# Career Technical Education Recruitment, Admission, and Retention Policies and Practices Guidance

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**Commissioner**



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## Introduction

In May 2025, the Massachusetts Board of Elementary and Secondary Education (BESE) adopted amendments to the regulations governing the recruitment and admission of students to career and technical education (CTE) schools and programs across the Commonwealth, beginning in School Year 2025-2026.[[1]](#footnote-2) The Department of Elementary and Secondary Education (DESE) is issuing this guidance to help CTE schools and programs develop and implement recruitment, admissions, and retention policies consistent with the revised regulations, and to help sending middle schools improve student awareness of CTE pathways.

## Summary of Amendments

The revised CTE regulations strengthen recruitment and admission practices and expand access to CTE for all students. Some important changes include:

### Student awareness

CTE schools and programs may require that completed applications include an indication of student awareness in CTE, provided that they hold at least two in-person information sessions and at least two virtual information sessions each school year. If a CTE school or program requires completed applications to include an indication of student awareness, it must allow students to demonstrate that awareness through any one of the following:

* Attendance at an open house or in-person or virtual student information session;
* Participation in a tour of a CTE school or program;
* Completion of a video module regarding CTE, created either by the CTE school or program or by DESE; or
* Another measure proposed by a CTE school or program and approved by DESE.

### Admission lottery

When there are more applicants than available seats, CTE schools and programs must conduct an admission lottery that includes the names of all student applicants. Districts may choose to assign additional weights for students who meet one or more of the following:

* Have fewer than 27 unexcused, full-day absences in the 270 school days prior to the date of their application, where no data prior to the applicant’s seventh grade may be considered.
* Do not have certainmajor disciplinary infractions that occurred on school grounds or at school-sponsored or school-related events during that same period.
* Have demonstrated their interestin pursuing CTE.

### Standardized admission cycle and timeline

CTE schools and programs will use a standardized admissions cycle for school-level admissions. They will make applications available no later than November 1 with application deadlines no earlier than January 1 and no later than March 1.

### Middle school exploration and access

Each sending district will develop and implement a Middle School Pathway Exploration Policy that provides all middle school students with information and opportunities to explore CTE schools and programs. Sending districts must also:

* By October 15 of each school year:
* Offer CTE schools and programs opportunities to provide information on-site at their middle schools, as well as through mail and email; and
* Include information about CTE schools and programs on sending districts’ public-facing websites.
* By November 1, 2025 (and by November 1 of any subsequent year, if the policy has been revised):
* Provide their Middle School Pathway Exploration Policy to DESE[[2]](#footnote-3)
* Annually attest to DESE that the Middle School Pathway Exploration Policy has been implemented.

## Developing a Recruitment, Admission, and Retention Policy

### Non-discrimination

A CTE school’s or program’s recruitment, admission, and retention policy must comply with state and federal laws, regulations, and relevant guidance concerning discrimination. CTE schools and programs must:

* Admit students without regard to race, color, sex, gender identity, religion, national origin, immigration or citizenship status, disability or sexual orientation ;[[3]](#footnote-4)
* Review and undertake steps to be sure their policies afford the same opportunities to unhoused children and youths as provided to other children and youths;[[4]](#footnote-5) and
* Include a non-discrimination statement in all written materials and other media used to publicize their school.[[5]](#footnote-6)

CTE schools and programs must not:

* Employ any standards in the admissions process that discriminate on the basis of race, color, sex, gender identity, religion, national origin, immigration or citizenship status, disability, sexual orientation, English Learner status or housing status;[[6]](#footnote-7)
* Discourage—explicitly or implicitly—students from applying because of race, color, sex, gender identity, religion, national origin, immigration or citizenships status, disability, sexual orientation, English Learner status, or housing status;[[7]](#footnote-8) or
* Require applicants to provide any of the following during the admissions process:
* Citizenship or immigration status
* A home language survey
* A free and reduced-price lunch form
* Transcripts from any sending school(s)
* A publications permission form
* A records release form
* Other student records (e.g., health records, IEP from a previous school)[[8]](#footnote-9)

While some of these documents may eventually be needed as part of a student’s enrollment, CTE schools and programs may not ask for this information during the admissions process.

#### Considerations

* Make student applications available in both hard copy and digital formats for families with differing access to technology or certain disabilities.
* Explain how students with disabilities can indicate that they require reasonable accommodations to complete the admissions process, clarifying that students are not required to state that they have a disability on their application form, and that their disability status has no bearing on their admission.
* Include CTE school or program contact information for students and families who may need assistance completing any step of the admissions process.

### Recruitment

Recruitment is an important tool for CTE schools and programs to admit and retain interested students. Some of the ways CTE schools and programs recruit new students include mailing or emailing materials to prospective students, posting information to their school website, hosting in-person or virtual information sessions, and conducting school tours. Under the regulations, CTE schools and programs must:

* Submit their recruitment, admission, and retention policies to DESE through CHAMP by November 1, 2025, and by November 1 of any subsequent years, if revised;
* Publish their recruitment, admission, and retention policies in their Program of Studies, post the policies on their website, and provide copies to each student applicant and their parent or guardian; and
* Make these policies available in both English and the primary language of the home, if other than English.[[9]](#footnote-10)

### Admission: General

CTE school or program admission policies must explain:

* Admission is conditioned on the student’s promotion to the grade they’ve been admitted to enter;
* Resident students who meet the minimum requirements for admission must be admitted before any non-resident students seeking the same program; and
* When there are more applicants than available seats, the lottery process that will be used to determine admission, including how and when it will be conducted, and any weights that apply.

Additionally, these policies must:

* Explain the process for application and admission to the school, and to programs within the school, including whether or not the school will utilize the component of student awareness as a part of a completed application and how students may access the required options to fulfill the student awareness component;
* Include a plan with deliberate, specific strategies to promote equal educational opportunities for a student population that, when compared to students in similar grades in sending districts, has a comparable academic and demographic profile;[[10]](#footnote-11)
* Describe the school’s exploratory program, if such program is required;[[11]](#footnote-12) and
* Explain how prospective students and parents or guardians can appeal a decision denying a student’s admission.

The CTE school or program’s superintendent (or their designee) must also maintain documentation explaining what admission requirements were used to deny a student’s admission, and provide documentation to DESE or the prospective student's parent or guardian upon request.[[12]](#footnote-13)

In setting the admissions deadline, CTE schools and programs should build in sufficient time between receiving completed applications and conducting an admission lottery to allow for the appeal process to take place. CTE schools and programs should notify applicants of any missing application information—including the demonstration of student awareness, if used—as well as any weights the applicant has *not* met, where applicable. This notification should occur before an admission lottery is drawn and in a period of time that is consistent with the district’s appeal process, so that students may appeal if necessary. Students experiencing homelessness may not be denied lottery weights because they cannot provide the requested records.[[13]](#footnote-14)

### Admission: Residency

CTE schools and programs must admit residents who meet the minimum requirements for admission before accepting non-residents seeking the same program. If there are more resident applicants than available seats, the CTE school or program will run the admission lottery with the names of all resident applicants. Remaining resident applicants will be entered on a waitlist, and non-resident applicants will be entered on a waitlist. Should additional seats become available, the CTE school or program will select resident applicants in numerical order until all seats are filled. When there are no further resident applicants, the CTE school or program will select non-resident applicants from the waitlist in numerical order.

Examples:

CTE school A has 100 available seats and receives 200 completed applications. 150 applicants are residents, and 50 are non-residents. CTE school A runs a lottery of its residents and assigns each application a number, 1-150. It then runs a lottery for non-residents and assigns each a number, 151-200. It admits the first 100 resident students on its numerical list, and the remaining students are put onto a waitlist in the order they were drawn.

CTE school B has 150 available seats and receives 200 completed applications. 100 applicants are residents, and 100 are non-residents. CTE school B admits all 100 resident students. It then runs a lottery for non-residents and assigns each a number 1-100. It then admits the first 50 non-resident applicants on its numerical list. The remaining students are put onto a waitlist.

#### Considerations

* Have a process in place to confirm student residency before running the lottery
* Maintain relevant residency documentation

### Admission: Student Awareness

CTE schools and programs may require an indication of student awareness of CTE as part of a completed application, but only if they hold at least two in-person information sessions and at least two virtual information sessions each school year. Schools that offer the required information sessions may in turn require applicants to demonstrate their awareness of CTE by any one of the following, none of which may be scored:

* Attendance at an open house or in-person or virtual student information session;
* Participation in a tour;
* Completion of a video module created either by the school or program or by DESE regarding CTE; or
* Other measure proposed by a CTE school or program and approved by DESE.

#### Considerations

* CTE schools and programs should publicize student awareness opportunities widely, including by sharing with sending middle schools, posting on their own websites, and following notification procedures typically used for similar announcements.
* CTE schools and programs should promote all opportunities to demonstrate student awareness.
* If a CTE school or program creates a video module, it should be available in an accessible format on their website and shared with sending middle schools. Include a completion certification process for the applicant.
* School tours can include group trips from sending middle schools as well as individual tours requested by an applicant or their family.

### Admission: Lottery

When there are more applicants than available seats, schools and programs must conduct an admission lottery at the point of entry to CTE, meaning:

* Schools where all students are enrolled in a CTE program conduct a lottery to enter their school.
* Schools that offer a state-designated exploratory program, but where not all students enroll in CTE, conduct a lottery to enter the exploratory program.
* Schools that do not offer a state-designated exploratory program, and where not all students enroll in CTE, conduct a lottery to enter each program.

Examples:

Regional School ABC has a student population where every student who is admitted is enrolled in CTE, and they receive more completed applications than available seats. They conduct an admission lottery for incoming ninth graders, as well as lotteries for open seats in each upper grade level.

Comprehensive High School DEF offers a ninth-grade exploratory program for their seven CTE programs. They receive more completed applications than available seats and conduct an admission lottery for ninth graders that apply to the exploratory program.

Comprehensive High School GHI offers two CTE programs but does not offer an exploratory program. They receive more completed applications than available seats and conduct an admission lottery for students that apply to each of their two programs.

CTE schools and programs may use a straight lottery, in which all applicants’ names are submitted once, and names are drawn. CTE schools and programs may also choose to use a weighted lottery, in which all applicants’ names are entered, and students who meet additional permitted criteria are given one additional weight per criterion. As explained above, the only permitted criteria for weighted lotteries are:

* Student attendance
* Student discipline
* Student interest[[14]](#footnote-15)

CTE schools and programs that use a weighted lottery may choose one, two, or all three criteria as additional weights. None of these criteria may be scored, and each is subject to the following restrictions on use:

* Attendance: students receive this weight if they have fewer than 27 unexcused, full-day absences over the 270 school days prior to the date of their application. No data before their seventh-grade year may be considered.
* Discipline: students receive this weight if they have not been suspended or expelled pursuant to M.G.L. c.71 §37H or §37H1/2 for either of the following on school premises or at school-sponsored or school-related events over the 270 school days prior to the date of their application:
* Possession of a dangerous weapon; or
* Assault of educational staff
* Provided that such suspensions or expulsions were in connection with felonies that have been adjudicated or in which the student has made an admission of guilt in court.

Also provided that no data before their seventh-grade year may be considered.

Consistent with the process that has been in place historically, a CTE school will receive from a sending middle school relevant information regarding students who applied. CTE schools should align their process with the sending middle schools to identify what information they need and when they need it.

* Interest: students receive this weight if they demonstrate an interest in pursuing CTE. Students must be allowed to demonstrate their interest by participating in any one of the following:
* A non-evaluative interview with a CTE school or program staff member;
* Submission of an audio or video presentation, personal essay, or letter of recommendation from a non-family member; or
* Other measure proposed by a CTE school or program and approved by DESE.
* Consider the following topics for CTE non-evaluative interviews, presentations, and essays:
	+ What is your favorite subject in school and why?
	+ What are you most looking forward to in high school?
	+ Why are you interested in CTE?
* CTE schools and programs should promote all opportunities to demonstrate student awareness.
* Consider also providing templates, particularly for letters of recommendation.

When conducting admission lotteries, CTE schools and programs must also:

* Conduct them in a publicly accessible place, either in person or virtually
* Provide reasonable notice (at least one week before the lottery)

CTE schools may conduct the lottery electronically or by using a manual (non-electronic) process provided that they share the methods publicly, conduct the lottery fairly, and select students randomly. CTE schools may not require families to attend public lotteries as a condition of admission.

Examples of a weighted lottery:

District A receives 200 completed resident applications for 100 available seats. It does not use admission weights. It enters each student applicant’s name into the lottery once and admits the first 100 students whose names it has drawn. All remaining students are put on a waitlist in the order they were drawn.

District B receives 200 completed resident applications for 100 seats. It chooses to include attendance as an additional lottery weight. It enters each student applicant’s name into the lottery. For students whose attendance record has fewer than 27 unexcused, full-day absences over the relevant time period, District B enters their names a second time, then admits the first 100 students whose names it has drawn. All remaining students are put on a waitlist in the order they were drawn.

District C receives 200 completed resident applications for 100 available seats. It uses all additional permitted lottery weights: attendance, discipline, and interest. Students who do not satisfy the attendance, discipline, and interest weights are entered into the lottery once. Students who meet any of the weights are entered one additional time per weight that they meet. For instance, District C enters the name of a student who satisfies all of the weights four times. District C then admits the first 100 students whose names it has drawn. All remaining students are put on a waitlist in the order they were drawn.

#### Considerations

* In conducting a lottery, once a student’s name has been added to the list, any additional instances of their name being drawn from the lottery should be put to the side and the next name to follow would be added in the next lottery position.
* Follow the district’s local public notification policy, for example, by publishing notice in the local newspapers, and reaching out to sending middle schools, and community organizations.
* If conducting the lottery in-person, consider the site’s accessibility—schools and other municipal buildings may be well-suited sites. Consider, too, the availability of home language interpreters.
* If conducting the lottery virtually, choose a platform that is freely-accessible.
* Consider holding lotteries during non-school hours when applicants and their families may be more readily available (e.g., evenings, weekends).

### Admission: Local Agreements

Some CTE schools and programs, for example regional CTE schools, may have a local agreement in place concerning how they allocate seats among member cities and towns. If such a local agreement exists, the CTE school or program may run a lottery for each sending district, consistent with the seat allocation requirements of the local agreement. This means that individual lotteries are run based on the number of seats allocated for each member. Remaining open seats may be redistributed to member districts after the initial lottery process.

Example:

Regional CTE School ABC has a local agreement in place concerning the 200 seats it has available for admission. The agreement specifies that City A receive 100 seats, Town B receive 50 seats, and Town C receive 50 seats.

Regional CTE School ABC runs a lottery with all student applicants residing in City A, generating a list of all City A applicants in the order they were drawn. They admit the first 100 students from that list. It then runs a lottery with all student applicants residing in Town B. They admit the first 50 students from that list. They follow the same process for Town C. If a student from City A, B, or C declines their offer of admission, students from their city’s waitlist are offered that seat until the waitlist is depleted. Member municipalities may establish a policy to determine how remaining seats would be redistributed if additional seats are available. If no resident applicants remain, Regional CTE School ABC can admit non-resident applicants, and if there are more non-resident applicants than seats, this would be by lottery.

### Retention

Once a student enrolls, the student is a member of the district. The CTE school or program must provide services to support that student just as in any other public school. As public schools, CTE schools and programs are subject to state and federal laws and regulations concerning special education.[[15]](#footnote-16) CTE schools and programs are prohibited from rejecting a student’s completed application because of their disability, and from unenrolling students because of their Individualized Education Program (IEP). CTE schools’ and programs’ policies should address retention, including how the school or program will seek to maintain enrollment of its students with low turnover and limited attrition.

Appendix A contains additional recommendations and resources for retaining a dynamic and thriving population of CTE students.

## Policy Approval and Submission

If a CTE school or program chooses to use attendance, discipline, or student interest as weights in an admission lottery, they must also:

* Secure annual approval from their board of trustees or school committee;[[16]](#footnote-17) and
* Submit an annual attestation to DESE from the superintendent that their policy complies with federal and state law, including laws addressing discrimination on the basis of race, color, national origin, immigration or citizenship status, sex, gender identity, sexual orientation, religion, or disability. [[17]](#footnote-18)
* Schools should submit this attestation, found on the [DESE CCTE webpage](https://www.doe.mass.edu/ccte/policies/admissions/default.html) through CHAMP by November 1, 2025, and by November 1 of any subsequent years, if amended.

## Record Keeping and Waitlist

CTE schools and programs must maintain records[[18]](#footnote-19) of the following:

* Students who apply for admission;
* Students who enroll in the school;
* Students placed on a waitlist; and
* Students’ admission criteria weight, if used.[[19]](#footnote-20)

These records will help evaluate the success of the admissions system and its compliance with state and federal laws and regulations. CTE schools and programs must provide these records to DESE upon request.[[20]](#footnote-21)

## DESE Review

Consistent with obligations under state and federal laws, regulations, and guidance, DESE conducts regular reviews of recruitment, application, and retention policies and practices in CTE schools and programs, including through the U.S. Department of Education’s Office for Civil Rights Methods of Administration reviews.

## Additional Guidance and Resources

* [Recruitment, Admission, and Retention: Model Policy Template](https://www.doe.mass.edu/ccte/policies/admissions/default.html)
* [Recruitment, Admission, and Retention Policies and Practices: Superintendent Attestation Form](https://www.doe.mass.edu/ccte/policies/admissions/default.html)
* [Guidance for Middle Schools of Student Access to Career Technical Education](https://www.doe.mass.edu/ccte/policies/admissions/middle-school-pathway.html)

* [Nonresident Access and Tuition](https://www.doe.mass.edu/ccte/policies/admissions/default.html)
* [Career Technical Education Reporting & Data Resources](https://www.doe.mass.edu/ccte/data-reports/default.html)

## Appendix A: Deliberate, Specific Strategies to Promote Educational Opportunities

The regulations require CTE schools and programs, as part of their recruitment, admissions, and retention policy, to develop:

“A plan that includes deliberate, specific strategies to promote equal educational opportunities and attract, enroll, and retain a student population that, when compared to students in similar grades in sending districts, has a comparable academic and demographic profile.”[[21]](#footnote-22)

DESE has compiled the following considerations and recommendations for districts as they develop their plans.

### Collaboration

The most important factor in developing a strategic plan to promote equal opportunities in CTE is collaboration between CTE schools and programs and sending districts. Everyone—students, families, CTE schools and programs, sending districts, communities, employers, and local industry—benefits when CTE schools and programs and their sending districts work together to provide information that is clear and widely-shared. Here are some suggestions on how to build and maintain these collaborative relationships:

* Information sharing
* Close collaboration between admissions and counseling staff at CTE schools and programs and at sending districts will improve outcomes for interested students, particularly for students that are English Learners or receive special education services.
* For example, newcomer students and their families may not yet be aware of the availability and offerings of CTE pathways. Students with disabilities and their families may have concerns about how to receive their special education services in a non-traditional high school setting. When middle school counselors and other staff are well-informed about the pathways that are available to all students, everyone benefits.
* Hosting events
* Middle school presentations and open houses require coordination and collaboration between districts, including arranging schedules and transportation (where applicable). These student experiences are most effective when districts plan and work together. Consider holding an annual planning meeting for this purpose.
* Professional development
* Professional development in anti-bias training, particularly for staff involved in recruitment activities, such as tours, interviews, and application reviews, can improve access to a wide pool of interested applicants.

### Improving recruitment practices

* DESE encourages CTE schools and programs to build and support culturally-responsive recruitment, admissions, and retention practices. One way to do this is to strengthen relationships with community organizations to share information about CTE pathways, provide copies of application forms, and plan events such as information sessions or assistance with applications.
* MyCAP is a particularly helpful resource for middle school counselors as they share information about CTE pathways with their students and begin a dialogue about students’ goals, such as pursuing industry-recognized credentials, work-based learning opportunities, and post-secondary options like articulation agreements and registered apprenticeship training.
* Embedding support into the application process will help students and their families while also assisting CTE schools and programs in recruiting and retaining students. For example:
* Collaborate with sending districts to host an application completion support night. At the event, families can ask clarifying questions and gain real-time support.
* Offer virtual options of these events for families that cannot attend in-person.
* Incorporate processes or technology that send reminders to parents or guardians and students about due dates.
* Build in a process for reaching out to families if a student returns an incomplete application.
* If the CTE school or program offers interviews, host workshops to help students prepare.

### Additional, recommended recruitment practices

* Regularly review recruitment materials to verify the information provided is accurate and is provided in ways that can reach all potentially interested applicants.
* Create a climate where equitable recruitment practices are embraced and valued. DESE’s Office of Public School Monitoring includes multiple resources on understanding and preventing bias in its [Tiered Focused Monitoring Civil Rights Toolkit](https://www.doe.mass.edu/rlo/psm/civilrights-toolkit/index.html#/).[[22]](#footnote-23)
* Leverage peer networks in CTE recruitment. Interviews conducted by DESE’s Office for College, Career, and Technical Education (CCTE) reveal that many students first learn about CTE programs from friends and older siblings—highlighting the important role of social networks and word-of-mouth in raising student awareness of CTE.

### Recommended retention practices

Here are some recommendations that may help retain a thriving student population:

* Use instructional support strategies that tailor lessons based on student readiness, learning needs, and interests;
* Employ co-teaching models that pair CTE instructors with special education or English Learner teachers to collaboratively support instruction in inclusive settings;
* Provide scaffolded instruction and language support, such as breaking down complex tasks and providing sentence frames, vocabulary supports, and visual glossaries for multilingual learners;
* Consult DESE’s Next Generation ESL Toolkit for information, guidance, instructional materials, tools, and other resources;[[23]](#footnote-24)
* Build and maintain mentorship programs that pair students with peers, staff, and other mentors;
* Foster CTE Student Organizations (CTSO) to encourage involvement in school activities and provide leadership opportunities;
* Provide opportunities for family and community engagement with interpretation services where needed;
* Provide data-driven support and, where appropriate, intervention for students struggling with attendance, behavior, or academic performance. Determine how best to support them, provide regular check-ins with advisors who can connect students with academic and non-academic support; and
* Provide inclusive transition and post-secondary support. Invite CTE educators to IEP Team meetings to provide perspective on coursework and real-world opportunities.

### Recommended data practices

Data is a useful tool to attract, enroll, and retain a successful CTE student population. Here are some recommendations and tools for CTE schools and programs:

* DESE publishes [admission and enrollment data](https://www.doe.mass.edu/ccte/data-reports/default.html) and [demographic, admissions, waitlist, and enrollment data](https://www.doe.mass.edu/ccte/data-reports/default.html) annually to help CTE schools and programs develop their recruitment and admission strategies. Thoughtful data review helps CTE schools and programs understand not only who is being served, but also who could be served.
* While data indicates what is happening, data analysis by CTE schools and programs provides insights into why it is happening. Low or missing representation of certain student groups does not necessarily reflect a lack of student interest. Instead, it may signal barriers to access or communication gaps.

Example:

A sending community’s population data indicates residents speak four primary languages, yet all enrolled students from that city at the CTE school report English as their primary language. The district may inquire why only students whose primary language is English are enrolled, how often they engaged students and families whose primary language is not English, how many such students completed an application and were offered admission, and how to improve efforts moving forward.

* Intentional engagement with students, families, and other community members provides valuable insights into how to reach and support prospective students.

### Perkins “special populations"

Consider the impact of recruitment, admission, and retention policies on students who belong to “special populations” under federal law, as they may experience unique challenges. The Strengthening Career and Technical Education for the 21st Century Act (Perkins V)[[24]](#footnote-25) defines “special populations” to include the following groups:

* Individuals with disabilities;
* Individuals from economically disadvantaged families, including low-income youth and adults;
* Individuals preparing for non-traditional fields;
* Single parents, including single pregnant women;
* Out-of-workforce individuals;
* English Learners;
* Individuals experiencing homelessness;
* Youth who are in, or who have aged out of, the foster care system; and
* Youth with a parent who is on active military duty

The U.S. Department of Education’s Office of Career, Technical, and Adult Education (OCTAE) has made resources[[25]](#footnote-26) available to help CTE schools and programs understand their responsibilities, including with respect to special populations.

1. The regulations are available at <https://www.doe.mass.edu/lawsregs/603cmr4.html?section=all>. [↑](#footnote-ref-2)
2. All submissions to DESE should be made through the Communication Hub and Monitoring Portal (CHAMP). DESE will be providing technical assistance to districts on using CHAMP. [↑](#footnote-ref-3)
3. G.L. c. 76, § 5; 603 CMR 26.02(1) [↑](#footnote-ref-4)
4. 42 U.S.C. 11431(2) [↑](#footnote-ref-5)
5. 603 CMR 26.02(2) [↑](#footnote-ref-6)
6. G.L. c. 76, § 5; 603 CMR 26.02(3)-(5); 603 CMR 28.09(6)(c). [↑](#footnote-ref-7)
7. G.L. c. 76, s. 5; 603 CMR 26.02(2) [↑](#footnote-ref-8)
8. 603 CMR 26.02(3)-(5). [↑](#footnote-ref-9)
9. 603 CMR 4.03(6)(f) [↑](#footnote-ref-10)
10. See Appendix A for recommended practices [↑](#footnote-ref-11)
11. Further guidance for designing exploratory programs is [available here.](https://www.doe.mass.edu/ccte/frameworks/exploratory.html) [↑](#footnote-ref-12)
12. 603 CMR 4.03(6)(f). [↑](#footnote-ref-13)
13. 42 U.S.C. 11431(2); 603 CMR 26.01; 603 CMR 26.02. [↑](#footnote-ref-14)
14. 603 CMR 4.03(6)(d). [↑](#footnote-ref-15)
15. See, e.g., 603 CMR 28.00. [↑](#footnote-ref-16)
16. 603 CMR 4.03(6)(e). [↑](#footnote-ref-17)
17. G.L. c. 76, § 5; 603 CMR 4.03(6)(e). [↑](#footnote-ref-18)
18. DESE’s student record regulations, 603 CMR 23.00, including school responsibilities, can be found at https://www.doe.mass.edu/lawsregs/603cmr23.html. [↑](#footnote-ref-19)
19. 603 CMR 4.03(6)(g). [↑](#footnote-ref-20)
20. DESE will be providing technical assistance to districts on data collection and reporting through CHAMP. [↑](#footnote-ref-21)
21. 603 CMR 4.03(6)(f). [↑](#footnote-ref-22)
22. Available at <https://www.doe.mass.edu/psm/resources/default.html>. [↑](#footnote-ref-23)
23. Available at <https://www.doe.mass.edu/ele/esl-toolkit/default.html>. [↑](#footnote-ref-24)
24. Available at <https://www.govinfo.gov/content/pkg/COMPS-3096/pdf/COMPS-3096.pdf>. [↑](#footnote-ref-25)
25. Available at <https://cte.ed.gov/legislation/perkins-v>. [↑](#footnote-ref-26)