is information on Tech- Prep and additional postsecondary programs provided to all students?</i></p> <p><i>Are there Tech-Prep 2+2 articulated pathways, and/or are new appropriate 2+2 pathways being developed?</i></p> <p><i>Are students enrolled in Tech-Prep?</i></p>	2+2 Pathways, Course of study, Student records	Tech-Prep Site Coordinator, Students, Deans, Secondary Teachers, Postsecondary Teachers, Counselors, Student Advisors
P12	<p>All students are provided with strong experience in and an understanding of all aspects of a modern industry. (Section 135)</p> <p><i>Are there examples of instruction in all aspects of modern industries in academic and technical courses?</i></p> <p><i>Are cooperative education and other work-based learning sites reviewed and monitored to ensure that all aspects of a modern industry are included in the students' experience?</i></p>	Work Based Learning Plan, Curriculum, Co-op Agreements, Student Records, Student/Employer Records	Career/Vocational Technical Education Coordinator, School to Career Coordinator, Students, Technical Teachers
P13	<p>Instructional supplies and equipment meet the demands of the workforce. (Section 135)</p> <p><i>Have advisory committees or other experts done an independent review of all of the college's instructional supplies and equipment?</i></p> <p><i>Was a plan for correcting any deficiencies developed and implemented?</i></p>	Advisory Committee Meetings, Independent Reports, Corrective Action Plans, Needs Assessments	Business Manger, Career/Vocational Technical Education Coordinator, Deans

CRITERION NUMBER	TOPIC IV. CURRICULUM AND INSTRUCTION	SOURCES OF INFORMATION	
		DATA	INTERVIEW
P14	<p>The required 15% minimum expenditure is being expended for activities consistent with the two priorities of the Massachusetts State Plan for Professional Development. (Section 135)</p> <p><i>Is the 15% set aside being expended for professional development of all staff pursuant to the accepted Perkins Act Local Plan?</i></p> <p><i>Does all staff have access to Perkins-funded professional development activities?</i></p> <p><i>Have these activities impacted curriculum and instruction?</i></p>	College Professional Development Plans, Perkins Local Plan	Career/Vocational Technical Coordinator, Academic, Guidance, and Administrative Personnel, Deans, Teachers

CRITERION NUMBER	TOPIC V. STUDENT SUPPORT SERVICES	SOURCES OF INFORMATION	
		DATA	INTERVIEW
P15	<p>Individuals who are members of special populations { which include (A) individuals with disabilities; (B) individuals from economically disadvantaged families, including foster children; (C) individuals preparing for nontraditional training and employment; (D) single parents, including single pregnant women; (E) displaced homemakers; and (F) individuals with other barriers to educational achievement including individuals with limited English proficiency } are provided with equal access to activities, opportunities and course of study without regard to race, color, gender, religion, national origin, English language proficiency, disability or sexual orientation, and with programs that enable them to meet or exceed state adjusted levels of performance. (Section 122)</p> <p><i>Is there evidence that students who are members of special populations are taught to the same challenging academic and technical standards as other students?</i></p> <p><i>Are members of special populations made aware of activities and opportunities to participate in programs and systems of extra help designed to enable them to meet or exceed state adjusted levels of performance?</i></p> <p><i>Are supplementary services including curriculum, classroom, and equipment modification provided?</i></p> <p><i>Are support personnel, instructional aids, assistive technology and supportive devices provided?</i></p>	<p>Program of Studies, Individual Education Programs, Transitional Plans, Classroom Observations</p>	<p>Students, Teachers, Special Population Coordinator, Academic and Career/Vocational Technical Education Coordinators</p>

CRITERION NUMBER	TOPIC V. STUDENT SUPPORT SERVICES	SOURCES OF INFORMATION	
		DATA	INTERVIEW
P16	<p>Programs and services exist that support student participation in and completion of nontraditional training and employment activities. (Section135)</p> <p><i>Are there bulletin boards, newsletters or other visual materials that depict individuals at work at jobs that are nontraditional for their gender?</i></p> <p><i>Are role models and mentors available on staff, as guest speakers, through career days or job shadowing and other work based experiences?</i></p> <p><i>Are there clubs, support groups, or activities available for students enrolled in nontraditional by gender programs?</i></p>	<p>Student enrollment and Follow-up Data, Student Handbook, Work Based Learning Plan, Observations, Promotional Materials, Personnel Records, List of Student Organizations</p>	<p>Human Resources Director, Special Populations Coordinator, Cooperative Education Coordinators, Placement Coordinators, Counselors, Students</p>
P17	<p>The needs of students in alternative education programs are adequately addressed? (Section 122)</p> <p><i>In all alternative program located on or off the main campus, do students have full access to courses, activities, and work based learning activities?</i></p> <p><i>Are resources available to overcome barriers to participation such as transportation or scheduling?</i></p>	<p>Program of Studies</p>	<p>Deans, Career/Vocational Technical Education Coordinator</p>

CRITERION NUMBER	TOPIC VI. FACULTY, STAFF AND ADMINISTRATION	SOURCES OF INFORMATION	
		DATA	INTERVIEW
P18	<p>Staff in all Perkins funded positions (teachers, counselors, tutors, aides etc.) are appropriately qualified.</p> <p><i>Is all staff in Perkins-funded positions (including teachers and counselors) appropriately qualified?</i></p>	Faculty Register, Job Descriptions, Résumés for Paraprofessionals	Deans, Human Resources Director

CRITERION NUMBER	TOPIC VII. SCHOOL FACILITIES	SOURCES OF INFORMATION	
		DATA	INTERVIEW
P19	<p>Instructional facilities meet the demands of the workforce including those for state of the art facilities as well as for a healthy, safe environment. (Section 122 and Sec. 135)</p> <p><i>Has the college district utilized the career/vocational technical program advisory committees or other similar entity to regularly (at least yearly) review program equipment and facilities in order to insure instructional facilities meet the demands of the workforce for state-of-the-art facilities?</i></p> <p><i>Does the college have a Career/Vocational Technical Health and Safety Plan?</i></p> <p><i>Have faculty and staff had recent training in health and safety requirements for career/vocational technical programs in general and for their specific program?</i></p> <p><i>Is there evidence that the local fire department and building inspector have inspected the career/vocational technical facilities and have issued current permits?</i></p>	Facility Checklist, Career & Technical Health and Safety Plan, Observations, Inspections, Safety Curriculum, MSDS sheets	Career /Vocational Technical Education Coordinator, Health and Safety Coordinator, Technical Teachers

CRITERION NUMBER	TOPIC VIII. PROGRAM PLAN AND EVALUATION	SOURCES OF INFORMATION	
		DATA	INTERVIEW
P20	<p>The college has developed and implemented a system of program evaluation that includes, at a minimum, the following four core indicators of performance (Section 116)</p> <p>(i) Student attainment of challenging State established academic and technical skill proficiencies.</p> <p>(ii) Student attainment of a secondary school diploma or its recognized equivalent, proficiency credentials in conjunction with a secondary school diploma or a post secondary degree or credential.</p> <p>(iii) Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment/</p> <p>(iv) Student participation in and completion of career/vocational technical education programs that lead to nontraditional by gender training and employment.</p> <p><i>Does the college's system of program evaluation include the four core indicators above?</i></p> <p><i>Do evaluation reports identify areas of strength as well as areas needing improvement?</i></p> <p><i>Do evaluation reports provide clear recommendations for any aspect that needs improvement?</i></p>	Evaluation Reports, Career and Technical Education Report	Deans, Career/Vocational Technical Education Coordinator, Assessment Coordinator

CRITERION NUMBER	TOPIC IX. RECORD KEEPING	SOURCES OF INFORMATION	
		DATA	INTERVIEW
P21	<p>Student records contain evidence of the students' assessment results and identification of their special population status.</p> <p><i>Has the college established a system of record keeping which allows for student records to be maintained with up-to-date information and relevant documents as above?</i></p> <p><i>Has the college established a system that allows for security of student records while allowing access by appropriate school personnel?</i></p>	Student Records	Counselors, Deans
P22	Financial records pertaining to Perkins are appropriately maintained and expenditures from Perkins funds are in concert with approved grant application(s).	Financial Records	Business Manager, Career/Vocational Technical Education Coordinator