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| Name of Grant Program: CTE Secondary and Postsecondary Programs - Perkins Reserve | **Fund Code:** 453 |

Complete the section relevant to your Program type - Secondary or Postsecondary:

[Secondary 2](#_Toc127392822)

[Perkins Improvement Plan 2](#_Toc127392823)

[CLNA & Priorities 2](#_Toc127392824)

[Equitable Access to High Quality CTE Programs 3](#_Toc127392825)

[Work-based Learning & Post-Secondary Planning 3](#_Toc127392826)

[Post-Secondary Opportunities 4](#_Toc127392827)

[Perkins / Chapter 74 Assurances 5](#_Toc127392828)

[Post-Secondary 7](#_Toc127392829)

[Perkins Improvement Plan 7](#_Toc127392830)

[CLNA & Priorities 7](#_Toc127392831)

[Equitable Access to High Quality CTE Programs 8](#_Toc127392832)

[Work-based Learning 8](#_Toc127392833)

[Post-Completion Continued Education Opportunities 9](#_Toc127392834)

[Perkins Assurances 10](#_Toc127392835)

# **Secondary**

## Perkins Improvement Plan

**For any performance indicator on CTE Reports that your program has not met, answer the following questions:**

* Describe the strategies that will be used to improve this performance metric.

|  |
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|  |

* Describe insights that were identified when reviewing student group details and how this informs plans. Review CVTE Reports.

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* Describe how stakeholders have been (will be) engaged in developing and implementing these strategies.

|  |
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* How will grant funds be used to support these strategies?

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## CLNA & Priorities

* Describe your process for conducting your Comprehensive Local Needs Assessment:

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* Indicate which stakeholders contributed:

|  |  |
| --- | --- |
|  | Principals/other school leaders (not required for postsecondary) |
|  | CTE teachers/instructors |
|  | Career and academic counselors |
|  | CTE/Perkins Administrators |
|  | Paraprofessionals (not required for postsecondary) |
|  | Community partners and members |
|  | Other post-secondary CTE faculty and administrators |
|  | Representatives of state or local workforce development boards |
|  | Representatives from local and/or regional businesses and industries |
|  | Parents (not required for postsecondary) |
|  | Students |
|  | Representatives of agencies serving out-of-school, homeless and at-risk youth |
|  | Representatives of special populations |
|  | Representatives of Indian Tribes and Tribal organizations, where applicable |

Based on your comprehensive local needs assessment, Identify your priorities, please note, in future years, priorities must align with the [updated Comprehensive Local Needs Assessment.](https://www.doe.mass.edu/ccte/cvte/perkins-v/)

1. Describe Opportunity/ Need

|  |
| --- |
|  |

1. Describe Strategies to Address Need:
   1. How will grant funds be used to support these strategies?

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| --- |
|  |

1. What data will be used to measure success of action item?

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## Equitable Access to High Quality CTE Programs

Please describe your process to review and address school admission, enrollment, and outcomes data to ensure students of special populations and protected classes have equitable access to high quality CTE.

State-Approved CTE Programs (Chapter 74 Programs)

|  |  |
| --- | --- |
| School Admissions |  |
| Program Enrollment |  |
| Program Outcomes |  |

## Work-based Learning & Post-Secondary Planning

Please describe your school’s [MyCAP process](https://www.doe.mass.edu/ccte/ccr/mycap/) for every student, including how the following are integrated into an the intentional, student led plan: Career exploration, including disseminating up-to-date information on high-skill, high-wage, and in-demand industry sectors and occupation; Career development casework, activities, and services; Exploratory, Career guidance and academic counseling before and after enrolling in CTE programs.

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Describe programs and policies for the following work-based learning opportunities offered by your CTE programs including any key partners, and the process for participation, selecting placements, and assessing competency development in collaboration with the employer:

* Cooperative Education (yes, no, if yes, show questions)
  + Description:

|  |
| --- |
|  |

* + Available to all students (yes / no)
  + if no, describe selection criteria and process.

|  |
| --- |
|  |

* Internships
  + Description:

|  |
| --- |
|  |

* + Available to all students (yes / no)
  + if no, describe selection criteria and process.

|  |
| --- |
|  |

* Clinical Placements
  + Description:

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| --- |
|  |

* + Available to all students (yes / no)
  + if no, describe selection criteria and process.

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| --- |
|  |

* Apprenticeships
  + Description:

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| --- |
|  |

* + Available to all students (yes / no)
  + if no, describe selection criteria and process.

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|  |

* WBL Capstone
  + Description:

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* + Available to all students (yes / no)
  + if no, describe selection criteria and process.

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| --- |
|  |

* Other
  + Description:

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|  |

* + Available to all students (yes / no)
  + if no, describe selection criteria and process.

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## Post-Secondary Opportunities

Describe programs and policies for the following post-secondary opportunities offered by your CTE programs including how students are aware of the opportunities, specific partnerships, and if applicable, any process/criteria for participation.

* State Articulation Agreements (yes, no, if yes, show questions)
  + Description:

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| --- |
|  |

* + Available to all students (yes / no)
  + if no, describe selection criteria and process.

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* Local Articulation Agreements
  + Description:

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| --- |
|  |

* + Available to all students (yes / no)
  + if no, describe selection criteria and process.

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| --- |
|  |

* Advanced Placement Courses
  + Description:

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|  |

* + Available to all students (yes / no)
  + if no, describe selection criteria and process.

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|  |

* Dual Enrollment Courses (taught by college faculty, typically on college campus)
  + Description:

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| --- |
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* + Available to all students (yes / no)
  + if no, describe selection criteria and process.

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| --- |
|  |

* Concurrent Enrollment Courses (taught by college-approved HS faculty, typically on HS campus)
  + Description:

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| --- |
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* + Available to all students (yes / no)
  + if no, describe selection criteria and process.

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* Other
  + Description:

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* + Available to all students (yes / no)
  + if no, describe selection criteria and process.

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## Perkins / Chapter 74 Assurances

Check all that apply:

**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 (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.

**Education Licensure**

* Courses, Programs and Cooperative education is overseen by appropriately licensed staff, including professional licensures where required.
* If there are five or more vocational technical programs, those programs are overseen by a licensed vocational supervisor/director

**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)s exist and are regularly reviewed for each program

**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.
* Each Program area receiving or benefiting from funding:
  + Offers students career exploration and career development activities
  + Provides instructors professional development
  + Building the skills students need to pursue careers in high skill, high wage or in-demand industries
  + Supports integration of academic skills into CTE programs and programs of study
  + Ensures student academic and technical competency attainment, including through earning industry recognized credentials
  + Is reviewed and has strategies for meeting and exceeding Perkins Performance Indicators

# Post-Secondary

## Perkins Improvement Plan

**For any performance indicator on CVTE Reports that your program has not met, answer the following questions:**

* Describe the strategies that will be used to improve this performance metric.

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|  |

* Describe insights that were identified when reviewing student group details and how this informs plans. Review CVTE Reports.

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* Describe how stakeholders have been (will be) engaged in developing and implementing these strategies.

|  |
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* How will grant funds be used to support these strategies?

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|  |

## CLNA & Priorities

* Describe your process for conducting your Comprehensive Local Needs Assessment:

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| --- |
|  |

* Indicate which stakeholders contributed:

|  |  |
| --- | --- |
|  | CTE teachers/instructors |
|  | Career and academic counselors |
|  | CTE/Perkins Administrators |
|  | Community partners and members |
|  | Other post-secondary CTE faculty and administrators |
|  | Representatives of state or local workforce development boards |
|  | Representatives from local and/or regional businesses and industries |
|  | Students |
|  | Representatives of agencies serving out-of-school, homeless and at-risk youth |
|  | Representatives of special populations |
|  | Representatives of Indian Tribes and Tribal organizations, where applicable |

Based on your comprehensive local needs assessment, Identify your priorities, please note, in future years, priorities must align with the [updated Comprehensive Local Needs Assessment.](https://www.doe.mass.edu/ccte/cvte/perkins-v/)

1. Describe Opportunity/ Need

|  |
| --- |
|  |

1. Describe Strategies to Address Need:
   1. How will grant funds be used to support these strategies?

|  |
| --- |
|  |

1. What data will be used to measure success of action item?

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## Equitable Access to High Quality CTE Programs

Describe the process through which students explore and intentionally select to enroll in CTE programs at your institution:

|  |
| --- |
|  |

Please describe your process to review and address school admission, enrollment, and outcomes data to ensure students of special populations and protected classes have equitable access to high quality CTE.

|  |  |
| --- | --- |
| School Admission |  |
| Program Admission / Enrollment |  |
| Program Outcomes |  |

## Work-based Learning

Please describe your school’s counseling services for every student, including how the following are integrated into an the intentional, student led plan: Career exploration, including disseminating up-to-date information on high-skill, high-wage, and in-demand industry sectors and occupation; Career development casework, activities, and services; Exploratory, Career guidance and academic counseling before and after enrolling in CTE programs.

|  |
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Describe programs and policies for the following work-based learning opportunities offered by your CTE programs including any key partners, and the process for participation, selecting placements, and assessing competency development in collaboration with the employer:

* Internships
  + Description:

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| --- |
|  |

* + Available to all students (yes / no)
  + if no, describe selection criteria and process.

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| --- |
|  |

* Clinical Placements
  + Description:

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* + Available to all students (yes / no)
  + if no, describe selection criteria and process.

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|  |

* Other
  + Description:

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* + Available to all students (yes / no)
  + if no, describe selection criteria and process.

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## Post-Completion Continued Education Opportunities

Describe programs and policies for the following opportunities offered by your CTE programs including how students are aware of the opportunities, specific partnerships, and if applicable, any process/criteria for participation.

* Apprenticeships
  + Description:

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* + Available to all students (yes / no)
  + if no, describe selection criteria and process.

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* On the Job Training
  + Description:

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* + Available to all students (yes / no)
  + if no, describe selection criteria and process.

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* Professional Licensure:
  + Description:

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* + Available to all students (yes / no)
  + if no, describe selection criteria and process.

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* 2-year degree:
  + Description:

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* + Available to all students (yes / no)
  + if no, describe selection criteria and process.

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* 4-year degree:
  + Description:

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* + Available to all students (yes / no)
  + if no, describe selection criteria and process.

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* Other:
  + Description:

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* + Available to all students (yes / no)
  + if no, describe selection criteria and process.

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## Perkins Assurances

Check all that apply:

**Program Components**

Programs are aligned to state and local industry needs.

**Safety**

Programs are reviewed and maintained to align to industry safety standards.

**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.

Each Program receiving or benefiting from funding:

Offers students career exploration and career development activities

Provides instructors professional development

Building the skills students need to pursue careers in high skill, high wage or in-demand industries

Supports integration of academic skills into CTE programs and programs of study

Ensures student academic and technical competency attainment, including through earning industry recognized credentials

Is reviewed and has strategies for meeting and exceeding Perkins Performance Indicators