

# Massachusetts Narrative for Consolidated Annual Report Program Year 2008-2009

## B1. Implementation of State Leadership Activities

### B1 a. Required Uses of Funds

#### • Conducting an assessment of career and technical education programs:

Secondary-level career and technical education programs are assessed during the Massachusetts Department of Elementary and Secondary Education (*Department*) Coordinated Program Review (CPR). The CPR is comprised of a desk review, and a three - five day onsite review to determine each eligible recipient's compliance with federal and state laws and regulations pertaining to career and technical education, special education, civil rights, and the Elementary and Secondary Education Act as amended by the No Child Left Behind Act.

The CPR review criteria for secondary-level career and technical education are in the "Coordinated Program Review Procedures School District Information Package Career/Vocational Technical Education" at <http://www.doe.mass.edu/pqa/review/cpr/instrument/cvte.doc>. The review criteria are under the following nine (9) categories:

- I. Assessment of Students
- II. Student Identification and Program Placement
- III. Parent and Community Involvement
- IV. Curriculum and Instruction
- V. Student Support Services
- VI. Faculty, Staff and Administration
- VII. School and Work-Based Facilities and Equipment
- VIII. Program Evaluation
- IX. Recordkeeping and Fund Use

The desk review prior to the onsite review consists of reviewing documentation submitted by the eligible recipient at least eight weeks prior to the onsite. The documentation includes, but is not limited to the following:

- Program of Studies, i.e., Program/Course Catalog
- Student Handbook
- Faculty Handbook
- Career/Vocational Technical Education Personnel Data Sheet
- Job descriptions for all Perkins Act allocation grant funded positions
- Master Schedule (course title, teacher, and class period) for academic and technical classes
- Previous year career/vocational technical education graduate follow-up data
- List of all products that have been developed with Perkins Act allocation funding in the current school year and preceding school year, if applicable
- Meeting minutes and/or correspondence demonstrating consultation in the development and implementation of the Perkins Act Local Plan/Update/allocation grant with the:
  - Career/Vocational Technical Education Advisory Committees
  - Workforce Investment Boards
  - Other groups/committees
- Career/Vocational Technical Education Facility Self Evaluation Form completed for each career/vocational technical education program (shop) (Document #4)

- Copies of current secondary to postsecondary (including registered apprenticeship) articulation agreements
- Admission Policy and Application for Admission (in all languages applicable to the district profile)
- Recruitment materials including brochures, power points, slides, videos. Particular care should be taken to insure that all documentation related to the outreach to students who are members of special population is included
- Copies of any instruments used by the district to evaluate the effectiveness of career/vocational technical education program.
- District profile of effective programs and practices related to career/vocational technical education
- Copy of the district's Professional Development Plan
- Descriptions of, professional development activities for all staff working in career/vocational technical education
- Lesson Plan template used for career/vocational technical education programs, if one exists
- Technical course syllabi
- Current Perkins Local Improvement Plans
- Standard Contract Form and Application for Program Grants for Perkins Act allocation grants (preceding and current fiscal years)
- Standard Contract Form and Application for Program Grants Budget Amendments for Perkins Act allocation grants (preceding and current fiscal years)
- Standard Contract Form and Application for Program Grants Request for Funds Forms for Perkins Act allocation grants (preceding and current fiscal years)
- Standard Contract Form and Application for Program Grants Final Financial Reports for Perkins Act allocation grants (preceding and current fiscal years)
- Career/vocational technical education graduate follow-up data (preceding and current fiscal years)
- Documentation that graduate follow-up records on student placement in the military, employment, further education and apprenticeships are maintained
- Documentation that financial records pertaining to Perkins Act allocation grants are accurate and appropriately maintained
- Documentation that the facilities for each program meet all applicable building and fire codes and have been inspected per applicable local, state and federal laws and regulations, and that they meet OSHA standards for safety and health
- Documentation that the equipment in each program is industry-validated to meet current occupational standards, and that they meet OSHA standards for safety and health
- Documentation that programs meet National Program Approval Standards (if applicable)
- Documentation that there is a review process to ensure that programs and instructional materials are free of gender and racial/ethnic bias and stereotyping
- Documentation that academic and technical curriculum and education are integrated
- Documentation of the process for documenting the acquisition by students of technical and academic knowledge and skills
- Documentation that there is a Career Plan system

- ❑ Documentation demonstrating that work-based learning is structured so that students acquire academic, technical, safety & health, management & entrepreneurship, employability and technological knowledge and skills not acquirable in a district-based setting but acquirable in a work-based setting

The onsite review includes, but is not limited to the following:

- Interviews with the eligible recipient’s administrative, instructional, and support staff consistent with criteria selected for onsite verification
- Interviews with career and technical education advisory committee members in-person or by telephone
- Interviews with students enrolled in career and technical education programs, including students that are members of special populations
- Interviews with parents/guardians of students enrolled in career and technical education programs, including students that are members of special populations
- Observation and inspections of classrooms and other instructional facilities
- Providing technical assistance

Postsecondary eligible recipients (public two-year colleges and a small number of school districts that are members of the Perkins Postsecondary Consortium with career and technical education programs) are not reviewed as part of the CPR since the CPR is for school districts only. Thus, the *Department* conducts a stand-alone Perkins Act review using specific criteria for determining compliance with Perkins IV requirements and to deliver technical assistance regarding Perkins. The review criteria are contained in the “Selected Perkins Career/Vocational Technical Education Public Two-Year College Program Review Criteria” at [http://www.doe.mass.edu/cte/perkins/criteria\\_2yrcol.doc](http://www.doe.mass.edu/cte/perkins/criteria_2yrcol.doc).

The *Department* also reviews eligible recipients that are targeted pursuant to the targeting plan approved by the United States Department of Education - Office for Civil Rights. The assessment is based on the “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 (*Guidelines*).” The review criteria under the *Guidelines* are contained in the “School District/Collaborative Information and Report Package for Review Based on the 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) (*Guidelines*)” at [http://www.doe.mass.edu/cte/monitoring/cpr\\_guidelines.doc](http://www.doe.mass.edu/cte/monitoring/cpr_guidelines.doc) and the “Public Two-Year College Information and Report Package for Review Based on the 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) (*Guidelines*)” at [http://www.doe.mass.edu/cte/monitoring/2yrcol\\_guidelines.doc](http://www.doe.mass.edu/cte/monitoring/2yrcol_guidelines.doc).

**• Developing, improving, or expanding the use of technology in career and technical education:**

The *Department* continued to develop, improve, and expand the use of technology in career and technical education programs in 2008-2009 primarily through the delivery of curriculum and instruction per the Massachusetts Vocational Technical Education Frameworks. The knowledge and skills within the Technology Strand outline rigorous expectations for the acquisition of technological knowledge and skills by students.

During the CPR, staff from the *Department* determine compliance with Perkins IV requirements of the development, improvement, and expansion of technology guided by the following criteria: (1) *Programs are structured so that students acquire technological (computer, etc.) knowledge and skills* and (2) *Methods of measuring the acquisition by students of technological knowledge and skills are appropriate.*

In 2008-2009, *Department* staff also conducted desk reviews of eligible recipient's proposed Perkins IV allocation grant budgets to ensure that funds were dedicated to promoting improvement in career and technical education programs and the outcomes for students through the use of technology.

The *Department* continued making enhancements to the Massachusetts Vocational Technical Competency Tracking System (VTCTS) in 2008-2009. VTCTS is a web-based tool that allows educators to track students' progress toward acquiring the knowledge and skills in the Massachusetts Vocational Technical Education Frameworks. Training sessions for educators on using all aspects of the VTCTS were implemented online.

The *Department* in partnership with the University of Massachusetts Amherst in providing a statewide conference on the use of technology to support effective and meaningful career planning.

To further support the use of technology for teaching and learning, the *Department* continued to provide eligible recipients with access to MassONE, which is the Department's set of web-based tools for communication, collaboration, and curriculum planning, which are designed to support K-12 standards-based teaching and learning.

#### • **Professional development**

During 2008-2009, the *Department* continued to collaborate with a number of professional associations and other partners to provide high quality and sustainable professional development for both secondary and postsecondary educators in career and technical education programs as summarized below:

The *Department* in partnership with the Massachusetts Association of Vocational Administrators (MAVA) sponsored "Perkins IV - Leadership Academies One & Two 2008-2009. The academies provided:

1. an administrative apprenticeship/ internship (300 hours) in the vocational technical superintendent/assistant superintendent role, vocational technical principal/assistant principal role or vocational technical supervisor/director role with an appropriately licensed and qualified trained mentor based on the Professional Standards for Administrators contained in the Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00 and the Professional Standards for Vocational Technical Administrators contained in the Vocational Technical Education Regulations 603 CMR 4.00;
2. high-quality, intensive, and focused seminars in conjunction with the administrative apprenticeship/internship in order to reinforce the knowledge and skills to be acquired;
3. the development of a leadership portfolio by each participant; and
4. the documentation of Perkins IV Leadership Academy Two 2009-2010 outcomes.

*Getting to Proficiency Part III: Classroom Instruction That Works* - In conjunction with *High Schools That Work*, the *Department* provided professional development that covered ten strategies for proficient level learning in both career and technical and academic courses.

*Occupational Safety & Health* - In partnership with the Massachusetts Department of Public Health, the *Department* provided teachers in Culinary Arts, Dental Assisting, Health Assisting, and Medical Assisting career and technical education programs with this important professional development. Occupational

Safety & Health is Strand One in the Massachusetts Vocational Technical Education Frameworks that are based on “all aspects of the industry.”

*Eastern Seaboard Apprenticeship Conference* - This conference hosted by the Massachusetts Department of Workforce Development, Division of Apprentice Training was promoted by the *Department* as partnerships with registered apprenticeship programs are being embraced by the apprenticeship community and the career and technical education community.

*Using Technology for Career Planning* - This statewide professional development offering on the use of technology to support effective and meaningful career planning was conducted in partnership with the University of Massachusetts Amherst.

*Connecting for Success Conference* - This three-day conference sponsored by the Massachusetts Association of Vocational Administrators (MAVA) and the Massachusetts Vocational Association (MVA) highlighted best practices and innovative trends. The *Department* presented at the conference.

In 2008-2009, The Massachusetts Vocational Technical Teacher Competency Testing Program, funded in part with Perkins Leadership funds, administered seven written tests to 404 candidates and two performance tests to 235 candidates. Twenty-five (25) test development workshops were held to align the written tests with the Massachusetts Vocational Technical Education Frameworks and to review test design procedures. The *Department* provided oversight and collaborated with the testing contractor and advisors on program operations. The Test Appeals Subcommittee reviewed challenges to the written and performance tests. Alignment and revisions have been completed on tests in: Early Education and Care, Marine Technology, Hospitality Management, Plumbing, Sheet Metal Working, Medical Assisting, Health Assisting, Dental Assisting and Environmental Science & Technology.

In 2008-2009, alignment revisions also commenced for the Fashion Technology written test and performance exams in: Facilities Management, Cabinetmaking, Carpentry, Programming & Web Development, Electronics, Graphic Communications, Machine Technology, Information Support Services & Networking, Office Technology, Marketing, and Telecommunications & Fiber Optics.

**• Improving acquisition of academic and technical knowledge and skills through integration:**

The delivery of curriculum and instruction guided by the Massachusetts Vocational Technical Education Frameworks is the primary method for improving acquisition of academic and technical knowledge and skills through integration. Each Framework crosswalks program specific embedded academic knowledge and skills with the technical knowledge and skills. (The Frameworks are at <http://www.doe.mass.edu/cte/frameworks>.) Each Framework includes learning standards in English language arts, mathematics, and science and technology/engineering as appropriate to the technical program curriculum. In March 2009, the *Department* issued a Request for Proposals to review and revise several of the Frameworks for currency and expansion of embedded academic knowledge and skills. The expansion resulted in the inclusion of sample integration activities.

In addition, during CPR onsite reviews, staff from the *Department* reviewed curriculum and lessons for evidence of integration per the following criterion: “*Programs are structured so that students acquire academic (including embedded academic) knowledge and skills.*” *Department* staff also reviewed proposed budgets of each Perkins IV eligible recipient for evidence that districts utilize Perkins funds, as required, to support integration.

In 2008-2009, Massachusetts also continued its involvement with the Southern Regional Education Board’s *High Schools That Work* initiative whose primary goal is to promote and support rigorous academic and technical achievement by students enrolled in career and technical education programs. Ten schools participated in professional development, networking meetings and conducted data analyses to assist them in implementing the ten key practices of *High Schools That Work*. Professional development

efforts focus on two key practices: (1) application of academic content and skills to real world problems and projects and (2) development of higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education. Teams of educators met to share strategies and promising practices in raising student achievement and integrating academic and technical education. Strategies included the use of renewable energy concepts across the curriculum to integrate technical education with science, mathematics, and English language arts; Project Lead the Way integrated pre-engineering courses; and community service learning to integrate social studies with technical and academic knowledge and skills. Results of the 2008 *High Schools That Work* assessment, including student and teacher surveys, were analyzed to identify classroom practices that have led to higher student achievement and to identify areas for further improvement.

**• Preparation for nontraditional fields in current and emerging professions that expose students, including special populations, to high skill, high wage occupations:**

The Massachusetts Vocational Technical Education Frameworks guide student preparation in 44 career and technical education programs in current and emerging professions, including 36 nontraditional by gender professions. In 2008-2009 the *Massachusetts' Perkins IV Secondary-Postsecondary Linkage Initiative* (i.e., tech-prep) supported the preparation of all students (in grades 11 and 12) enrolled in career and technical education through the development and dissemination of Program of Study Grids highlighting recommended course sequences and requirements at the secondary and postsecondary level.

Data for this program year reveals an overall increase in the enrollment of students in programs nontraditional by gender as well as increased enrollments at the program level. For example, in October 2008, female enrollment in Environmental Science and Technology increased by 8.02% and by 0.41% in Automotive Technology. However, while October 2008 saw slight increases in male enrollment in two (2) of the five (5) career and technical education programs that are nontraditional for males in eligible recipient districts (Health Assisting, up 0.82%; Early Education and Care, up 0.48%), total enrollments for males in these programs was still below the state adjusted performance level. A review of Massachusetts' core indicator performance data at the district level, points once again to the need for technical assistance to improve the participation and completion rates of male students enrolled in career and technical education programs that are nontraditional for their gender. (See more on this in the table and graphs on page 18.)

Because a critical element of preparation for high skill, high wage occupations is transition to college and career ready for success, in 2008-2009 Massachusetts' Perkins IV Secondary-Postsecondary Linkage Initiative consortia bolstered efforts in early college placement testing to determine students' readiness with sufficient time to address students' knowledge and skill gaps, motivation, and attitudes. Consortia also promoted and documented gains in students' participation in dual enrollment courses.

Massachusetts' cooperative education programs expose students, including special populations, to high skill, high wage occupations by affording students the opportunity to develop technical knowledge and skills above and beyond what they might learn in their technical programs under the guidance and supervision of their teachers and employer-mentors. In 2008-2009, 1359 secondary students from 34 vocational technical high schools, 4 agricultural high schools, 44 comprehensive high schools, and 1 secondary educational collaborative gained valuable workplace experience through participation in the cooperative education component of their career and technical education programs. Fifteen percent of those students participating in cooperative education were students with disabilities, which is an equitable representation given the overall statewide enrollment of 20.34% for students with disabilities enrolled in career and technical education.

During CPR's, staff from the *Department* continued to seek evidence of assistance to students and families with educational and career planning per this monitoring criterion: "*Services exist that support each student (1) with a disability (2) from an economically disadvantaged family and (3) with limited*

*English proficiency in the completion of career/vocational technical education programs, and placement in employment and/or further education and registered apprenticeship programs.”*

The *Department* is developing a proposal for the federal “Race to the Top” grant with the goal of “ensuring that all students are provided with the education they need to succeed in the 21st century.” To that end, Massachusetts’ proposal includes key strategies such as: (1) making the MassCore curriculum (a rigorous program of academic study including 4 years of English and mathematics, 3 years of lab science) the mandatory curriculum for all high school students and (2) expansion of early college/dual enrollment programs particularly in STEM careers.

**• Supporting partnerships to enable students to achieve state academic standards and career and technical skills or complete career and technical programs of study:**

Partnerships with Massachusetts’ 16 Workforce Investment Boards and the *Department’s* Connecting Activities initiative provided students with exposure to high skill, high wage occupations through structured internship opportunities in their career and technical education programs. In a number of schools with career and technical education programs, the *Massachusetts Work-Based Learning Plan* was used to complement the Massachusetts Vocational Technical Education Frameworks in order to structure student learning and productivity in these internships.

In 2008-2009, the *Department* continued to work collaboratively with numerous partners including the Massachusetts Department of Higher Education, Massachusetts Community Colleges Executive Office, Massachusetts Executive Office of Labor and Workforce Development, Massachusetts Division of Apprentice Training, Massachusetts Association of Vocational Administrators, Massachusetts Vocational Association, Massachusetts Association of School Counselors, Massachusetts Division of Professional Licensure, Massachusetts Division of Occupational Safety, Massachusetts Department of Public Health, Massachusetts Department of Early Education and Care, Massachusetts Area Health Education Center (AHEC) Network at the University of Massachusetts Medical School, Plumbing, Heating, Cooling Contractors of Massachusetts, Retailers Association of Massachusetts, Massachusetts School Building Authority, Massachusetts Department of Correction, Massachusetts Department of Youth Services, and other business and labor partners at the local, state, regional levels.

At the state level, collaboration among the *Department* and the Massachusetts Executive Office of Labor and Workforce Development, Massachusetts Executive Office of Health and Human Services and America’s Promise Alliance resulted in a series of five regional summits focused on youth from March through June 2009. The goal of the regional summits was to support regional teams comprised of K-12 educational administrators, career and technical school administrators and staff, labor organizations, Workforce Investment Board directors and staff, higher education representatives, and community-based organizations in understanding and using youth related data and career development concepts to create a comprehensive youth agenda that cultivates education and career options. In these summits, participants learned how young people are faring across the state and in particular, regions as researchers from the Center for Labor Market Studies at Northeastern University presented new data that revealed emerging trends on graduation, employment, and over-all well being of teens. The summits were designed to bring together committed partners in business, education, community organizations, and workforce development to create positive futures and upwardly mobile pathways to education and careers for all youth.

In addition regional and local partners continued to implement the state’s *Pathways to Success by 21 (P21) Project* to serve older at-risk youth in need of further education and career pathway options. Additional information can be found at [www.resources21.org](http://www.resources21.org).)

The *Department* also collaborated with the Massachusetts Division of Occupational Safety and Massachusetts Department of Public Health to conduct occupational safety and health inspections of career and technical education facilities (shops) and to conduct investigations of accidents in career and

technical education programs. Importantly, during the inspections/investigations and follow-up, both agencies provided quality technical assistance and professional development on occupational safety and health to educators in career and technical education programs, which has worked its way into curricula for Strand One of the Massachusetts Vocational Technical Education Frameworks.

• **Serving individuals in state institutions:**

In 2008-2009, the *Department* continued to collaborate with the Massachusetts Department of Correction, Massachusetts Department of Youth Services, and County Sheriff's Offices to improve career and technical education programming in correctional institutions. Programs served inmates in both male and female facilities. As in prior years, a number of correctional institutions contracted with regional vocational technical schools to offer inmates career and technical education programs.

In 2008-2009, programs eight institutions were assisted. All student-inmates were involved in reintegration programs at their individual facilities. As part of those programs, a vocational assessment (SAGE) and in some cases, the Myers Brigg were made available to student-inmates preparing for reintegration into the community as well as those requiring assistance with general career and educational planning.

• **Providing support for programs for special populations that lead to high skill/wage/demand occupations:**

The *Department* is committed to ensuring that all special populations (i.e., individuals with disabilities, individuals who are economically disadvantaged, individuals with limited English proficiency, individuals preparing for careers that would be nontraditional for their gender, single parents, and displaced homemakers) have access to career and technical education programs that lead to high skill/wage/demand occupations. The *Department* continues to monitor eligible recipients that are selective for admission to career and technical education programs guided by the following seven (7) monitoring criteria:

1. Individuals are appropriately admitted to the district/school and/or to career and technical education programs within the district/school.
2. All individuals, including those who are members of special populations, are provided with equal access to career and 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, gender, religion, national origin, English language proficiency, disability, or sexual orientation.
3. Services including career guidance are provided to assist each student with a disability in the successful completion of a career and technical education program, and the transition to employment and/or further education including registered apprenticeship programs.
4. Services including career guidance are provided to assist each student from an economically disadvantaged family (including foster children) in the successful completion of a career and technical education program, and the transition to employment and/or further education including registered apprenticeship programs.
5. Services including career guidance are provided to assist each student with limited English proficiency in the successful completion of a career and technical education program, and the transition to employment and/or further education including registered apprenticeship programs.
6. Services including career guidance are provided to assist each student that is preparing for a career that would be nontraditional for their gender in the successful completion of a career and technical education

program, and the transition to employment and/or further education including registered apprenticeship programs.

7. Services including career guidance are provided to assist each student that is a single parent (including a single pregnant student) in the successful completion of a career and technical education program, and the transition to employment and/or further education including registered apprenticeship programs.

As noted in a previous section, the *Department* also monitors for compliance with applicable state and federal laws and regulations, including those under the federal “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 (*Guidelines*).”

The *Department’s* Office for Special Education Planning and Policy continued to fund a special education position in the *Department’s* Office for Career/Vocational Technical Education. This staff position assists in the review and response to complaints filed by parents/guardians, applicants, and others regarding career and technical education and provides information, guidance and technical assistance to eligible recipients. The staff position also serves on the Secondary Transition Workgroup charged with the development and implementation of the transition-planning goal of the Massachusetts State Performance Plan for Special Education.

**• Offering technical assistance for eligible recipients:**

In 2008-2009, staff from the *Department* continued to provide technical assistance to eligible recipients, including the Massachusetts Secondary Postsecondary Career/Vocational Technical Education Linkage Consortia (tech-prep consortia), through onsite visits, phone conferencing, and online support. Staff also provided assistance through participation at various professional conferences and seminars on competency tracking, college readiness, and equity and access in program admissions. One workshop engaged attendees in analyzing data and barriers to enrollment and program completion for students pursuing careers that would be nontraditional for their gender with a follow-up session where students in nontraditional career and technical education programs provided testimony about the supports and interventions that contributed to their success.

Technical assistance sessions were also held at several high schools on the use of the Vocational Technical Competency Tracking System (VTCTS), a web-based tool that allows educators to track students' progress toward acquiring technical knowledge and skills in the Massachusetts Vocational Technical Education Frameworks.

A specialist from the Massachusetts Division of Occupational Safety provided onsite technical assistance regarding the requirements of the United States Occupational Safety and Health Administration (OSHA) requirements in 15 school districts in 2008-2009. A staff person from the *Department* then worked with eligible recipients to address these safety findings.

Technical assistance on program admission in career and technical education was provided continuously in 2008-2009 by the *Department*.

Technical assistance on creating a positive school/college climate regarding gender, sexual orientation, race, color, national origin, and disability status was provide continuously in 2008-2009 by the *Department*. The major goal was to ensure that students enrolled in a career that would be nontraditional for their gender feel safe and supported.

Technical assistance sessions to assist school districts in submitting data on student enrollment in and completion of career and technical education programs was provided continuously in 2008-2009 by the *Department*.

The Department provided technical assistance in the implementation of the Perkins IV Five-Year Local Plan, Standard Contract Form and Application for Program Grants and information related to Perkins IV continuously in 2008-2009.

**B1 b. Permissible Uses of State Leadership Funds**

**• Improving career guidance and academic counseling programs:**

In 2008-2009, the *Department* held four informational forums for school counselors and administrators on the new requirement that students reach proficiency, or demonstrate through an Educational Proficiency Plan (EPP) that they are taking appropriate courses to reach proficiency, in order to increase the likelihood that students graduate college and career ready. The new EPP requirement in combination with Massachusetts’ recommended high school program of study (MassCore) was designed to address Goal Three of the Commonwealth's Readiness Project: "By 2020, at least 90 percent of Massachusetts high school graduates will finish high school ready for college without having to take remedial non-credit bearing coursework."

In 2008-2009, Massachusetts began its development of the state’s first college and career web portal. A group of 20 pilot schools were solicited from school counselors in attendance at the Massachusetts School Counselor’s Association’s State Conference to assist with portal design and to provide feedback. School counselors will use the free, web-based service to provide students and parents with online tools to explore colleges and careers and to plan, apply to and pay for college. The portal, which is a key part of the Governor's Readiness Project, is designed to provide all students with the tools necessary to move successfully into postsecondary education, and ultimately economic, social, and civic success.

In 2008-2009, the *Department’s* Office of Career/Vocational Technical Education continued its initiative to institutionalize the development of Career Plans for each student enrolled in a career and technical education program. During onsite reviews, staff sought evidence of career guidance and academic counseling guided by the monitoring criteria referenced earlier under “Support for Programs for Special Populations.”

**• Establishing agreements including articulation agreements between secondary school and postsecondary career and technical education programs:**

In 2008-2009, the *Department* renamed the tech-prep initiative “*Massachusetts Perkins IV Secondary Postsecondary Career/Vocational Technical Education Linkage Initiative*” in order to convey linking secondary postsecondary career and technical education.

In 2008-2009 there were thirteen (13) consortia formed through written agreements with school districts and at least one public two-year college. (See Section B5 for the consortia list.) In 2008-2009, all consortia systematized their process for developing, updating and documenting their articulation agreements. As illustrated in the table below, there were 690 agreements in place in 2008-2009 ranging from 11 in one consortium to 165 in another. (Note: Some agreements represent a one-credit keyboarding course counted 8 times across 8 programs while another is an agreement to give 9 - 24 credits for completion of an entire career and technical education program.)

	No. OF AGREEMENTS	
	Ch 74	Non-Ch 74
Consortium 1	30	10
Consortium 2	138	27
Consortium 3	49	0
Consortium 4	26	6
Consortium 5	18	1

Consortium 6	35	4
Consortium 7	49	6
Consortium 8	73	14
Consortium 9	56	7
Consortium 10	8	3
Consortium 11	41	22
Consortium 12	28	2
Consortium 13	37	0
<b>Total</b>	<b>588</b>	<b>102</b>

- **Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs:**

In 2008-2009, *Massachusetts Perkins IV Secondary Postsecondary Career/Vocational Technical Education Linkage Consortia* significantly increased their coordination efforts in early (grade 11) college placement testing in combination with timely professional development for administrators/educators (grades 9-16). The proximal goals of this initiative were to see an increase in the number/percent of students who enroll in postsecondary education (performance indicator 1STP1) and a decrease in the number/percent of students who enroll in remedial courses (performance indicator 1STP5). The number of districts and students participating in early Accuplacer testing and professional development increased on average by 40% across consortia. In some consortia, participation rates increased by 200%. In all cases, assessment results were provided to students and educators with sufficient time to guide and support students in addressing their academic deficiencies through curriculum revisions and/or after school and summer programs. The consortia performance data summary on page 20 indicates that these efforts have paid off.

While the data is not yet available, it is anticipated that as a consequence of increased enrollment and a reduction in the need for remediation, the goals to be realized will be an increase in the number/percent of students who complete a two-year degree, or certificate program within the normal time (performance indicator 1PTP3) followed by an increase in the transition of sub baccalaureate career and technical education students into baccalaureate programs (performance indicator 1PTP4).

- **Supporting career and technical student organizations:**

In 2008-2009, Perkins Leadership funds supported the following career and technical education student organizations: *Business Professionals of America (BPA)*, *Distributive Education Clubs of America (DECA)*, *Health Occupations Students of America (HOSA)*, *Massachusetts FFA*, and *SkillsUSA*. The activities carried out by each student organization were designed to increase the participation of students who are members of special populations and enhance instruction in employability, leadership, and communication skills. There were numerous highlights from each organization in 2008-2009 that are representative of Massachusetts' career and technical student organization activities. These highlights can be found through links to each organization available at <http://www.doe.mass.edu/cte/studentorgs.html>.

- **Supporting public charter schools operating career and technical education programs:**

Massachusetts does not have any public charter schools operating career and technical education programs.

- **Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry:**

Teaching and learning of all aspects of an industry in each career and technical education program in Massachusetts is guided by the Massachusetts Vocational Technical Education Frameworks. These Frameworks are designed and written in order to develop students' career cluster and individual career and technical education program knowledge and skills by providing instruction that is broader, more durable, and transferable. Thus, each of the forty-four (44) Massachusetts Vocational Technical

Education Frameworks includes six strands representative of “all aspects of the industry” as follows: 1. occupational safety & health, 2. technical, 3. embedded academic, 4. management and entrepreneurship, 5. employability, and 6. technological knowledge and skills. The Frameworks can be found at <http://www.doe.mass.edu/cte/frameworks>.

To ensure that the Frameworks continue to be current in all aspects of the industry, a process was designed to have teams; including teachers, industry representatives, postsecondary representatives, apprenticeship representatives, and labor market experts review and revise the Frameworks on a three-year cycle.

- **Supporting family and consumer sciences programs:**

Massachusetts supported the Family, Career, and Community Leaders of America (FCCLA) career and technical student organization in 2007-2008, however, membership and activity declined during 2007-2008. Massachusetts did not fund this organization for 2008-2009. Massachusetts does however, have a current Life Management Skills and Home Economics Advisory Council, which advises the Massachusetts Commissioner of Elementary and Secondary Education and the Massachusetts Board of Elementary and Secondary Education on matters pertinent to Life Management Skills and Family and Consumer Sciences Education in the Massachusetts

- **Supporting partnerships between education and business, including cooperative education and faculty arrangements at the secondary and postsecondary levels:**

Each career and technical education program in Massachusetts that is assisted with Perkins funds is required to have a committee comprised of stakeholders. In 2008-2009, committees advised, assisted, and supported career and technical educators in the improvement, planning, operation, and evaluation of their career and technical education programs.

In collaboration with the Governor’s Office, a multi-agency task force representing K-12 education including career and technical education representatives, workforce development stakeholders, employers and community-based organizations were convened through the Massachusetts Workforce Investment Board (MWIB) in 2008-2009 to address policy recommendations for one of the Governor’s major priorities: “*Enhancing the Youth Pipeline: Aligning Education, Training and Employment Opportunities for Older Youth*.” The Youth Subcommittee of the MWIB focused on youth employment and workplace learning for both in and out of school youth as a means of helping them acquire the 21<sup>st</sup> century skills necessary to compete in higher education and high performance workplaces. The final report highlights the integration of school and work-based learning as one successful ingredient to support older youth (16-24) as they learn to navigate a 21<sup>st</sup> century economy.

The final draft report titled: “*Youth Employment and Workplace Learning in the Commonwealth for the 21<sup>st</sup> Century*” was presented before the full MWIB on December 9<sup>th</sup>, 2009.

Community colleges in Massachusetts have pioneered an innovative, statewide workforce training resource for business and industry called [MASS\\*NET](#). Community colleges are expanding their network of business partnerships to provide customized training, consulting, and skills upgrading for employees at companies throughout the state. Massachusetts community colleges train new employees but also work with companies to develop programs that upgrade the skills of their current workforce.

The Massachusetts Department of Public Health in collaboration with the *Department* began development of a system to train cooperative education coordinators and teachers to conduct occupational safety and health reviews at cooperative education sites in order to help ensure that students are safe and provided with examples of an occupational environment that is safe and healthy.

- **Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies and distance education:**

Career and technical education in Massachusetts is currently organized around ten occupational cluster as follows: (1. Agriculture and Natural Resources; 2. Arts and Communications Services; 3. Business and Consumer Services; 4. Construction; 5. Education; 6. Health Services; 7. Hospitality and Tourism; 8. Information Technology; 9. Manufacturing, Engineering & Technology; 10. Transportation). Career and technical education programs are guided by 44 Massachusetts Vocational Technical Education Frameworks that include cluster-based knowledge and skills that are broad, durable, and transferable. A new Massachusetts Vocational Technical Education Frameworks for Construction Craft Laborer within the Construction Occupational Cluster was completed and approved in 2008-2009.

Staff from the *Department* also provided technical assistance to school districts as they developed new career and technical education programs to ensure that the programs met the approval criteria of the Massachusetts Vocational Technical Education Regulations including alignment with the Massachusetts Vocational Technical Education Frameworks. Programs in Environmental Science & Technology, Information Support Services & Networking, Office Technology, Dental Assisting, Electricity, Medical Assisting, Design and Visual Communications, Practical Nursing, Construction Craft Laborer, and Early Education and Care were approved during 2008-2009.

- **Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV:**

Massachusetts did not award any incentive grants during 2008-2009.

- **Providing activities to support entrepreneurship education and training:**

Support for entrepreneurship education is a major teaching and learning goal within each Massachusetts Vocational Technical Education Framework as illustrated in the common strand for management and entrepreneurship. For example, learning standards specific to entrepreneurship require Massachusetts' students enrolled in career and technical education programs to "Analyze basic business practices required to start and run a company/organization" and "Apply legal requirements and ethical considerations to business practice and decisions."

In 2008-2009, several school districts were able to leverage funds acquired from *the National Foundation for Teaching Entrepreneurship* that provides entrepreneurship programs to youth in low-income communities, to enhance their instruction of the management and entrepreneurship strand. This funding allowed for field trips, guest speakers, and teacher training. Two schools are also working with the Young Entrepreneurs Alliance to develop skills, particularly in marketing and client presentations, for Design and Visual Arts students.

- **Providing career and technical education programs for adults and school dropouts to complete their secondary school education:**

Massachusetts did not use Perkins funds to providing career and technical education programs for adults and school dropouts during 2008-2009.

- **Providing assistance to individuals who have participated in Perkins-assisted services and activities in continuing their education or training or finding appropriate jobs:**

Many Massachusetts' eligible recipients with Perkins Local Plans used Perkins funds to provide assistance to individuals who have participated in Perkins-assisted services and activities in continuing their education or training or finding appropriate jobs.

- **Developing valid and reliable assessments of technical skills:**

In 2008-2009, the *Department* used state funds to engage a contractor to conduct a review of existing assessment systems and to develop a design for an assessment system for the Massachusetts Certificate of

Occupational Proficiency. However, due to the state's fiscal situation funds for 2009-2010 are not available to develop the assessment system.

**• Developing or enhancing data systems to collect and analyze outcome data:**

In 2008-2009, the *Department* continued to refine its data collection tools and processes to ensure that data submitted by eligible recipients with career and technical education program are valid and reliable. Reports are made available to the districts through the *Department's* Security Portal. The *Department* continues to revise and add reports. Revisions were also made to the postsecondary data collection process, particularly for Table 9-Tech-Prep, to align with the Perkins IV core indicators and the tech-prep performance indicators.

In previous years, school districts submitted graduate follow-up results to the *Department* by submitting an MS Access database file to the "CVTE Grad Follow-up Drop Box" through the *Department's* Security Portal. For the graduates of the class of 2008, the *Department* designed a new online application for districts to use in entering and submitting follow-up results. The follow-up data collection tool was used by eligible recipients in 2008-2009 for the purpose of collecting and reporting data for the class of 2008, indicating that the changes designed and implemented in the previous year were successful.

The *Department's* Education Personnel Information Management System (EPIMS) continues to enable the *Department* to meet federal and state reporting requirements, perform greatly needed analysis on the state's educator workforce, evaluate current education practices and programs, and assist districts with their recruiting efforts.

**• Improving recruitment and retention of career and technical education teachers, faculty, administrators and counselors:**

The *Department* worked closely with the Massachusetts Association of Vocational Administrators (MAVA) to support recruitment and retention of teachers. Once again, through the Perkins IV planning process, there has been an emphasis on recruitment from underrepresented groups and the documentation of strategies such as utilizing current teaching staff as recruiters. MAVA's strategic planning committee on recruitment and retention of teachers continues to fund a position to oversee the field's recruitment efforts. One of the charges of this position is to coordinate a cohort program for the required courses for initial career and technical education teacher licensure.

In 2008-2009, the *Department's* *Educator Licensure and Recruitment System (ELAR)* was fully operational. This online system continues to allow 24-hour access to individuals seeking initial licensure, license renewal, and/or job and resume posting. The system also allows school districts to update staff information online, facilitating the *Department's* ability to monitor licensure status and ensure that teachers are appropriately licensed.

The *Department's* *MassONE* resource for new teachers now includes access to the Massachusetts Vocational Technical Education Frameworks and continues to offer teachers curricula, lesson plans and important information as well as online courses and workshops, discussion boards, and collegial guidance and support.

**• Supporting occupational and employment information resources:**

Massachusetts did not use Perkins funds to support occupational and employment information resources on the state level during 2008-2009. However, many Massachusetts' eligible recipients with Perkins Local Plans continued to use Perkins funds to provide assistance to individuals who have participated in Perkins-assisted services and activities in continuing their education or training or finding appropriate jobs.

## **B2. Progress in Developing and Implementing Technical Skill Assessments**

In 2008-2009, the *Department* used state funds to engage a contractor to conduct a review of existing assessment systems and to develop a design for an assessment system for the Massachusetts Certificate of Occupational Proficiency. The Massachusetts Certificate of Occupational Proficiency is described in detail in the Massachusetts Perkins IV Five-Year Plan for Career and Technical Education. Due to the state's fiscal situation, state funds for 2009-2010 are not available to develop the assessment system. However, Massachusetts is actively seeking other sources of funding for the development or adoption of technical skill assessments for the Massachusetts Certificate of Occupational Proficiency.

## **B3. Implementation of State Program Improvement Plans**

As the table below illustrates, for the second year in a row under Perkins IV, Massachusetts has met or exceeded all of the Perkins IV Core Indicator negotiated performance levels for "all students." While Massachusetts did not meet the performance goals for every special population, as shown in the table below, the State did make gains in all performance levels for these populations when compared with last year's performance. The actions steps that Massachusetts will implement in 2010 to further improve the state's performance on these core indicators where gaps were identified are noted in the table.

Core Indicators		State met/exceeded 90% for all students	Special Populations (that did not meet)	Action Steps to be Taken (i.e., programs and initiatives)	ESE Departments Responsible	Timeline
1S1	Attainment of Academic Skills – Reading/Language Arts	Yes 56.03%	African American (40.43%)	EPP <sup>1</sup> ; Coordinated Program Reviews (CPR's) and Civil Rights monitoring; Title I; targeted professional development and technical assistance	Office of Career/Vocational Technical Education (OCVTE) in collaboration with the Office Program Quality Assurance (OPQA) and the office of Secondary School Services (OSSS)	Ongoing
			Hispanic (39.55%)	EPP, CPR and Civil Rights monitoring; Title I; targeted professional development and technical assistance	OCVTE; OPQA, OSSS	Ongoing
			Disability Status (21.95%)	EPP <sup>1</sup> ; CPR and Civil Rights monitoring; targeted professional development and technical assistance	OCVTE; OPQA, OSSS and the Office of Special Education (OSE)	Ongoing
			Limited English Proficient (8.75%)	EPP, CPR and OCR monitoring; targeted professional development and technical assistance in SEI	OCVTE; OPQA, OSSS and the Office for Language Acquisition (OLA)	Ongoing
1S2	Attainment of Academic Skills – Mathematics	Yes 57.59%	Disability Status (48.31%)	EPP; Coordinated Program Reviews (CPR's) and Civil Rights monitoring; Title I; targeted professional development and technical assistance	OCVTE; OPQA, OSSS, OSE	Ongoing
			Limited English Proficient (19.52%)	EPP, CPR and OCR monitoring; targeted professional development in SEI	OCVTE, OPQA, OSSS, OLA	Ongoing
3S1	School Completion	Yes 94.97%	Limited English Proficient (80.43%)	Same as above	Same as above	Ongoing
4S1	Student Graduation Rates	Yes 86.91%	Single Parents (73.85%)	EPP; Coordinated Program Reviews (CPR's) and Civil Rights monitoring; Title I; targeted professional development and technical assistance	OCVTE, OPQA, OSSS and the Office of Nutrition, Health & Safety Services	Ongoing
			Limited English Proficient (68.22%)	EPP, CPR and OCR monitoring; targeted professional development in SEI	CVTE, Office for Language Acquisition	Ongoing
			American Indian (74%)	EPP; Coordinated Program Reviews (CPR's) and Civil Rights monitoring; Title I; targeted professional development and technical assistance	OCVTE, OPQA, OSSS	Ongoing
5S1	Placement	Yes 95.38%	American Indian (81.48%)	EPP; Coordinated Program Reviews (CPR's) and Civil Rights monitoring; Title I; targeted professional development and technical assistance	OCVTE, OPQA, OSSS	Ongoing
6S1	Nontrad Participation	Yes 20.82%	N/A	N/A	N/A	N/A
6S2	Nontrad Completion	Yes 13.24%	N/A	N/A	N/A	N/A

<sup>1</sup> Educational Proficiency Plan (EPP) established to ensure that students who score below the *Proficiency* standard on the grade 10 MCAS tests receive the additional rigorous coursework and academic help they need in grades 11 and 12 that will prepare them for college and a career. For more information, visit <http://www.doe.mass.edu/hsreform/epp/>

#### B4. Implementation of Local Program Improvement Plans

The table below summarizes the 2008-2009 performance of sixteen (16) of the ninety-three (93) eligible recipients that **failed to meet 90% of the agreed upon local adjusted level of performance for all students (i.e., total) in one or more core indicators**. As illustrated, general improvement strategies to benefit all students are needed in reading/language arts (1S1) and nontraditional completion (6S2).

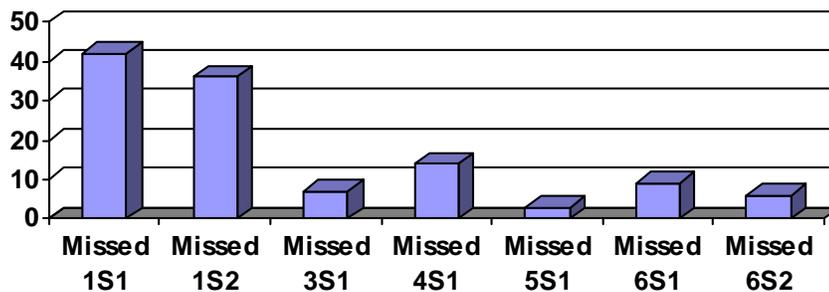
Recipients That Failed to Meet for <u>All</u> Students (i.e., Total)							
District	Core Indicators						
	1S1	1S2	3S1	4S1	5S1	6S1	6S2
District 1	x	x					
District 2							x
District 3	x			x			
District 4	x			x			
District 5							x
District 6						x	x
District 7					x		
District 8						x	
District 9							x
District 10					x		x
District 11						x	
District 12							x
District 13	x						
District 14							x
District 15	x						
District 16	x						
<b>Total = 16</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>7</b>

Further analysis of district performance data by special populations illustrates a widespread need for improvement strategies to specifically support the academic achievement of students with disabilities enrolled in career/vocational technical education in reading/language arts (1S1) and/or mathematics (1S2). 18 of these districts (shaded below) had enrollment levels well above the 20.34% state average (i.e., 25% or greater) for students with disabilities enrolled in career/vocational education programs.

Districts not meeting for Students with Disabilities			Total District Enrollment	Enrollment of Students with Disabilities	Percentage of Total Enrollment
	1S1	1S2			
District 1	X		776	117	15.08
District 2	X	x	3907	880	22.52
District 3	X		1121	95	8.47
District 4	X		794	137	17.25
District 5	X		681	114	16.74
District 6	X	x	1058	248	23.44
District 7	X	x	1359	190	13.98
District 8	X		569	183	32.16
District 9	X		783	149	19.03
District 10		x	988	150	15.18
District 11	X	x	577	161	27.9
District 12	X	x	1575	344	21.84
District 13	X	x	565	57	10.09
District 14	X		321	92	28.66
District 15	X	x	488	82	16.8

District 16	X	x	465	145	31.18
District 17	X	x	551	115	20.87
District 18	X	x	3101	586	18.9
District 19	X	x	460	178	38.7
District 20	X	x	933	263	28.19
District 21	X	x	1103	149	13.51
District 22	X	x	636	178	27.99
District 23	X	x	1195	207	17.32
District 24	X	x	703	198	28.17
District 25	X	x	517	130	25.15
District 26	X	x	1337	115	8.6
District 27	X	x	1170	245	20.94
District 28	X	x	2064	191	9.25
District 29	X	x	1922	410	21.33
District 30	X	x	633	287	45.34
District 31		x	625	250	40
District 32	X	x	1341	212	15.81
District 33	X	x	500	91	18.2
District 34	X	x	642	198	30.84
District 35	X	x	1245	322	25.86
District 36		x	447	169	37.81
District 37	X	x	572	115	20.1
District 38	X	x	622	225	36.17
District 39	X	x	1268	334	26.34
District 40	X	x	1251	311	24.86
District 41	X	x	584	172	29.45
District 42	X		916	258	28.17
District 43	X	x	648	147	22.69
District 44	X		1178	253	21.48
District 45	X	x	442	94	21.27
<b>Total</b>	<b>42</b>	<b>36</b>			
<b>Total for 1S1 &amp; 1S2</b>		<b>33</b>			
					<b>* 18 districts exceed 25% enrollment</b>

Number/percentage of the 93 eligible recipients that did not meet at least 1 performance level for Students with Disabilities by a significant margin.



Missed 1S1	Missed 1S2	Missed 3S1	Missed 4S1	Missed 5S1	Missed 6S1	Missed 6S2
42	36	7	14	3	9	6
45%	39%	<1%	15%	<1%	1%	<1%

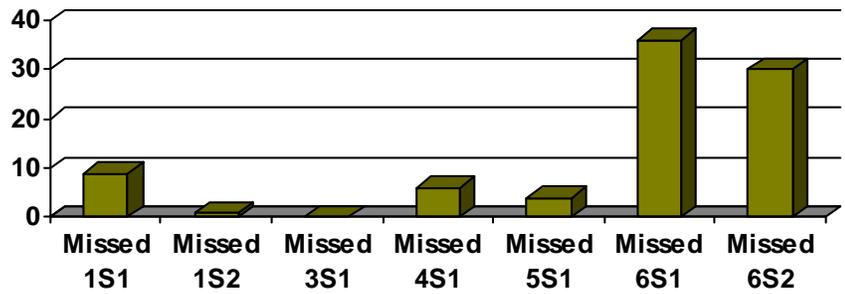
\* The October 2008 *Statewide Career Vocational/Technical Education (CVTE) Enrollment by Special Populations Report* shows the percentage of Students with Disabilities at 20.34%.

Analysis of district performance data by special populations also illustrates the need for specific improvement strategies to ensure access and equity for male students who wish to participate in (6S1) and complete (6S2) career and technical education programs nontraditional for their gender. Improvement efforts are a particular concern in districts with 3 or more of the five career and technical education programs that are nontraditional for males offered in schools in Massachusetts.

**Districts Failing to Meet 90% Performance for Males in 6S1 or 6S2 & Programs Offered**

Results ordered by no. of programs offered	6S1	6S2		Early Childcare	Health Asst	Medical Asst	Dental Asst	Office Tech	Total no. of programs offered
District 1	x	x	x	x	x	x	x		5
District 2	x	x	x	x	x	x		x	5
District 3	x	x	x	x	x		x	x	5
District 4	x	x	x		x		x	x	4
District 5		x	x	x	x			x	4
District 6	x	x	x	x	x			x	4
District 7	x		x	x	x			x	4
District 8	x	x	x		x		x	x	4
District 9	x	x	x	x	x		x		4
District 10		x	x	x	x			x	4
District 11	x	x	x	x	x				3
District 12	x	x	x		x			x	3
District 13	x	x	x	x	x				3
District 14	x	x	x	x			x		3
District 15	x	x	x		x			x	3
District 16	x	x	x		x			x	3
District 17	x	x	x	x	x				3
District 18	x		x		x			x	3
District 19	x	x	x		x			x	3
District 20	x	x	x			x		x	3
District 21	x	x	x		x			x	3
District 22		x		x	x			x	3
District 23	x			x	x			x	3
District 24	x	x		x		x			2
District 25	x	x	x		x				2
District 26	x	x	x	x					2
District 27	x		x		x				2
District 28	x	x			x			x	2
District 29	x	x	x		x				2
District 30	x	x			x			x	2
District 31	x	x	x		x				2
District 32	x	x	x		x				2
District 33	x		x		x				2
District 34	x			x				x	2
District 35	x				x				1
District 36		x		x					1
District 37	x			x					1
District 38		x		x					1
District 39	x			x					1
District 40	x							x	1
District 41	x			x					1
<b>Total</b>	<b>36</b>	<b>30</b>							
<b>Total for Both 6S1</b>	<b>25</b>								

Number/percentage of the 93 eligible recipients that did not meet at least 1 performance level for Males by a significant margin.



Missed 1S1	Missed 1S2	Missed 3S1	Missed 4S1	Missed 5S1	Missed 6S1	Missed 6S2
9	1	0	6	4	36	30
1%	<1%	0%	<1%	<1%	39%	32%

## B5. Tech-Prep Grant Award Information

### B5 a& b. Use of Title II Allotment: Grant Awards

In 2008-2009, grants were awarded to thirteen (13) consortia through a Request for Proposals (RFP) competitive process. The RFP, *Perkins IV Secondary Postsecondary Career/Vocational Technical Education Linkage Consortia*, can be found at <http://finance1.doe.mass.edu/Grants/grants09/rfp/468.html>. The Department computes allocations by a formula and notifies consortia through the lead community college of the dollar amount for which they may apply. October enrollments in secondary-level career and technical education programs in school districts with Perkins Local Plans, and/or Chapter 74-approved vocational technical education programs, and/or Perkins Rural District grants (Fund Code 409) are used in the formula. Allocations for 2008-2009 were as follows:

Berkshire Community College Consortium	\$76,993
Bristol Community College Consortium	190,394
Bunker Hill Community College/Roxbury Community College Consortium	146,565
Cape Cod Community College Consortium	95,685
Greenfield Community College Consortium	65,492
Holyoke Community College/Springfield Tech Community College Cons.	131,279
Massachusetts Bay Community College Consortium	137,409
Massasoit Community College Consortium	156,004
Middlesex Community College Consortium	107,058
Mount Wachusett Community College Consortium	85,784
North Shore Community College Consortium	131,738
Northern Essex Community College Consortium	110,780
Quinsigamond Community College Consortium	124,819

### B5 c&d Summary of Consortia Performance Illustrating Potential Performance Trends:

While the thirteen (13) community colleges listed above are responsible for the programmatic and fiscal activities of the 13 Perkins IV Secondary Postsecondary Career/Vocational Technical Education Linkage Consortia, postsecondary performance data are submitted by two other consortium member colleges (Roxbury Community College, Springfield Technical Community College). The table below summarizes the performance levels of 14 of the 15 colleges that are required to report. While two years' data is insufficient to determine any trends, two promising performance outcomes for 2008-2009 can be seen in 1STP1 (enrollment) and 1STP 5 (i.e., remediation) where 10 colleges reported performance levels that met or exceeded the negotiated levels for 1STP1 and 11 met exceeded for 1STP5. (\* Note: Consortia exceeded in 1STP5 if the actual performance was less than negotiated.)

Consortium College 1				Consortium College 2			
Performance Indicators	% Negotiated Perf. Level	% Actual Perf. Level		Performance Indicators	% Negotiated Perf. Level	% Actual Perf. Level	Met?
1STP1	33	27	No	1STP1	33	30	N
1STP2	50	60	Exceed	1STP2	30	27	N
1STP4	10	4	No	1STP4	20	29	E
* 1STP5	65	65	Yes	* 1STP5	59	59	Y
1PTP1	50	58	Exceed	1PTP1	86	100	E
1PTP2	66	23	No	1PTP2	12	0	N
1PTP3	26	28	Exceed	1PTP3	62	60	N
1PTP4	15	10	No	1PTP4	8	0	N

Consortium College 3				Consortium College 4			
1STP1	21	No data at this time		1STP1	35	25	N
1STP2	29	“		1STP2	4	55	E
1STP4	50	“		1STP4	10	30	E
* 1STP5	85	“		* 1STP5	65	50	E
1PTP1	64	“		1PTP1	35	88	E
1PTP2	33	“		1PTP2	10	0	N
1PTP3	24	“		1PTP3	35	33	N
1PTP4	17	“		1PTP4	10	11	E
Consortium College 5				Consortium College 6			
1STP1	9	47	E	1STP1	28	34	E
1STP2	10	18	E	1STP2	39	32	N
1STP4	25	6	N	1STP4	14	12	N
* 1STP5	50	41	E	* 1STP5	48	54	N
1PTP1	25	28	E	1PTP1	88	88	Y
1PTP2	2	16	E	1PTP2	5	9	E
1PTP3	15	14	N	1PTP3	41	48	E
1PTP4	5	0	N	1PTP4	10	4	N

Performance Indicators	% Negotiated Perf. Level	% Actual Perf. Level		Performance Indicators	% Negotiated Perf. Level	% Actual Perf. Level	Met?
Consortium College 7				Consortium College 8			
1STP1	5	9	E	1STP1	10	18	E
1STP2	5	51	E	1STP2	10	19	E
1STP4	2	77	E	1STP4	23	7	N
* 1STP5	80	41	E	* 1STP5	70	67	E
1PTP1	20	0	N	1PTP1	39	16	N
1PTP2	10	0	N	1PTP2	5	33	E
1PTP3	14	41	E	1PTP3	40	36	N
1PTP4	3	3	Y	1PTP4	10	0	N
Consortium College 9				Consortium College 10			
1STP1	27	29	E	1STP1	26	23	N
1STP2	5	18	Y	1STP2	2	43	Y
1STP4	2	0	N	1STP4	8	7	N
* 1STP5	75	74	E	* 1STP5	81	25	E
1PTP1	56	84	Y	1PTP1	43	100	Y
1PTP2	5	0	N	1PTP2	5	0	N
1PTP3	62	34	N	1PTP3	33	39	Y
1PTP4	25	0	N	1PTP4	8	26	Y
Consortium College 11				Consortium College 12			
1STP1	35	59	E	1STP1	14	18	E
1STP2	37	31	N	1STP2	10	39	E
1STP4	17	9	N	1STP4	24	25	Y
* 1STP5	57	66	N	* 1STP5	81	76	E
1PTP1	70	32	N	1PTP1	50	56	Y
1PTP2	16	0	N	1PTP2	n/a	0	n/a
1PTP3	22	18	N	1PTP3	26	26	Y
1PTP4	10	0	N	1PTP4	10	0	N
Consortium College 13				Consortium College 14			
1STP1	35	26	N	1STP1	8	3	N
1STP2	10	26	E	1STP2	30	10	N
1STP4	14	19	E	1STP4	30	0	N
* 1STP5	80	78	E	* 1STP5	92	60	E
1PTP1	32	75	E	1PTP1	25	100	N

<b>1PTP2</b>	5	0.5	N	<b>1PTP2</b>	30	0	N
<b>1PTP3</b>	33	46	E	<b>1PTP3</b>	14	20	E
<b>1PTP4</b>	10	0	N	<b>1PTP4</b>	10	0	N
<b>Consortium College 15</b>							
<b>1STP1</b>	9	10	E				
<b>1STP2</b>	5	95	E				
<b>1STP4</b>	5	0	N				
<b>* 1STP5</b>	70	77	N				
<b>1PTP1</b>	80	57	N				
<b>1PTP2</b>	10	8	N				
<b>1PTP3</b>	47	52	E				
<b>1PTP4</b>	10	0	N				