**Implementing Equal Access to CTE Programs**

The purpose of the Perkins Act is to develop more fully the academic knowledge and technical and employability skills of secondary and postsecondary education students who elect to enroll in career and technical education programs and program of study by various approaches, for populations who are chronically unemployed or underemployed including students in various population groups; in short, making progress on implementation of equal access for all students. Addressing equity – treating students fairly; providing what they need to be successful; acknowledging and addressing historic or current barriers – is a strategy to achieving equal access.

Regarding access, there are several components for districts, institutions and collaboratives to consider:

* Access conversations start with data. In the **Comprehensive Local Needs Assessment,** districts disaggregate enrollment and performance for population groups and examine this for progress toward implementing equal access, in consultation with stakeholders. This may lead to strategies to overcome access and performance barriers. *Perkins Sections 134.*
* **Information concerning career/vocational technical education programs** is provided to students and to their parents/guardians. Such information shall include admission requirements for career/vocational technical programs; specific programs/courses that are available; employment and/or further education and registered apprenticeship opportunities. *Perkins Section 134, Vocational Technical Education Regulations 603 CMR 4.03 (4) (6).*
* All individuals **including those who are members of special populations** are provided with equal access to career/vocational technical education programs, services and activities and are not discriminated against on the basis of their status as members of special populations or race, color, sex, national origin, disability, religion, sexual orientation, gender identity, English language proficiency, disability, sexual orientation, or homelessness. *Perkins Sections 122, 133 & 134, Vocational Technical Education Regulations 603 CMR 4.03(4) (6) (7), M.G.L.c.76, Section 5.*
* Chapter 74-approved programs are required to use a state-approved application for **admission**. Perkins programs are required to have a **written policy** (including a waitlist process) although this does not need to be state-approved. *Vocational Technical Education Regulations 603 CMR 4.03(6). M.G.L. c. 76, Section 5.*

**References:**

Carl D. Perkins Strengthening Career and Technical Education in the 21st Century Act (Perkins V)

<https://cte.careertech.org/sites/default/files/PerkinsV_September2018.pdf>

Massachusetts Perkins V Manual <http://www.doe.mass.edu/ccte/cvte/perkins-v/>

Massachusetts Comprehensive Local Needs Assessment Guide and Worksheet (Part VI)

<http://www.doe.mass.edu/ccte/cvte/perkins-v/>

Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs (34 CFR, Part 100, Appendix B)

<http://www.doe.mass.edu/ccte/cvte/admissions/>

Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines

<http://www.doe.mass.edu/ccte/cvte/laws.html>

Chapter 74 Manual for Vocational Technical Education Admission Policies

<http://www.doe.mass.edu/ccte/cvte/admissions/>

Massachusetts General Law Chapter 76, Section 5 <http://www.mass.gov/legis/laws/mgl/gl-pt1-toc.htm>

Massachusetts Access to Equal Educational Opportunity Regulations 603 CMR 26.00

<http://www.doe.mass.edu/lawsregs/603cmr26.html>

Instructions for School Districts in Reporting Student-Level Data for Career/Vocational Technical Education

<http://www.doe.mass.edu/ccte/cvte/data/>