

What are the Expected Outcomes?

There are five performance indicators at the secondary level:

- To increase the number/percent of students enrolled in a CVTE program who **enroll in postsecondary education**;
- To increase the number/percent of students enrolled in a CVTE program who enroll in postsecondary education **in the same field/major** that they studied in secondary education;
- To increase the number/percent of students enrolled in a CVTE program who earn **a state or industry-recognized certification or license**;
- To increase the number/percent of students enrolled in a CVTE program who successfully complete, as a secondary school student, **courses that award postsecondary credit at the secondary level**;
- To decrease the number/percent of students enrolled in a CVTE program who **enroll in remedial** mathematics, writing, or reading courses upon entering postsecondary education.

There are four performance indicators at the postsecondary level:

- To increase the number/percent of students who are **employed in a related field of employment** no later than 12 months after graduation;
- To increase the number/percent of students who earn **a state or industry-recognized certification or license**;

- To increase the number/percent of students who **complete a two-year degree, or certificate program** within the normal time;
- To increase the number/percent of students who **complete a baccalaureate degree program** within the normal time.

What Linkage Services/Activities do the Consortia Coordinate to Address the Expected Outcomes?

While Consortia services and activities may vary, the following are done by all:

- **Coordinated development of articulation agreements between high schools and postsecondary institutions.** Eliminating the duplication of coursework and awarding postsecondary credit at the secondary level enables students to acquire knowledge and skills and earn a credential, certificate, or degree sooner and at a reduced cost;
- **Early college placement testing (in the junior year of high school).** Assessment results are provided to students, parents/guardians, and educators with sufficient time to guide and support students in addressing their academic needs, thus eliminating or reducing the necessity for remedial education at the college level;
- **Coordinated development of seamless programs of study “grids”.** Program of study grids are created as road maps for guiding students’ education/career planning. Each grid recommends a sequence of high school and college courses, or apprenticeships (as well as work-based learning and extracurricular activities) that is tailored to individual CVTE programs.

The Massachusetts Perkins IV Secondary Postsecondary CVTE Linkage Initiative*

(*“CVTE Linkage Initiative” for short and formerly known as Tech-Prep)

Fact Sheet

What is the CVTE Linkage Initiative?

The overarching goal of the CVTE (Career/Vocational Technical Education) Linkage Initiative funded by Title II of the Carl D. Perkins Career and Technical Education Improvement Act is to link secondary career/vocational technical education with postsecondary career/vocational technical education through a consortium delivery model outlined in the MA Perkins IV Secondary Postsecondary CVTE Linkage Consortium Manual which is found at: www.doe.mass.edu/cte/techprep/consortiummanual.doc.

There are 13 CVTE Linkage Consortia in Massachusetts. Each has a community college as its lead agency that is responsible for all programmatic and fiscal activities of the consortium. At a minimum, the membership of each consortium is comprised of: 1) the lead community college; 2) school districts with a Perkins Act Local Plan; 3) school districts with Chapter 74-approved vocational technical education program(s) and 4) school districts that are recipients of a Perkins Rural District grant. Guided by an advisory committee, each consortium plans and coordinates activities and services that are of sufficient size, scope, and quality to have a significant impact on students’ readiness for college, apprenticeships and/or employment. To that end, each Perkins Act Five-Year Secondary Postsecondary CVTE Linkage Consortium Plan is coordinated with the Perkins Act Local Plans for the lead community college and the member school districts.

Consortia Members in 2009-2010

BERKSHIRE COMMUNITY COLLEGE CONSORTIUM

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Attleboro SD; Bristol County Agri SD; Bristol-Plymouth RTSD; Dighton-Rehoboth RSD; Fall River SD; Greater Fall River RTSD; Greater New Bedford RTSD; New Bedford SD; Old Colony RTSD; Somerset SD; Taunton S.D.

BUNKER HILL COMMUNITY COLLEGE-ROXBURY COMMUNITY COLLEGE CONSORTIUM

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What is the Role of the Massachusetts Department of Elementary and Secondary Education?

The Department is responsible for oversight and monitoring of the CVTE Linkage Consortia to ensure that the community colleges, as the lead agencies for the consortia, effectively carry out the provisions of the Perkins Act Five-Year Secondary Postsecondary CVTE Linkage Consortium Plan, Standard Contract Forms, and Application for Program Grants and amended Plans pursuant to applicable laws, regulations, and guidelines. The Department monitors activities in school districts during Coordinated Program Reviews while monitoring activities in public two-year colleges during Perkins Act Reviews.

Resources

Visit <http://www.doe.mass.edu/cte/techprep/>

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