



MEMORANDUM

To: Members of the Board of Elementary and Secondary Education
From: Russell D. Johnston, Acting Commissioner

Date: March 22, 2024
Subject: Perkins State Plan (Strengthening Career and Technical Education for the 21st Century Act)

Executive Summary

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provides approximately \$23 million in federal funding annually to Massachusetts for implementing career-connected learning. Perkins V is a grant distributed based on youth population and poverty levels in our state that targets our highest need learners and is meant to connect English Language Arts (ELA), Math, and Science proficiency with relevant, real-world learning experiences. In May 2024, the Department of Elementary and Secondary Education (Department/DESE) will submit an updated Perkins V State Plan to the federal government aligned to the Department's Educational Vision and Perkins V.

The Board of Elementary and Secondary Education (Board/BESE) is “the state agency responsible for the administration of vocational education” in Massachusetts (Mass. General Laws c. 69, s. 1B) and the “eligible agency” to submit the plan on behalf of the state and receive federal funding pursuant to Perkins V. The Department carries out the administration, operation, and supervision of career technical education activities consistent with state and federal law and the Perkins State Plan.

Massachusetts must submit a State Plan to the U.S. Department of Education for four-year periods. The enclosed draft State Plan, prepared by DESE's Office of College, Career and Technical Education (OCCTE), is out for public comment from March 8 – April 7. After reviewing public comment and making any necessary updates, the plan will be shared with the Board and the Governor's Office as required by Perkins V. The deadline to submit the

plan to the U.S. Department of Education is May 10, 2024. Once approved by the U.S. Department of Education, the plan would be effective July 1, 2024.

About the Draft

The OCCTE sought input from relevant stakeholders throughout 2023 and has drafted the Perkins State Plan to build on the Commonwealth's strong foundation in career-connected learning and make adjustments that will improve efforts to provide all students in Massachusetts with access to high quality career-connected learning opportunities. The core areas of the state plan and key points of content are summarized below.

State's Vision for Education and Workforce Development

The Perkins state plan processes ask states to align education and workforce to maximize effectiveness of federal funds. The Massachusetts state plan emphasizes the following:

- Alignment between the Workforce Innovation and Opportunity Act State Plan, DESE Educational Vision, and Perkins State Plan yields a coherent vision, systems development, and service delivery to maximize positive outcomes.
- Enhance statewide infrastructure and resources to engage in strong partnerships with educational programs (provision of labor market data, development of regional Comprehensive Local Needs Assessment (CLNA), collaboration on program development), including to more clearly define the role of MassHire Boards in supporting schools and make the CLNA more effective at identifying local workforce needs and aligning educational opportunities.
- Continue joint planning between the Department of Elementary and Secondary Education, Executive Office of Education, and Executive Office of Labor and Workforce Development to coordinate programming and braid funding sources to ensure pathways to employment for all students, multiple entry points to employment, and a “no-wrong-door and no-dead-end approach to youth workforce systems.”

Leadership Fund Use

The federal allocation includes a set-aside for states to operate statewide systems and resources for continuous improvement of secondary and postsecondary career-connected learning and career technical education systems. The Massachusetts state plan emphasizes the following:

- Revision and development of responsive Career and Technical Education (CTE) Frameworks that frame immersive programs leading to employment when used in CTE, provide direction for use in all programs of study, and are easily accessible in an interactive format on the Career-Connected Learning Hub.

- Technical assistance and data resources that lead to continuous improvement including tiered Quality Support System for schools and statewide support for competency management and graduate follow-up.
- Expansion of middle school career-connected learning to promote student planning and decision-making that leads to best-fit high school and postsecondary academic and career-connected experiences.
- Increase accessibility of CTE teacher testing to increase CTE teacher recruitment and licensure.

Reserve Funding

The federal allocation includes a set-aside for states to offer grants to secondary and postsecondary recipients for priority needs. The Massachusetts state plan emphasizes the following:

- Use a targeted, data-driven approach for directing grant funds for program improvement and increasing access to high quality CTE programs.
- Use a competitive approach for awarding grant funds for new and emerging program support, including small and rural schools.
- By combining targeted and competitive processes, increase flexibility to respond to data and meet specific community needs.

Programs of Study

Local recipients must offer defined programs of study to access Perkins funding. The Massachusetts state plan emphasizes the following:

- State-approved programs are distinguished by program outcomes that prepare learners to access good jobs, contributing to a skilled workforce and an equitable and inclusive economy.
- Postsecondary programs lead to either an associate degree or industry recognized credential.
- Secondary programs include comprehensive career and academic counseling and lead to work-based learning experiences, workforce credentials, and/or college credits.
- Secondary programs include CTE Chapter 74 programs, Career Connections (N74), Innovation Career Pathways, Early College, and STEMTech Career Academies.
- Processes for review and approval of Innovation Career Pathways and Career Connections to be updated to reinforce Perkins alignment and increase clarity of program outcomes.

Accountability

The federal Perkins statute identifies specific accountability metrics that local and state recipients of Perkins funding must meet. The Massachusetts state plan emphasizes the following:

- Perkins performance indicators include academic and career technical measures. Four of the seven secondary measures overlap with the Elementary and Secondary Education Act (ESEA) and speak to high quality curriculum and instruction in ELA, Math, and Science, allowing for collaboration and coordinated systems of support between the Department's OCCTE and Office of Statewide Systems of Support (SSoS).
- Perkins program quality is measured by the percent of students engaging in work-based learning (WBL); WBL definition to be updated to be more accurate and provide more useful local and statewide data.
- Postsecondary Working Group to be formed to review Perkins definitions and metrics and create intentional postsecondary systems for Perkins.

Timeline

Timeline	Action Step
February 15	Draft plan sent to Commissioner's Office
February 28	Draft plan sent to EOE & GOV
March 8 – April 7	Public Comment Period
March 8, 2024	Post draft plan for Public Comment
March 8, 2024	Shared in Commissioner's Weekly Update and with Stakeholder Groups
March 14, 2024	Oral Public Comment Opportunity 1 (9AM)
March 26, 2024	Oral Public Comment Opportunity 1 (3:30PM)
March 26, 2024	Draft Plan update to BESE (informational memorandum)
April 8 – April 10	Review and update of public comment
April 10 – April 22	Governor Review and Approval
April 30, 2024	Final Plan update to BESE (informational memorandum)
May 10, 2024	Deadline to submit final plan to U.S. Department of Education

Enclosures

FY2024-2027 Perkins State Plan Draft

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**U. S. Department of Education Office of Career, Technical, and Adult Education
Strengthening Career and Technical Education for the 21st Century Act (Perkins V) State Plan**

I. COVER PAGE

- A. State Name: Massachusetts
- B. Eligible Agency (State Board)^[1] submitting plan on behalf of the State: Massachusetts Board of Elementary and Secondary Education
- C. State Agency delegated responsibilities by Eligible Agency under section 131(b) for the administration, operation, or supervision of activities of the State plan (if applicable): Massachusetts Department of Elementary and Secondary Education
- D. Individual serving as the State Director for Career and Technical Education:
1. Name: Elizabeth L Bennett
 2. Official Position Title: Associate Commissioner
 3. Agency: Massachusetts Department of Elementary and Secondary Education
 4. Telephone: 781-873-9526
- E. Type of Perkins V State Plan Submission - FY 2024 (Check one):
- 1-Year Transition Plan (FY 2024 only) – if an eligible agency selects this option, it will then complete Items G and J
- State Plan (FY 2024-27) – if an eligible agency selects this option, it will then complete items G, I, and J
- Type of Perkins V State Plan Submission - Subsequent Years (Check one):^[2]
- State Plan (FY 2024-27) - if an eligible agency selects this option, it will then complete Items H, I, and J
- State Plan Revisions (Please indicate year of submission:) - if an eligible agency selects this option, it will then complete Items H and J
- F. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2024 (Check one):
- Yes
- No
- G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – Subsequent Years (Check one):^[3]
- Yes (If yes, please indicate year of submission: _____)
- No
- H. Governor’s Joint Signatory Authority of the Perkins V State Plan (Fill in text box and then check one box below):^[4]
- I. Date that the State Plan was sent to the Governor for signature:
- The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.
- The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

- J. By signing this document, the eligible entity, through its authorized representative, agrees:
1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
 2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

<p>Authorized Representative Identified in Item C Above (Printed Name)</p> <p>Elizabeth Bennett</p>	<p>Telephone:</p>
<p>Signature of Authorized Representative</p>	<p>Date:</p>

- ^[1] Under section 3(18) the term eligible agency means a State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education in the State or for the supervision of the administration of career and technical education in the State.
- ^[2] Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2024-27).
- ^[3] Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2024-27).
- ^[4] Item I is required in FY 2024 only for States that choose to submit a full Perkins V State plan, covering FY 2024-27.

II. NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.

The Massachusetts Department of Elementary and Secondary Education (DESE) Office of College, Career and Technical Education (CCTE) developed the Perkins V State Plan in consultation with stakeholders across the state and through an intentional series of outreach and engagement efforts. The CTE Advisory Council, reestablished in 2020 and inclusive of a comprehensive range of stakeholders, served as a guiding body in developing updates to the state plan. The CTE Advisory Council is comprised of CTE instructors, students and graduates, parents, school and district leaders, postsecondary leaders, community organization leaders, and workforce partners. DESE CCTE engaged members of the CTE Advisory Council at multiple junctures in the development of the State plan. The CTE Advisory gave input on procedures for collecting stakeholder feedback; provided their own stakeholder feedback; reviewed proposed changes to the plan; and assessed the proposals against trends in the larger body of stakeholder input.

DESE CCTE utilized a variety of methods during 2023 to solicit input from representatives of the field, including visiting conferences and member meetings to make presentations, organizing regional meetings of stakeholders, holding institution-specific interviews, and regularly sharing updates and opportunities to give input through monthly CTE Field Calls, which are open to all CTE coordinators, directors, and school and district leaders. Through these efforts, DESE consulted district superintendents, members of the Massachusetts Career and Technical Educators Organization, members of the Massachusetts Association of Vocational Administrators, and representatives from postsecondary institutions receiving Perkins funds.

DESE CCTE's broad stakeholder engagement processes culminated with secondary, postsecondary, and state institutions general stakeholder sessions held in December 2023 and January 2024. The general stakeholder sessions were advertised broadly and DESE CCTE extended invitations to the following organizations to attend: Massachusetts Commission on Indian Affairs, Massachusetts Association of Community Colleges, Massachusetts Career and Technical Educators Organization, Massachusetts Association of School Superintendents, Massachusetts Association of Vocational Administrators, Massachusetts School Counselors Association, Massachusetts Association of Teachers of Speakers of Other Languages, and Postsecondary Institutions. Participants engaged in live discussion and all registrants received a stakeholder survey to complete. A calendar of select engagements has been included in the Appendix.

Additionally, in an effort to be intentional in connecting policy across the Department, leaders internal to DESE and representative of key stakeholders were provided the opportunity to review proposed changes to the state plan and provide feedback. These offices included Adult and Community Learning Services, Student and Family Support & McKinney-Vento, Office of Language Acquisition, Special Education Planning and Policy, School and District Partnership, Strategic Initiatives, and Data and Accountability. Additionally, DESE collaborated with the Executive Office of Labor and Workforce Development to confirm alignment, consistent use of labor market information, and complement to the recently submitted Workforce Innovation Opportunity Act (WIOA) plan.

2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency,

other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

No objections to portions of the plan including the distribution of funds among adult education, postsecondary, and secondary education were filed.

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

A draft of the Perkins State Plan was posted for Public Comment on March 11, 2024. It was announced in the Commissioner’s Weekly Update, a newsletter that reaches approximately 10,000 recipients, and the CCTE Newsletter of approximately 2,500 recipients inclusive of secondary and postsecondary educators and administrators, Regional Workforce Board representatives, employers, community-based organizations and advocacy organizations. During this time, Massachusetts held two webinars during which stakeholders could provide oral public comment. The plan was also posted on the Massachusetts Department of Elementary and Secondary Education’s website. Public comment opportunities were also shared with WIOA partner organizations and promoted through their channels.

B. Program Administration and Implementation

State’s Vision for Education and Workforce Development

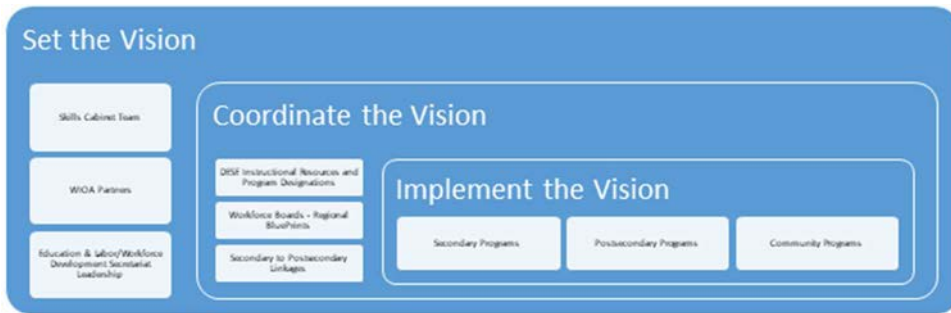
- a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)**

The recently submitted WIOA State Plan Economic Analysis reflects a fundamental challenge for Massachusetts. Since December 2019, the state has seen an increase in jobs by 53,000 but a decrease in employed people by 113,000. In other words, despite historically low unemployment rates, there are fewer people available to fill each new job opening in the economy. This tightening of the economy demands strategic approaches to workforce development on the part of the State and regarding career and technical education programs and programs of study.

To meet this need, the WIOA State Plan provides an overarching framework for State-supported workforce development activities and focuses on three pillars or core goals, each of which provides guidance and opportunities for coordination with ongoing workforce development activities related to the State’s career and technical education programs. The three pillars of the WIOA State Plan are: talent attraction and retention with an emphasis on reducing barriers to hiring and employment; supporting priority populations, including youth; and promoting targeted, high growth industries and employer needs. Throughout this plan are references to strategies in the area of career and technical education that support these essential areas of state-wide focus.

This graphic shows the relationship from Statewide goal setting through secondary and postsecondary program implementation.

Figure 1



In Massachusetts, seven Workforce Skills Cabinet Teams set regional economic goals and build talent development strategies. The Skills Cabinet Teams coordinate with sixteen regional MassHire Workforce Boards for service delivery that is further tailored to regional context and need. MassHire Boards play an active role in supporting secondary and postsecondary career and technical education. In 2017, updated in 2020 and now in process for reapproval in late spring of 2024, the MassHire Boards worked in regional groups to develop Regional Blueprints outlining critical industries and occupations for each region and strategies to align workforce and educational programs to build awareness, education, and preparation for these industries. The Blueprints identify jobs that are high-skill, high-wage, and in-demand, providing essential guidance to shape adoption and adjustment of career and technical education programs and other industry-aligned pathways in each region and district.

The MassHire Boards are currently engaged in a comprehensive landscape analysis commissioned by the Massachusetts Department of Elementary and Secondary Education. The goal of the landscape analysis and vision under the new Perkins State Plan is to build the MassHire Board infrastructure and organize resources to better support Comprehensive Local Needs Assessments conducted by Perkins recipients. These efforts will more clearly define the role and work of MassHire Boards in supporting secondary and postsecondary schools that offer career-connected education programs.

In coordination with the aforementioned efforts to align career and technical education programming to economic context and need, DESE CTE is in the process of assessing and modernizing all of its CTE Frameworks. Massachusetts offers 44 CTE program areas in 11 industry clusters, and each program area has a framework that ensures industry alignment with educational experiences. Massachusetts is executing a process that includes conducting labor market analysis for each program area and facilitating employer summits prior to engaging in educator summits on the frameworks. This process allows for the opportunity to remove, adjust, combine, or add programs based on economic need and shifting industry standards delivered through the Career-Connected Learning Hub (CCL Hub), a website that will house expansive college and career connected learning resources in a one-stop-shop for any stakeholder to access. Among other resources, the CCL Hub centers the CTE Frameworks, including easy to read and up to date labor market information for each framework program area. The CCL Hub is a practical tool that closes the distance between practitioners in the fields of education and workforce and the State’s vision for career and technical education programs that support a thriving workforce and inclusive economy.

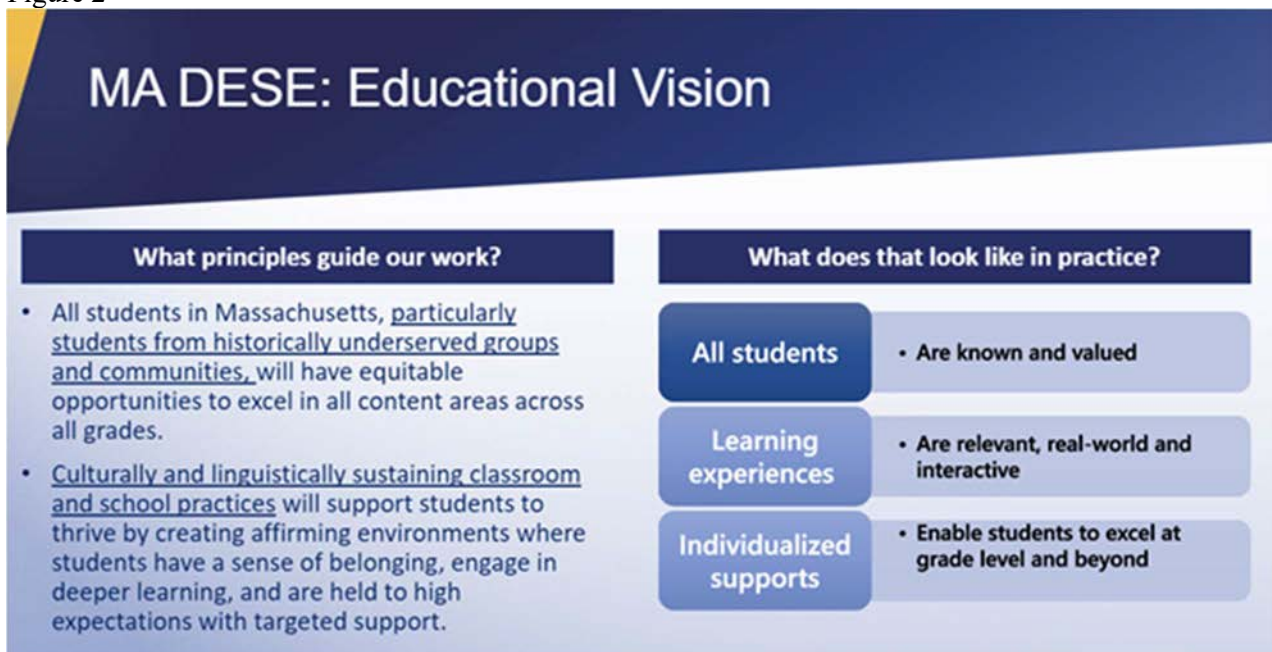
- b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)**

The Commonwealth of Massachusetts strives to ensure that career seekers have the skills they need to fill the jobs businesses create, for a more prosperous Commonwealth, with higher wages for employees, larger profits for businesses, and stronger communities for all. In the context of career and technical education, this requires a

concentrated focus on expanding the capacity of and ensuring equitable access to career-connected programs. These priorities are in alignment with Massachusetts’ current Educational Vision.

DESE’s Educational Vision is that all students are known and valued; are provided with learning experiences that are relevant, real-world, and interactive; and are provided individualized supports that enable them to excel at grade level and beyond. The core principles that guide this work are that all students, particularly students from historically underserved groups and communities, will have equitable opportunities to excel in all content areas and across all grades; and that culturally and linguistically sustaining classroom and school practices will support students to thrive by creating affirming environments where students have a sense of belonging, engage in deeper learning, and are held to high expectations with targeted support.

Figure 2



DESE’s Office of College, Career and Technical Education has further developed a Graduating College and Career Ready Students Coherence Model that puts the Educational Vision into practice. The Coherence Model codifies and visualizes all the ways that secondary educational programming comes together to ensure that all students in Massachusetts have pathways to employment. In the vision of the Coherence Model, all students benefit from foundational experiences in middle and high school including comprehensive counseling and career-connected exploratory programming that yields a personal academic and career plan as well as essential coursework and high-quality curriculum and instruction that yields postsecondary readiness and proficiency in English, Math, and Science. In entering high school, students and families are empowered to choose a pathway that makes sense for the student’s career and academic goals with opportunities including State-approved CTE programs; Career Connections programs; programs with intentional, coordinated electives; Innovation Career Pathways; and Early College programs. Each program offers varying levels of engagement with academics and career preparation so that students can engage in continued exploration toward a successful career.

Figure 3

Outcome > <i>In additional to foundational coursework (MassCore) to support post-secondary education readiness...</i>	Career Outcomes with College Readiness	Continued Exploration	College Outcomes with Career Exploration
Pursue their Pathway	State-approved CTE including AfterDark (Chapter 74)	Career Connections (N74) Connecting Activities YouthWorks Work based Learning Alliance Intentional, coordinated Electives	Dual Enrollment Advanced Placement Innovation Career Pathways Early College
Enter from Middle School with MyCAP, Career-Connected Exploration Program	Strong Foundation for Every Student MyCAP & Comprehensive Counseling Coursework that prepares students for post-secondary education (MassCore) High Quality Curriculum & Instruction for Math, English, & Science Proficiency		

The Educational Vision and Graduating College and Career Ready Students Coherence Model, with their strong emphasis on equity and college and career preparedness, support the mission and vision of the WIOA State Plan: to be a collaborative workforce system that prepares a skilled workforce that employers need, promotes access to good jobs, and creates an equitable and inclusive economy; and that the Massachusetts workforce system strives to reduce barriers to employment, increase labor market participation, and supports and develops programs to deliver good jobs, skilled employees to meet industry demands, and an equitable and inclusive economy statewide and in regions across the Commonwealth.

- c. **Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State’s career and technical education programs and programs of study with the State’s workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)**

The State’s career and technical education programs play an essential role in the broader workforce development vision and systems and therefore require intentional joint planning, alignment, and coordination across offices and agencies to maximize effective implementation and impact. The Associate Commissioner of College, Career and Technical Education serves as the Perkins State Director and takes lead on State-level collaboration and coordination.

In coordination with the Executive Office of Labor and Workforce Development, the Associate Commissioner of College, Career and Technical Education serves as the Education Commissioner’s designee on the Commonwealth Corporation Board, known as CommCorp, a statewide body that fosters workforce equity in Massachusetts by delivering innovative and collaborative professional development solutions that help diverse communities and employers succeed.

In addition to membership on CommCorp, the Associate Commissioner attends MassHire State Workforce Board meetings and DESE CTE is also a member of Work Force Partners, a monthly convening of all WIOA partner leaders in the state. Along with broader WIOA coordinating agencies, DESE CTE participates in youth-specific meetings to support state and federal funding to youth programming. DESE CTE is also represented on the Statewide STEM Advisory and the newly formed State Apprentice Council. The State Apprentice Council will bring key leaders together, beginning in 2024, to collaboratively strengthen the agenda

and strategy to promote registered apprenticeship in Massachusetts, as prioritized in the WIOA State Plan. These memberships allow DESE CCTE to engage in comprehensive collaboration with leaders and entities on unifying behind statewide strategies to build an inclusive and robust economy in Massachusetts.

Additionally, the Associate Commissioner works closely with the Executive Office of Education. This agency, under the direction of the Governor and Secretary of Education, coordinates work and facilitates connections across the Departments of Early Education and Care (EEC), Elementary and Secondary Education (DESE), and Higher Education (DHE) to connect all Massachusetts residents to education that creates opportunities. One of the Executive Office of Education's priority initiatives is the creation of college and career pathways, which include Innovation Career Pathways, Early College, STEM Tech Career Academies, STEM Internships, and Career and Technical Education. DESE coordinates regularly with the Executive Office of Education and with the Departments of Early Education and Care and Higher Education to align on vision, strategy, and service delivery and implementation.

d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. As outlined in Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

DESE CCTE will leverage State leadership funds to improve career and technical education across the Commonwealth in ways that expand the resources and models provided by the State for schools to implement programming; invest in recruiting and developing educators and program leaders; and develop programming that is increasingly comprehensive, aligned, and responsive to student needs for success.

Instructional Resources and Program Implementation

Massachusetts offers 44 CTE program areas in 11 industry clusters, and each program area has a framework that ensures industry alignment with educational experiences. DESE CCTE is engaged in the process of modernizing its CTE Frameworks to develop responsive frameworks that guide immersive programs leading to employment when used in career and technical education programs and provide direction for use in all programs of study. Though the launch of the Career-Connected Learning Hub, DESE will provide instructional resources to support programs of study and relevant, real-world learning experiences that support all students in graduating college and career ready.

Technical Assistance

DESE CCTE provides aligned and cohesive technical assistance and data resources to schools and districts for continuous improvement through its liaison model and Quality Systems of Support (QSS). CCTE Liaisons provide direct support and coordinate resources to support districts in developing, implementing, and continuously improving high quality systems, structures, and programs for college and career readiness. CCTE Liaisons are assigned to districts with one or more state designated pathway program. QSS is a tiered support system piloted in 2022 and expanded in SYs 2022-2023 and 2023-2024. Under the theme of "State as Partner," QSS integrates processes of support across DESE to increase connections and consider the whole learning experience of students. Schools are identified for targeted and increased support based on academic and/or career and technical-related metrics. DESE's Office of Statewide Systems of Support (SSoS) provides assistance to districts with one or more schools categorized as requiring focused or targeted assistance as defined by the Massachusetts Accountability System. DESE SSoS and CCTE coordinate school support efforts in order to align procedures for responding to accountability metrics under the Elementary and Secondary Education Act and Perkins. QSS is designed to respond to feedback from the field and maximize support, facilitating college and career readiness systems coming together to ensure high quality learning experiences and outcomes for students and the allocation of resources to drive equitable access and outcomes.

Technical assistance includes data tools produced by DESE and support to districts for how to use data tools and reports to create targeted, impactful action plans. Equitable access is a major area for technical assistance through liaisons and contracted partners. DESE will continue to provide expertise, professional development, and consulting for districts to build out systems and structures to best serve multilingual learners and students with disabilities. Technical assistance and resources will also be offered to support districts in recruiting and engaging students preparing for nontraditional fields.

Programmatic technical assistance may encompass supporting new proposed career and technical education programs or enhancing elements within programs and schools. Examples include comprehensive counseling through My Career and Academic Plan (MyCAP), which is a process and tool for supporting each secondary student in planning for their future, and designing master schedules that optimize scheduling for CTE programming.

A key update in the new Perkins State Plan is the prioritization of Middle School Career Connected Learning. In the Massachusetts Career Development Model, self-discovery, career awareness, and career exploration begin in the middle grades and intersect with comprehensive counseling to promote authentic and meaningful student planning and decision-making that leads to best-fit high school and postsecondary career and technical education experiences. State leadership funds will also support Career Technical Student Organizations and increase connections between these organizations and school implementation of career-connected learning.

Two additional plan updates include statewide support for competency tracking and management as well as graduate follow up, two areas that present challenges to districts and would provide useful data if implemented through consistent systems across the state. Creating and enhancing systems for collecting and housing this data will support increased transparency of funding and effective program development.

Technical assistance is also offered to postsecondary institutions receiving Perkins funds and will be leveraged under this plan to facilitate a Postsecondary Working Group dedicated to identifying tools, resources, and funding priorities for postsecondary institutions.

Special Population Recruitment & Family Outreach

To support families and equitable access, DESE CTE provides resources to families about career and technical programs in multiple formats and languages. In 2023, DESE CTE launched a successful direct to family resource in a live assistance helpline, available in five languages, for families to learn more about their secondary school and program options across the state. In tandem with the helpline, DESE provides an online Massachusetts School Finder tool that allows stakeholders to explore and navigate the full menu of career-connected education offerings. Multi-lingual representatives of the helpline join community and school events to provide direct services and promote the helpline to students and families.

Retention, Recruitment, and Licensure

DESE CTE uses State leadership funds to support recruitment and licensure of qualified teachers for career and technical education programs. The WIOA State Plan Economic Analysis notes that the field of education has been disproportionately impacted by a tight labor market context where there are more job postings than people to fill them, citing high levels of credentialing as one contributing factor.

Beginning in 2022, DESE CTE began the process of seeking feedback on the CTE teacher testing and licensure process. In the past year, DESE CTE implemented a revised teacher testing program as part of the CTE licensure process that increases accessibility of the testing program to candidates statewide and allows for critical improvements to reduce barriers to becoming a CTE educator in Massachusetts. In 2023, the National Occupational Competency Testing Institute (NOCTI) became the identified vendor to support the Department's efforts to transition written and performance exams offered to CTE educators to a fully remote option. As a result of the continuing work, NOCTI and DESE have fully transitioned the written exam to an online, remote,

available by demand assessment, and NOCTI is supporting the securing of new testing centers. Looking forward, NOCTI and DESE aim to make performance exams available to take at least twice a year for educators starting in 2024. In 2024, DESE CTE also expects to present further proposed changes to the licensure process to become a career and technical education teacher in Massachusetts.

Staff retention is also impacted through technical assistance to schools in the form of professional development and various supports described above that contribute to smooth and functional systems for students and educators at the school and district level. DESE CTE understands the importance of recruiting, developing, and retaining teachers, counselors, and school leaders to support effective implementation of programs that provide all students with pathways to employment and will continue to explore methods for recruiting and retaining all types of school staff.

State Institutions

Massachusetts uses State leadership funds to improve career and technical education programming in correctional institutions in Massachusetts. DESE CTE collaborates with the Office of Adult and Community Learning Services (ACLS), which administers federal adult basic education programs and related services. DESE ACLS coordinates with the Massachusetts Department of Correction and County Sheriffs’ Offices to develop and run programs such as Manufacturing, Hardscaping, and Welding to support incarcerated individuals with pathways to employment. Some correctional institutions contract with community colleges to provide instruction and access equipment and facilities. Career assessments, career development, and employability skills are included in several programs with some individuals receiving assistance with general career and educational planning, and many receive assistance with remedial education and high school equivalency from funding sources other than Perkins hand-in-hand with or as a prerequisite to accessing career and technical programming. Under this plan, DESE CTE will work with ACLS to focus on industry recognized credentials as the primary goal of programs in correctional institutions; target the development of specific program areas aligned to Massachusetts labor market information; and seek to understand and address the unique challenges to successful program implementation in correctional facilities.

2. Implementing Career and Technical Education Programs and Programs of Study

- a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)**

State-approved programs of study are distinguished by program outcomes. Postsecondary programs lead to either an associate degree or an industry recognized credential. In Spring and Summer 2024, Massachusetts will convene a stakeholder committee to further refine the postsecondary definitions of size, scope, and quality and update the postsecondary Comprehensive Local Needs Assessment and accountability practices. Programs at community colleges are approved through traditional college approval processes for degree granting. Postsecondary programs offered at regional technical schools must be accredited by an appropriate, relevant accreditation agency for the program area and be Pell-eligible.

The spectrum of outcomes for secondary programming is captured in the Graduating College and Career Ready Students Coherence Model (Figure 3.) Aligned to the four keys for Unlocking Career Success as identified by the federal interagency initiative, Massachusetts’ designated programs have expectations for career advising and navigation, work-based learning, workforce credentials, and college coursework.

Figure 4

Secondary Designation	Career Advising and Navigation	Work-based Learning	Workforce Credentials	College Coursework
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State Approved Career Technical Education (Chapter 74)	Required - Implementation of MyCAP	Required - Cooperative education, clinical, etc.	Required - Essential Safety and Industry Credentials identified in program of study	Optional - State or local articulated credit
Career Connections	Required - Implementation of MyCAP	Required - Duration and type at local discretion	Optional	Optional
Innovation Career Pathways	Required - Implementation of MyCAP	Required - 100+ hours of internship or work-based learning capstone	Optional	Required - At least two advanced courses (College Credit or Advanced Placement)
Early College	Required - Implementation of MyCAP	Optional	Optional	Required - At least 12 transcribed college credits from Massachusetts MassTransfer Block
STEMTech	Required - Implementation of MyCAP	Required - 100+ hours of internship	Required - Identified in pilot programs	Required - Ends in Associate Degree

State Approved Career Technical Education (Chapter 74). These programs teach technical, academic, and employability skills within 44 program areas in 11 career clusters. Each of the 44 program areas has an applicable state framework comprised of six strands, which directly align to All Aspects of Industry. Students engage in 900+ hours of immersive learning aligned to technical skills, academic integration, and all aspects of the industry. State-approved programs must adhere to state regulations in addition to federal requirements.

Career Connections. Career Connections programs are designed at the local level to align to the Massachusetts definition of Size, Scope, and Quality. These programs are reviewed through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Local Application Process that includes the Comprehensive Local Needs Assessment (CLNA) process, which requires the identification of workforce needs. Currently, local school districts adopt these programs, selecting from program areas with CTE Frameworks except for Plumbing, Cosmetology, Electricity, HVAC-R, Vet Science, Animal Science, and Aviation, which can only operate in Massachusetts as Chapter 74 State-approved CTE programs. During the period addressed in this State plan, Massachusetts will establish an updated procedure for seeking approval and reporting Career Connections programs to increase consistency and quality of programming.

Innovation Career Pathways. Innovation Career Pathways are designed to give students coursework and experience in a specific high-demand industry and to create strong partnerships with employers in order to expose students to career options and help them develop knowledge and skills related to their chosen field of study before they graduate high school. Massachusetts currently has six Innovation Career Pathway program areas: Manufacturing; Information; Business and Finance; Environmental and Life Sciences; Health Care and Social Assistance; and Clean Energy. Participation in this pathway contextualizes student learning, engages students in their high school experience, and can lead students to meaningful careers in the relevant industry sector upon completion of needed postsecondary education and training. These pathways emphasize the importance of work-based learning and require internship or capstone experiences.

Early College. Massachusetts Early College provides a structured program of study and supports that increases college success and career readiness; prioritizing students historically underserved in

higher education. As part of Early College, cohorts of students access a pathway of 12 credits of strategically sequenced college courses during their regular (or intentionally redesigned and integrated) high school day, at no cost to themselves or their families; receive enhanced academic and non-academic guidance and support prior to the beginning of, and during, college coursework to ensure that they successfully complete rigorous courses and thrive in the college environment; learn how their academic pathways are related and connected to career opportunities; benefit from being part of an Early College community that eases the transition from high school to college; and, graduate high school with a significant number of college credits, habits, and skills needed to be successful in college and career, increasing the likelihood they will continue with college after high school and reducing the cost and time to degree completion.

STEMTech Career Academies. STEM Tech Career Academies are currently in a pilot stage. The program is intended to be a six-year program that enables high school students to earn both a high school diploma and a postsecondary credential at a community college, at no cost to the student. STEM Tech Career Academies combine and extend key elements of the highly successful Early College and Innovation Career Pathways programs, including technical curriculum, work-based learning experiences, postsecondary courses, and college and career coaching. The initiative is modeled after P-Tech, a grades 9-14 school model where students earn a high school diploma, an industry-recognized associate degree, and gain relevant work experience in a growing field. Students completing a P-Tech program are typically provided with hiring preferences by participating employers.

- b. **Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1327 will—**
- i. **promote continuous improvement in academic achievement and technical skill attainment;**
 - ii. **expand access to career and technical education for special populations; and**
 - iii. **support the inclusion of employability skills in programs of study and career pathways.**
(Section 122(d)(4)(B) of Perkins V)

Massachusetts' process for designating career-connected learning programs and pathways at the secondary level incorporates multiple considerations of programs to promote continuous improvement in academic achievement and technical skill attainment; expand access to career and technical education for special populations; and support the inclusion of employability skills in programs of study and career pathways. All reviews are aligned formally or informally with the five guiding principles of high-quality college and career pathways: Equitable Access, Guided Academic Pathways, Enhanced Student Support, Connection to Career, and Effective Partnerships.

State Approved CTE Programs (Chapter 74). DESE CTE approves new career and technical education programs through a Massachusetts General Law Chapter 74 application process. Applicants are required to consult with their local MassHire Board and other regional stakeholders regarding State workforce development needs; provide an analysis of labor demand as well as student and other stakeholder demand; demonstrate preparedness to meet criteria outlined in state law and regulation; and demonstrate the ability to meet the federal definition of a program of study. All State-approved Chapter 74 CTE programs are eligible to apply for and receive federal CTE funding ("Perkins funding"). As part of the Chapter 74 program approval process, applicants develop curriculum maps that demonstrate course alignment to the applicable CTE Framework, including technical and academic coursework as well as initial course outlines for each technical course. Applicants also identify instructional techniques, including integration of academic and technical learning and use of competency-based, hands-on applied instruction. Applicants identify opportunities for students to earn industry recognized credentials and college credits; cite articulation agreements with postsecondary education and apprenticeship programs; and develop opportunities for work-based learning during the program. The program approval process also requires that applicants form program advisory committees (PACs) made of

representatives from industry, apprenticeships, higher education, and the community. PACs bring knowledgeable partners to the program planning table and are essential to continuous program improvement.

All new programs may be subject to review pursuant to the federal Methods of Administration (MOA) review process. As part of the new program approval process, DESE will examine the proposed program's:

- Strategies for providing broad representation on the Program Advisory Committee;
- Data collection and analysis strategies for examining program data with an eye toward protected student populations;
- Strategies and tools for reviewing curricula for potential bias or stereotyping;
- Descriptions of recruitment and admissions strategies;
- Exploratory program design;
- Career guidance and placement services.

Each of these elements is important to providing equitable access to CTE programs for all students, including those from special populations.

Career Connections. These programs are reviewed through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Local Application Process that includes the Comprehensive Local Needs Assessment (CLNA) process, which requires the identification of workforce needs. Programs must demonstrate the ability to meet the Massachusetts definition of Size, Scope, and Quality for a program and must comply with federal Methods of Administration (MOA) *Guidelines* requirements.

Innovation Career Pathways. DESE approves Innovation Career Pathway programs through a comprehensive two-stage application process. Applicants start by selecting a broad industry sector that will define the pathway and are then required to develop an integrated program that offers students deep exposure to that sector. The approval process requires the applicant to incorporate key elements into the pathway that include at least two technical courses and two college level courses; student-centered college and career planning; exposure to targeted pathway opportunities intended to lead to careers; a 100-hour internship or capstone in the industry with related quality indicators; and a partnership with at least one employer, employer association or MassHire Board. The applicant must demonstrate their alignment with the five guiding principles: Equitable Access, Guided Academic Pathways, Enhanced Student Support, Connection to Career, and Effective Partnerships.

Early College. The Early College Designation process includes two stages—Part A and Part B. In Part A, the State recognizes an Early College Program applicant for having completed sufficient planning and design in alignment with the Part A Criteria. The applicant must demonstrate their alignment with the five guiding principles: Equitable Access, Guided Academic Pathways, Enhanced Student Support, Connection to Career, and Effective Partnerships. In Part B, building on the work shared in the Part A application, the applicant must demonstrate the program meets all essential elements of the Early College program design and provide sufficient evidence that the program has developed all necessary infrastructure to begin enrolling students upon designation.

STEM Tech Career Academies. These programs are currently in a pilot stage. Following the pilot, an approval process will be developed that captures all program requirements.

c. **Describe how the eligible agency will—**

- i. **make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;**

On September 13, 2023, Governor Healey signed Executive Order #615 Promoting Access to Government Services and Information by Identifying and Minimizing Language Access Barriers to increase language access across state government. The Executive Order aims to make the delivery of services and resources more accessible and equitable for residents with limited English proficiency by requiring executive department agencies to develop Language Access Plans.

Aligned to the Executive Order DESE is continuing to build out robust and accessible resources for sharing information and guidance on approved career-connected learning programs with all stakeholders, including students, families, and educators. Student and family resources are offered in multiple languages, formats, and venues to ensure accessibility for multi-lingual students and families. DESE provides an online Massachusetts School Finder tool that allows stakeholders to explore and navigate the full menu of career-connected education offerings in the Commonwealth. In addition, DESE CTE recently launched a live assistance helpline available in five languages for families to learn more about their secondary school and program options.

An important source of information about career-connected learning opportunities is through comprehensive academic and career counseling at the middle school level. DESE CTE has been making headway in recent years in expanding the Massachusetts academic counseling model, My Career and Academic Plan (MyCAP), into the middle grades. DESE CTE formalized and further grew these efforts in Spring 2023 with a Middle School Career-Connected Learning pilot grant provided to a small number of schools already implementing MyCAP or similar systems. The goal of this ongoing pilot is to support schools in creating intentional and sequenced career-connected learning experiences that include but are not limited to counseling. While many middle schools run career and/or program fairs in partnership with local high schools, the pilot encourages schools to bring elements such as counseling and career fairs into a comprehensive vision for helping students at the middle school level explore career interests and choose secondary education programs with intentionality. DESE CTE plans to continue and expand the Middle School Career-Connected Learning pilot to develop statewide best practices for engaging middle school students in developing their pathways to college and career.

DESE CTE's Career-Connected Learning Hub (CCL Hub) was launched in Fall of 2023 with the CTE Frameworks and the framework revision process as the first central resource. The CCL Hub at present also includes information on Exploratory in career and technical education programs and information on work-based learning. Additional resources are being added to the CCL Hub on a rolling basis. As the CCL Hub is built out, it will become a central source of information about career-connected learning in Massachusetts for any stakeholder.

- ii. **facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;**

DESE CTE facilitates collaboration among eligible recipients in the development and coordination of career-connected learning opportunities that include multiple entry and exit points in order to reduce barriers to success for students. DESE organizes professional development opportunities and statewide convenings of Perkins recipients to collaborate and coordinate continuous improvement and support student entry and exit points along pathways.

Procedures built into the revision of the CTE Frameworks for educator role-alike meetings facilitate professional collaboration and learning on the implementation of career and technical education programs and content. These meetings are an opportunity for educators from across the state to meet with colleagues teaching within the same career clusters and program areas. The meetings are intended to discuss framework implementation, learn about practices and resources from colleagues in the field,

and provide opportunities for feedback to inform continuous improvement of state provided resources. Role-alike meetings may be attended by CTE program teachers, academic teachers, professional support personnel, etc. Role-alike meetings and other opportunities for collaborative professional development between schools and districts support the implementation of CTE programming that does not erect barriers to students' ability to engage at multiple entry points.

Massachusetts' innovative CTE Partnership Programs, more commonly known as After Dark programs, expand access and increase entry points for students to career and technical education. After Dark designation allows school districts offering Chapter 74 CTE programs to partner with other school districts or with other schools within a single school district to provide Chapter 74 CTE opportunities that would not otherwise exist. Often these involve an altered delivery schedule that takes advantage of times when technical facilities are underutilized, such as after hours.

Linkage activities between secondary and postsecondary institutions support professional collaboration and alignment between secondary and postsecondary institutions as well as multiple entry and exit points for students. Linkage activities effectively and meaningfully illustrate to students and families how secondary career and technical education is tied to postsecondary career and technical education. Linkage activities take many forms depending on campus, program, and community context. However, in all contexts, these activities are essential to bridging professional work and connecting student opportunities at the secondary and postsecondary level.

- iii. **use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;**

State, regional, and local labor market data are leveraged through multiple systems and structures to inform alignment between programs of study and economic need. A key focus under the Perkins State Plan is to build out MassHire Board infrastructure and resources to provide consistent, two-way partnership and labor market expertise to career and technical education programs with consistency across Massachusetts. For education programs, MassHire Boards are the primary source of information for local industry demand and provide reports and guidance by region and program area. Some of this partnership is facilitated through Connecting Activities, a statewide network organized through the sixteen MassHire Workforce Boards that connects employers and schools to support work-based learning and other career development education activities for students.

An additional resource for industry alignment is the Career-Connected Learning Hub, a new resource website described elsewhere in this plan. The CCL Hub provides current state labor market data by program area including industry reviews and reports. This information is made available in an easy-to-read format that is accessible by employer partners and other stakeholders such as educators, students, and families.

Statewide CLNA processes further facilitate, and provide an overarching mechanism for, regular assessment of industry trends and needs in Massachusetts and alignment to career and technical educational opportunities for students.

- iv. **ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;**

DESE CCTE provides extensive technical assistance to schools, including through the creation of specialized data tools for examining student population data through the Quality Support System (QSS). These District Analysis and Review Tools (DARTs) import data provided by CTE schools and programs and convert that data

into valuable, easily consumable information. The DARTs offer snapshots of district and school performance, allowing users to easily track select data elements over time, and make meaningful comparisons to the state or to comparable organizations.

The data elements in each DART tool are linked to a broader strategic framework that covers a broad range of district and school interests including demographic, assessment, student support, educator, financial, and student achievement data.

The DARTs may be utilized by district and school leaders to help them prepare for reviews and plan for improvements. Similarly, DESE CTE creates and maintains CTE Analysis Review Tools (CTE ARTs), which house data on admissions metrics, IRCs, and other career technical measures. CTE school leaders, educators, and admission teams use these tools to establish a common understanding of trends, inform collaboration with regional stakeholders, enhance recruitment and admission strategies, and better serve students across the Commonwealth.

Consistent with my DESE CTE's analysis of the above-described information, as well as in response to direct requests for assistance from schools, DESE CTE provides schools with technical assistance, often with support from DESE's Offices of Language Acquisition and Special Education Planning and Policy, or from partner organizations like the Multistate Association for Bilingual Education, Northeast (MABE) and CAST.

In Spring 2023, DESE CTE piloted a new CLNA self-assessment tool that is designed to further align the systems and expectations of Massachusetts career and technical education programs and look holistically at students' high school experience, including academic and technical skills, with an overarching emphasis on equitable access. Data from the CLNA is used when tiering supports within QSS including targeted supports related to equitable access.

All career and technical education programs are subject to the MOA process, and DESE CTE works with schools to help them meet federal requirements from the U.S. Department of Education's Office of Civil Rights, including with respect to their admissions criteria and provision of physical access. DESE CTE provides guidance on admissions policies for career and technical education programs and conducts reviews of admissions policies with a particular focus on access for students in special populations to quality career and technical education.

- v. **coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate; (*Based on the context of this requirement, the reference to the local application process under "section 132" appears to be a typographical error in the Perkins V statute. The correct section for local applications in Perkins V is section 134. Therefore, eligible agencies should respond to this item using the provisions in section 134 of Perkins V.*)**

Recipients are required to use multiple tools and resources in understanding and applying labor market information from the state and regional board in developing and improving programs. Under this plan, as previously described, a key focus is to build out infrastructure and resources to provide additional consistent, two-way partnership and labor market expertise to career and technical education programs. The vision is for this to begin in the new program approval process so that all new programs and pathways are informed by accurate and up to date labor market data and are supported by strong partnerships between educational programs and workforce development boards.

In the designation process for Innovation Career Pathway programs, applicants are required to demonstrate partnership with their local MassHire Board. The six Innovation Career Pathway industry sectors, which are aligned to industry need in Massachusetts, are Manufacturing, Information, Business and Finance, Environmental and Life Sciences, Health Care and Social Assistance, and Clean Energy. The MassHire Board helps determine the industry sector for new programs based on labor market data. Additionally, the MassHire Board supports the work-based learning component of the Innovation Career Pathway program, which takes the form of a capstone or internship experience.

- vi. **support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities;**

DESE CTE supports meaningful collaboration to provide students with impactful employer engaged work-based learning to support their knowledge and access to all aspects of industry. CTE Frameworks are directly aligned to all aspects of industry and comprised of six strands: Safety and Health Knowledge and Skills; Technical Knowledge and Skills; Embedded Academic Knowledge and Skills; Employability and Career Readiness Knowledge and Skills; and Management and Entrepreneurship Knowledge and Skills. The current CTE Framework revision process calls on employer partners and representatives from industry to give valuable input in ensure that the frameworks are up to date with all aspects of industry and calls on educators to give equally valuable input on the development of frameworks that meet student need. As the revised CTE Frameworks are published, program coordinators, school leaders, and workforce partners can then review their work-based learning activities and opportunities to ensure that student experiences align with all aspects of industry.

The MassHire Boards, through the Connecting Activities network, further connect employers and schools to support work-based learning and other career development education activities for students. Under the WIOA State Plan and in coordination with this plan, the State will pursue creating a state resource for work-based learning opportunities for employers and youth to increase accessibility and awareness of options. Work-based learning providers engage in essential collaboration with schools through the work-based learning plan, a communication tool between the student, employer, and the school. This multi-way communication builds common understanding between stakeholders of and improves the quality of student learning experiences in all aspects of industry.

Collaborative, multi-stakeholder bodies such as the CTE Advisory Council, convened by DESE CTE, and General Advisory Councils (GACs) and Program Advisory Councils (PACs), convened at the school and program level, also create spaces for cross-disciplinary collaboration on staying up to date with all aspects of industry and supporting student work-based learning experiences. The CTE Advisory Council includes a wide range of stakeholders representing all aspects of career and technical education in the Commonwealth and advises the Board of Education and Commissioner of Education on matters related to CTE. The CTE Advisory was reestablished in 2020 and provided invaluable collaboration and support in the areas of building CTE capacity in the state, increasing equitable access, and the development of the Perkins State Plan. Looking to the future, the CTE Advisory will continue to support and engage in collaboration on all aspects of industry and related student experiences, for example both engaging and in and helping to monitor the CTE Framework revision process.

- vii. **improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)**

DESE CCTE regularly reviews relevant data, seeks feedback from the field, and seeks to understand state opportunities to improve in and address the biggest needs in career and technical education with constant attention to data for students in special populations. DESE CCTE has developed increasingly data-driven strategies for developing targeted supports for CTE programs based on identified needs through statewide data analysis. DESE CCTE uses robust data resources and tools that provide a state level view of career and technical education metrics and is continuing to improve upon increased ability to disaggregate data, pinpoint need, and provide targeted assistance to address gaps in data.

DESE CCTE examines trends in career and technical data as well as academic data. For example, in 2022-2023, DESE CCTE targeted English learner enrollment and graduation rate in CTE programs and targeted Mathematics proficiency achievement across all populations. DESE CCTE saw small gains in these areas of data as a result of targeted support based on statewide data analysis.

Overlap in academic performance indicators from Perkins and ESEA provide opportunities for alignment in and maximization of efforts to address data gaps, especially for special populations. DESE CCTE coordinates with the Office of Statewide Systems of Support when planning for tiered school support plans and will strengthen and expand coordination moving forward.

- d. **Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)**

Massachusetts' college and career-connected learning opportunities include Early College Designated Programs that have completed a rigorous and thorough state designation process. Early College programs are intentionally designed to empower students traditionally underrepresented in higher education. Programs work to blend elements of high school and college to provide students with the opportunity to experience and complete college level academic coursework on a clearly articulated pathway and simultaneously gain exposure to a variety of career opportunities. Massachusetts also has 14 statewide articulation agreements for students enrolled in Chapter 74 CTE programs to earn articulated credit at Massachusetts Community Colleges.

DESE CCTE is exploring multiple methods for developing and supporting competency-based learning systems that are equitable and increase student academic achievement and technical skill attainment. Under the new Perkins State Plan, DESE CCTE will support statewide tools and systems for tracking and managing competency mastery in program-specific technical skill areas. The goal of this shift to statewide support is to take a burdensome element of CTE programming off of schools' plates and to develop a statewide database with which to monitor and support technical competency mastery.

Between 2022 and 2024, DESE CCTE also ran a pilot to rethink competency-based grading practices in both academic and career and technical learning settings. This pilot created a community of practice between five schools from intentionally diverse contexts across the Commonwealth and partner organizations Rennie Center and reDesign. In the next iteration of this pilot work, DESE CCTE will expand the focus from competency-based grading to a more comprehensive range of instructional practices from curriculum and instruction to assessment with the goal of creating more equitable and effective systems for increasing student achievement in academic and technical areas.

- e. **Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)**

Massachusetts' career-connected learning systems are designed to engage a range of stakeholders in CTE program planning, development, implementation, and evaluation that have been previously described in this plan include the CTE Advisory Council and CTE Framework revision process (employer and educator summits, public comment, and role-alike meetings).

Two additional state systems that engage families and students in a broad range of educational topics, inclusive of career and technical education programming, are the State Student Advisory Council (SSAC) and the Parent and Community Education and Involvement Advisory Council (PCEIA). The SSAC is a group of students elected by their peers from schools throughout Massachusetts who are helping make decisions about state educational policy and student rights. These students are initiating and carrying through projects to make changes in local schools. The SSAC is composed of five Regional Councils and the State Council. The student Chairperson of the State SAC serves as a full voting member of the Massachusetts Board of Education. In a similar vein, the PCEIA advises the Commissioner of Education, DESE, and the Board of Education on matters pertaining to the development of parent and community engagement in education. DESE CCTE actively supports and engages with the SSAC and PCEIA.

DESE CCTE involves professional stakeholders from the field by attending, presenting at, and engaging in dialogue at statewide convenings of professional teacher and administrator organizations. DESE CCTE also organizes superintendent meetings across the state in order to hear directly from district leaders and provide avenues for involvement in CTE programming.

- f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V – as described in Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.**

A copy of the Local Application template is included in the Appendix.

- g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V – as discussed in Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.**

A copy of the CLNA template is included in the Appendix.

- h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.**

Massachusetts has the following definition of size, scope and quality:

Size

A Perkins program of sufficient size –

1. Has no fewer than six students in each program (or 20 students in Perkins programs combined) each year for several years, to support a community learning environment with peers, and may close if too few students are participating.

Scope

A Perkins program's scope covers both sequence and breadth:

1. Covers all aspects of an industry, inclusive of:
 - occupational safety and health knowledge and skills;
 - technical knowledge and skills;
 - embedded academic knowledge and skills;

- employability and career readiness knowledge and skills;
- management and entrepreneurship knowledge and skills; and
- technological knowledge and skills.

This includes rigorous content aligned with challenging academic standards and relevant technical standards; recognized safety and essential industry credentials named in the applicable Massachusetts Career Technical Education Frameworks.

2. Includes a sequence of technical courses (below) that progress from introductory exposure of all aspects of an industry to more advanced technical knowledge and skills in the same occupational field or industry sector as aligned to the program type/designation;
 - at the **secondary level**, at least two technical courses that are each a **full-year equivalent** (such as 2 year-long courses; 4 half-year courses; 2 block schedule courses) or **two semesters** of college-level courses at a postsecondary institution;
 - at the **postsecondary level**, certificate and degree programs with at least 12 credits of technical courses or a program that culminates in earning a recognized industry credential
3. Includes MyCAP – a student-centered, holistic, multi-year planning process and tool designed to provide students with ongoing opportunities to plan for their academic, personal/social and career success in high school and beyond.
4. Includes linkages or other coordination from secondary to postsecondary education programs and provides technical skill proficiency or a recognized postsecondary credential; and
5. Provides opportunities for students to learn and demonstrate proficiency in technical skills through competency-based and work-based, or other applied learning.

Quality

A Perkins program has these elements of quality in its design and implementation:

1. Organized educational activities that contribute to students' higher-order reasoning and problem-solving skills with regular assessment of students' technical knowledge and skills, to provide students opportunities to increase levels of attainment;
2. Regular evaluation using performance outcomes (including the measure of program quality) and comprehensive local needs assessment, where the results are used to make program improvements;
3. A review by its advisory group or representatives from the relevant industry, within the last two years (see note), and includes consultation on the comprehensive local needs assessment;
4. Meeting or exceeding [at 90% of] performance targets for the Perkins V Core Indicators across all population groups; and
5. Is aligned to labor market demand (for example, the Massachusetts Regional Workforce Blueprints).
6. Utilizing industry-standard equipment, technologies, software, and industry practices specific to the CTE program, consistent with All Aspects of Industry.
7. Integration activities delivered through academic and technical skill instruction by both academic and technical teachers.
8. Includes performance-based assessment evidenced through research and evaluation of industry standards aligned to All Aspects of Industry.
9. A program design based on research, analysis, or evaluation (where available) and that provides evidence that the activities and services will achieve intended outcomes.

3. Meeting the Needs of Special Populations

- a. **Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—**
 - i. **will be provided with equal access to activities assisted under this Act;**
 - ii. **will not be discriminated against on the basis of status as a member of a special population;**

- iii. **will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;**
 - iv. **will be provided with appropriate accommodations; and**
 - v. **will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)**

Equal access to activities (i)

Career and technical education programs in Massachusetts are subject to review pursuant to the U.S. Department of Education's Office for Civil Rights MOA process. As part of this process, DESE CTE reviews selected programs with an eye toward equitable access to career and technical programs, as well as health, safety, and accessibility of programs. Throughout the MOA process, DESE provides technical assistance and guidance to CTE programs to help them meet their obligations under federal guidelines.

Enrollment, academic, and career technical data is disaggregated by students in special populations and reviewed through the Quality Support System (QSS) process. DESE CTE provides schools whose data indicated potential issues with targeted support and technical assistance. DESE CTE manages an Equitable Access in CTE Community of Practice and provides related technical support in this professional learning community. DESE CTE also conducts CTE program reviews and monitoring in a six-year cycle for all schools with career-connected programs and pathways, and uses them, in relevant part, to address any concerns related to equitable access and to provide prompt assistance.

As previously described in this plan, DESE CTE provides multi-lingual resources for students and families to support equitable access to information about types of programs and admissions processes, including a live assistance CTE helpline.

No discrimination on the basis of status as a member of a special population (ii)

DESE CTE has published several resources for schools and families to promote equitable access to information and recruitment activities, and to describe how to apply to career and technical education programs. These resources include explanations of the wait list process where applicable. A throughline that runs through these resources is the importance of providing equitable access to career and technical education for special populations. As one example, the guidance documents explain that schools are required to include notices of equal educational opportunity, and provide template language that schools may use. Another example the guidance documents' statement that schools may not require applicants to identify as members of protected classes during the application process.

Provided with programs designed to enable meeting or exceeding performance levels (iii)

Program designation guidelines and review procedures require schools to design programs that meet the needs of all learners inclusive of students in special populations. Applicants for new programs that do not demonstrate design components that support students in special populations with meeting or exceeding performance levels are provided with appropriate feedback and opportunity to clarify and adjust program design or do not proceed through the designation process.

Innovation Career Pathways was the first DESE CTE program to require new program teams to participate in a Designing for Equity professional development. This requirement is now spreading to other program designation processes. Beginning in February 2024, all new Chapter 74 CTE program teams participate in Designing for Equity professional development, and schools are encouraged to include student leaders in attendance. The inclusion of student voice in the early stages of implementing new CTE programming provides

school teams with valuable insight into meaningful and effective systems and structures to support diverse learners.

DESE CCTE's partnership with the internal Offices of Language Acquisition and Special Education Planning and Policy further supports continuous improvement in program design that enables students in special populations to meet and exceed performance levels. DESE CCTE also provides technical assistance through the Multistate Association for Bilingual Education, Northeast (MABE) and CAST, two partner organizations that provide expertise, professional development, and consulting for a cohort of districts to build out systems and structures to best serve multilingual learners and students with disabilities.

Provided with appropriate accommodations (iv)

Included in the range of technical assistance that DESE CCTE provides directly to programs to increase equitable access is technical assistance for implementing the CTE frameworks with accommodations. DESE CCTE's partnerships with the Offices of Language Acquisition and Special Education Planning and Policy as well as MABE and CAST also support monitoring and support for implementation of career-connected learning with appropriate accommodations for students in special populations.

Through the LOOK Act and 2018 changes in regulation, Massachusetts requires that CTE teachers who are assigned to provide sheltered English instruction to an English Learner either hold a Sheltered English Immersion (SEI) Teacher Endorsement or earn such endorsement within one year from the date of the assignment, with similar regulations for teachers serving students with disabilities. Comprehensive services also include implementation of FAPE requirements for students with disabilities with an Individual Education Program and accommodations for students with 504 Plans. In addition, Massachusetts educators who are renewing an Academic Professional License must receive training equal to at least fifteen professional development points for strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles.

Provided instruction and work-based learning opportunities that support employment (v)

DESE CCTE provides guidance to career and technical education programs on high quality work-based learning and cooperative education with an explicit focus on equitable access so that all students build skills in authentic work-settings. Participation in work-based learning and cooperative education by students in special populations is reviewed in the QSS process and is an area in which some institutions receive targeted technical assistance.

MyCAP, or My Career and Academic Plan, is a tool that captures student learning over time and is also a student-directed *process* in which students discover their interests and passions, explore the labor market, identify careers, engage in work-based learning experiences and make the connection between what they do now with future plans. Although MyCAP has traditionally been implemented at the high school level, Massachusetts is in the process of expanding implementation into middle school grades. MyCAP guides students towards early identification of career interests and assists in course and program selections that are aligned with those interests. This leads to work-based learning experiences that will provide deeper learning and support career choices.

MyCAP and Exploratory are structures that support student choice in programming and also help to ensure equitable opportunities to pursue career and technical programs and activities that create pathways to employment for all students. Guidance and training for implementing MyCAP and Exploratory include provisions for ensuring equitable approaches to student advising and activities.

Exploratory is a program designed to be offered to all ninth-grade students to ensure that they understand and engage in the educational pathway options available to them at their high schools. The Exploratory process is intended to provide students with a high-quality educational experience that exposes them to a variety of college and career pathways. These pathways may include designated programs such as Chapter 74 CTE programs,

CTE Partnership Programs (also known as After Dark programs), Career Connections, Innovation Career Pathways, Early College, as well as other high quality local program and coursework choices. Student Exploratory experiences should include applied learning that introduces them to career opportunities and authentic experience specific to each program option.

As mentioned previously, CCTE reviews data for potential disproportionality to inform professional development and uses disaggregated CTE enrollment data to engage Perkins recipients in discussions on gaps in achievement and in program access. CCTE also conducts CTE program reviews and monitoring in a six-year cycle for all schools with CTE programs. In program monitoring, through interviews and report reviews, access issues may be identified, and corrective action steps are taken. In addition to these, the CCTE team, in partnership with other with other Department teams, provide professional development and technical assistance at conferences and workshops, targeted to specific population groups, such as serving students in foster care, students with housing challenges, and others. Last, in the data systems available through DESE, educators can use a range of reports to see students' historical and most recent data for students who are newly in their district, such as students in foster care and students experiencing homelessness.

4. Preparing Teachers and Faculty

- a. **Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)**

DESE's Educational Vision is that all students are known and valued; are provided with learning experiences that relevant, real-world, and interactive; and are provided individualized supports that enable them to excel at grade level and beyond. The fulfillment of this vision is dependent on the recruitment and retention of diverse, engaged, and qualified teachers and faculty for all educational programming. The WIOA State Plan Economic Analysis illustrates that the field of education has been disproportionately impacted by a tight labor market in Massachusetts, meaning there are more job postings than people to fill them. In May of 2023, there were approximately fifteen job postings in Education Services per unemployed person, significantly higher than the next highest field of Health Care and Social Assistance at approximately seven job postings per unemployed person. Factors impacting the education field as cited in the WIOA Economic Analysis include the requirement for in-person work, an aging workforce, high levels of credentialing, and burnout. Career and technical education is especially impacted by the limited pool of available applicants and requirements for credentialing and licensure. For these reasons, DESE CCTE is engaged in innovative and exploratory work to address needs in the recruitment and retention of CTE teachers and faculty.

To increase the recruitment of CTE staff, DESE CCTE is exploring new possibilities for teacher pipelines and reviewing and updating teacher licensure processes. DESE CCTE is in initial stages of developing a Teacher Exploratory program for CTE students. In this effort, schools are being funded to help students explore the career pathway of becoming an educator in the CTE context. DESE CCTE is also continuing to explore programming to create a Teacher Apprenticeship Program. Increasing the diversity of the CTE teacher body while increasing recruitment is also a goal of these efforts.

DESE CCTE has begun the work of reviewing and updating CTE teacher licensure processes. Licensure requirements are important to ensuring that teachers possess the necessary knowledge and skills and are prepared to manage safe learning environments for students who are handling and interacting with materials and equipment related to their fields of study. However, CTE licensure requirements have historically been complex

and cumbersome, potentially dissuading qualified applicants from pursuing teaching in a CTE program versus pursuing or continuing direct work in their field.

In the past year, DESE CCTE implemented a revised teacher testing program as part of the CTE licensure process that increases accessibility of the testing program to candidates statewide and allows for critical improvements to reduce barriers to becoming a CTE educator in Massachusetts. In 2023, the National Occupational Competency Testing Institute (NOCTI) became the identified vendor to support the Department’s efforts to transition the Written and Performance Exams offered to CTE educators to a fully remote option. As a result of the continuing work, NOCTI and DESE have fully transitioned the written exam to an online, remote, available by demand assessment, and NOCTI is supporting the securing of new testing centers. Looking forward, NOCTI and DESE aim to make performance exams available to take at least twice a year for educators starting in 2024.

DESE CCTE engages in dialogue and partnership with professionals in the field to seek input on staff retention needs and strategies. These partnership efforts include regional superintendent meetings, engagement with MAVA (as noted above), and engagement with the teacher’s organization MassCTE. Based on input from the field and confirmed through research, we know that high-quality professional development that prepares educators at all levels to succeed and facilitates collaboration between educators supports staff retention. DESE CCTE supports a wide range of professional development for CTE practitioners from teacher to program leaders through grants. DESE CCTE is facilitating role-alike educator meetings to support the roll-out and implementation of the revised CTE frameworks. Finally, DESE CCTE is continuing to build out resources on the Career-Connected Learning Hub. Described elsewhere in this plan are descriptions of resources related to the CTE Frameworks that are already published and being updated on a rolling basis. An additional component that is in the works is a resource exchange that will allow educators to share materials and strategies with each other, building capacity and community between practitioners. The resource exchange will incorporate many categories of practice including serving students from populations in career and technical education programs. DESE CCTE has received positive feedback on the CCL Hub so far from the field for its clean design, ease of navigation, and benefit of bringing CTE resources to one central location for ease of access.

C. Fiscal Responsibility

- 1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—**
 - a. each eligible recipient will promote academic achievement;**
 - b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and**
 - c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)**

Promote academic achievement (a)

The Department’s Office of Resource Allocation and Strategic Planning (RASP) oversees all federal grant allocations. DESE CCTE works closely with RASP on resources for applicants and processes for approving eligible recipients for funds offered through allocation funds. In Massachusetts, these are called Fund Code 400 (secondary) and Fund Code 401 (postsecondary.)

The Perkins grant application process prioritizes closing achievement gaps in the Perkins core indicators, inclusive of academic attainment in ELA, Math, and Science. Procedures and resources for the CLNA are one way that these metrics, as well as others related to technical skill attainment, are prioritized for program teams to review, assess, and use to plan for how to request and use funding. DESE CCTE is committed to continuously

improving the CLNA process to improve resources for programs to identify needs and plan for implementing strategies to address those needs. DESE CCTE recently revised the secondary CLNA to respond to feedback from the field and increase ease of use. Under this plan, DESE CCTE will pursue revisions of the postsecondary CLNA materials through a Postsecondary Working Group.

As previously described in this plan, Massachusetts' implementation of data collection and public reports, tiered and targeted support through Quality Support System (QSS), the liaison model with bi-monthly check ins for schools, and Methods of Administration (MOA) processes and adherence are designed and implemented to support recipients of funds in increasing academic achievement and skill attainment for all students.

Promote skill attainment including credentials (b)

The application for allocation funds asks the program to review their Perkins Improvement data including indicators related to academic and technical skill attainment. Recipients must describe their use of funds aligned to the priorities of the grant and the needs identified in their Comprehensive Local Needs Assessment.

Needs assessment consideration of industry demand (c)

Over the state plan period, MA DESE will improve upon state resources to support regional CLNAs that make labor market information more readily available to programs in a central location. These efforts are intended to increase the quality and amount of information available to secondary and postsecondary program teams, reduce redundancy across programs in their collaboration with MassHire Boards, and ultimately strengthen the partnerships between the workforce boards and programs. Overall, DESE CCTE will continue the multiple avenues of partnership with the state's workforce boards as described throughout this plan.

In order to be highly responsive to local industry need, DESE CCTE also supports small and rural programs as well as local postsecondary programs. This helps foster high quality and innovative CTE programming that is unique to local context in terms of educational and industry demand.

2. **Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—**
 - a. **among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**

Massachusetts distributes allocation funds with 75% to secondary education and 25% to postsecondary education. This distribution allows for investment in a strong foundation that helps youth to make meaning of their secondary education by connecting their learning to their own life and career interests and goals. With a significant investment at the secondary level, students are able to learn of their options and pursue postsecondary education.

- b. **among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**

After approving a request to form a consortium as specified in the applicable Request for Proposals, DESE CCTE will allocate funds under section 131 of Perkins V to a consortium that will be formed among secondary schools and eligible institutions by consolidating the individual allocations of each member. The consortium shall develop and implement a joint Perkins V Local Plan and single grant application that is subject to review

and approval by CCTE. Each consortium may allocate the funds awarded to its members based on the dollar amount for required joint activities and services identified in the consortium's Local Application. Perkins V funds awarded to a consortium shall be used only for the activities and services that are mutually beneficial to members of the consortium. Funds may not be provided to individual members of the consortium (as a "pass-through") for purposes and programs benefiting one member of the consortium.

- 3. For the upcoming program year, provide the specific dollar allocations for each eligible recipient made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)**

Secondary funds are based on the statutory formula that allocates funds based on census population of children and census population of children at the federally defined poverty level in a municipality. To determine allocations:

- DESE determines the census population and percent poverty;
- Distributes the federal funds to school districts in Massachusetts towns and cities according that distribution;

- 4. For the upcoming program year, provide the specific dollar allocations for each eligible recipient made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.**

- 5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)**

DESE follows a sequential process of stages for adjusting the data used to make allocations to reflect the range of local education agencies operating in Massachusetts. First, allocations are made to local and regional academic districts based on census population and poverty population in the district. Then, funds are re-allocated to agricultural districts based on the number of CTE students enrolled in the agricultural district from the originating town. Next, funds are reallocated to regional career technical districts by proportionately distributing funds based on the distribution of student enrollment in Perkins-eligible programs. If an allocation falls below \$15,000 funds will be redistributed unless the organization has indicated participation in a consortium.

- 6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—**
 - a. include a proposal for such an alternative formula; and**
 - b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management**

and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Not Applicable.

- 7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—**
 - a. include a proposal for such an alternative formula; and**
 - b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)**

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Not Applicable.

- 8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.**

DESE CTE will award reserve funds through both competitive and a targeted, data-driven process for program improvements and increasing access to high quality programs as opposed to what has historically been an exclusively competitive grant process. Reserve funds will be available for small, rural, and/or high-quality program support for secondary and postsecondary institutions and for new or emerging industry program pilots. These areas of priority and the shift to targeted, data-informed grant allocations will support high quality and innovative career and technical education programs that are highly specific to local community needs. This will allow for the state to be more responsive to data, increase flexibility to meet the needs of schools and students, and support innovation as well as continuous improvement.

- 9. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)**

The Maintenance of Effort (MOE) for FY25 is \$#####. The MOE will be met by DESE, Executive Office of Education, Executive Office of Labor and Workforce Development, Department of Corrections and other state agencies administering career-connected learning.

D. Accountability for Results

- 1. Identify and include at least one (1) of the following indicators of career and technical education program quality—**
 - a. the percentage of CTE concentrators (as defined in Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;**
 - b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and**

- programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or**
- c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)**

Massachusetts will use (c) the percentage of CTE concentrators graduating from high school having participated in work-based learning as the measure of program quality.

Massachusetts will continue to track (a) the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential and (b) the percentage of CTE concentrators graduating from high school having attained postsecondary credits in relevant CTE programs and make resources available to support continuous program improvement aligned to these quality indicators. As described below, DESE CCTE will focus on accurate and impactful tracking of work-based learning under the new Perkins State Plan period.

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section - 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.

Not applicable.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Massachusetts will use 5S3, the percentage of CTE concentrators graduating from high school having participated in work-based learning as the measure of program quality. Work-based Learning is an instructional strategy that enhances classroom learning by connecting it to the workplace. This includes three key components: the alignment of classroom and workplace learning; application of academic, technical, and employability skills in a work setting; and support from classroom or workplace mentors. For the measurement definition, the numerator will be the number and percentage of CTE concentrators graduating from high school having completed a work-based learning experience as defined below, and the denominator will be the total number of CTE concentrators graduating from high school. DESE CCTE defines work-based learning as completion of any of the following: a pre-apprenticeship, cooperative education, internship (including virtual internships), or capstone project.

The range of work-based learning experiences are explained in more detail:

A Pre-Apprenticeship is a program or set of services designed to prepare individuals to enter and succeed in a Registered Apprenticeship program. A pre-apprenticeship program, by definition, has a documented partnership with at least one Registered Apprenticeship program.

An Internship/clinical is a paid or credit-bearing work experience of 100 hours or more in a workplace in which structured learning occurs related to the student’s program of study, including virtual internships.

A Work-based learning ***Capstone*** is a well-designed process for identification of individual or team student project that ensures an alignment with the industry sector of at least one hundred hours of activity by the student outside of the classroom, led by an employer, in the form of research, service learning, or other related activity, that supports the capstone project.

Cooperative Education is a program of vocational technical education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and

related vocational technical instruction, by the alternation of study in school with a job in any occupational field. Such instruction shall be planned and supervised by the school and the employer so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half-days, full days, weeks or other coordinated periods of time." *Editor's Note: Cooperative education is always paid as inherent in the definition's use of the term "employer."*

Cooperative Education per M.G.L.c.149, Section 1 (MA Child Labor Laws)

"Co-operative courses", courses approved as such by the Department of Elementary and Secondary Education and conducted in public schools or any approved vocational school where technical or related instruction is given in conjunction with practical experience by employment in co-operating factories, manufacturing, mechanical or mercantile establishments or workshops or other co-operating employments.

Cooperative Education per The Code of Federal Regulations Title 29 (CFR 29) Part 570.50 (c) (1) (2) defines student learners:

The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local educational authority or in a course of study in a substantially similar program conducted by a private school and;

Such student-learner is employed under a written agreement, which provides:

That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to his/her training;

That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person;

That safety instructions shall be given by the school and correlated by the employer with on-the-job training; and

That a schedule of organized and progressive work processes to be performed on the job shall have been prepared. Each such written agreement shall contain the name of student-learner and shall be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer.

2. **Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)**
3. **Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—**
 - a. **a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (as outlined in Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);**
 - b. **an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and**

c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V). As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

DESE CCTE will use the Massachusetts Comprehensive Assessment System (MCAS) tests in English Language Arts, Mathematics, and Science to measure career and technical education students' attainment of academic knowledge and skills. DESE CCTE will use the Massachusetts student graduation rates implemented under ESSA for core indicator 1S. DESE CCTE will align the postsecondary core indicators under Perkins V with the program outcomes implemented by the Massachusetts Board of Higher Education to the greatest extent possible by consulting with stakeholders and the Massachusetts Board of Higher Education. The baseline data that are available are included in the tables below; the indicators for which DESE CCTE uses MCAS and graduation rates are adopted under ESSA. DESE CCTE provides baseline data for the most recently completed program year as feasible on the performance of students enrolled in career and technical education programs on each of the core indicators. With the change to definition of work-based learning to include employer-engaged experiences, the 5S1 baseline is established by removing simulated work-place from the most recent year of available data.

- 4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).**

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

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- 5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V) As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),¹ the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.**

DESE CCTE will annually evaluate the effectiveness of career and technical education programs and state support by analyzing Perkins V Core Indicator data, including disaggregating data by student group and program clusters. DESE will call on leadership funds and reserve funding to develop resources or grant programs aligned to needs determined from analysis of state data disaggregated by student groups.

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

X The eligible agency assures that:

1. It made the State plan publicly available for public comment² for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

B. EDGAR Certifications

X By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

C. Other Forms

X The eligible agency certifies and assures compliance with the **following enclosed forms:**

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

IV. BUDGET

A. Instructions

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.
2. In completing the budget form, provide--

Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the Department's program memorandum with estimated State allocations for the fiscal year.*

Line 2: The amount of funds made available to carry out the administration of the State plan under section 112(a)(3). *The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or \$250,000, whichever is greater.*

Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than \$60,000 and not more than \$150,000.*

Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112(a)(2)(C) of Perkins V. *The percent of funds shall not be less than the lesser of an amount equal to*

0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Line 3, or \$50,000.

Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. *The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. *The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*

Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.

Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.

Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*

Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.

Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.

Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.*

B: Budget Form

State Name: Massachusetts

Fiscal Year FY2025:

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$23,270,733.00
2	State Administration	4.30%	\$1,000,641.52
3	State Leadership	10.00%	\$2,327,073.30
4	• Individuals in State Institutions	0-2.0%	\$200,000.00
4a	- Correctional Institutions	Not required	
4b	- Juvenile Justice Facilities	Not required	
4c	- Institutions that Serve Individuals with Disabilities	Not required	
5	• Non-traditional Training and Employment	Not applicable 60,000	\$100,000.00

6	• Special Populations Recruitment	0.10%	\$250,000.00
7	Local Formula Distribution	86%	\$19,943,018.18
8	• Reserve	10%	\$1,994,301.82
9	- Secondary Recipients	75%	\$1,495,726.36
10	- Postsecondary Recipients	25%	\$498,575.45
11	• Allocation to Eligible Recipients	90%	\$17,948,716.36
12	- Secondary Recipients	75%	\$13,461,537.27
13	- Postsecondary Recipients	25%	\$4,487,179.09
14	State Match (from non-federal funds)	Not applicable	

V. STATE DETERMINED PERFORMANCE LEVELS

A. Instructions

1. On the form in Item V.B, provide State determined performance levels (SDPLs), covering FY 2020-23, for each of the secondary and postsecondary core indicators of performance for all CTE concentrators in the State described in section 113(b) of Perkins V (see Table 6). In preparing your SDPLs, refer to your narrative descriptions in Section II.D of this guide.
2. In completing the SDPL form, provide—

Column 2: Baseline level

Columns 3-6: State determined levels of performance for each year covered by the State plan, beginning for FY 2020, expressed in percentage or numeric form and that meets the requirements of section 113(b)(3)(A)(III) of Perkins V. See Text Box 8 for the statutory requirements for setting State determined levels of performance under section 113(b)(3)(A)(iii) of Perkins V.

3. Revise, as applicable, the State determined levels of performance for any of the core indicators of performance—
 - i. Prior to the third program year covered by the State plan for the subsequent program years covered by the State plan pursuant to section 113(b)(3)(A)(ii); and/or
 - ii. Should unanticipated circumstances arise in a State or changes occur related to improvement in data or measurement approaches pursuant to section 113(b)(3)(A)(iii).

Please note that, pursuant to section 123(a)(5) of Perkins V, an eligible agency may not adjust performance levels for any core indicators that are subject to, and while executing, an improvement plan pursuant to section 123(a) of Perkins V.

Table 6: Section 113(b) Core Indicators of Performance

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level		
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate
(At the State’s discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.	1S2 (Not applicable)	Extended Graduation Rate
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.	2S2	Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.	2S3	Academic Proficiency in Science
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	3S1	Post-Program Placement

Table 6: Section 113(b) Core Indicators of Performance (continued)

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level (continued)		
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. ¹	4S1	Non-traditional Program Concentration
<i>The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure(s) that are statewide, valid, reliable, and comparable across the State.</i>		
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1 (Not applicable)	Program Quality – Attained Recognized Postsecondary Credential
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement	5S2 (Not applicable)	Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3	Program Quality – Participated in Work-Based Learning
Other(s) (<i>optional</i>): The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. Please identify.	5S4, 5S5, 5S6 (Not applicable)	Program Quality – Other

¹ This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.

Table 6: Section 113(b) Core Indicators of Performance (continued)

Indicator Descriptions	Indicator Codes	Indicator Names
Postsecondary Level		
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.	1P1	Post-Program Placement
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion. ²	2P1	Earned Recognized Postsecondary Credential
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. ³	3P1	Non-traditional Program Concentration

² This means that a student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets “within 1 year of completion” to have the plain meaning of those words: that the student would be counted if the student obtains the credential in the 1 year following that student’s completion of the program.

³ This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.

B: State Determined Performance Levels (SDPL) Form

State Name: Massachusetts

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2024	FY 2025	FY 2026	FY 2027
Secondary Indicators					
1S1: Four-Year Graduation Rate	95.99%	96%	96.01%	96.02%	96.03%
1S2: Extended Graduation Rate	Not Applicable	Not Applicable	Not applicable	Not applicable	Not applicable
2S1: Academic Proficiency in Reading Language Arts	54.19%	54.20%	54.21%	54.22%	54.23%
2S2: Academic Proficiency in Mathematics	42.65%	42.66%	42.67%	42.68%	42.69%
2S3: Academic Proficiency in Science	41.40%	41.41%	41.42%	41.43%	41.44%
3S1: Post-Program Placement	96.13%	96.14%	96.15%	96.16%	96.17%
4S1: Non-traditional Program Concentration	23.46%	23.47%	23.48%	23.49%	23.50%
5S1: Program Quality – Attained Recognized Postsecondary Credential	Not Applicable	Not Applicable	Not applicable	Not applicable	Not applicable
5S2: Program Quality – Attained Postsecondary Credits	Not Applicable	Not Applicable	Not applicable	Not applicable	Not applicable
5S3: Program Quality – Participated in Work Based Learning	40%	45%	50%	60%	70%
5S4: Program Quality – Other ⁴	Not Applicable	Not Applicable	Not applicable	Not applicable	Not applicable

⁴ The Perkins V State Plan Portal will allow an eligible agency to include on this form as many “other” program quality indicators as they choose.

Column					
Postsecondary Indicators					
1P1: Post-Program Placement	49.79%	71.19%	71.20%	71.21%	71.22%
2P1: Earned Recognized Postsecondary Credential	51.44%	51.45%	51.46%	51.47%	51.48%
3P1: Non-traditional Program Concentration	27.12%	27.13%	27.14%	27.15%	27.16%

Provide any additional information regarding SDPLs, as necessary:

Massachusetts is requesting Extenuating Circumstances for the following indicators:

2S3: Academic Proficiency in Science: Baseline reflects first year of reported data from transition to Science Next Generation MCAS.

5S3: Program Quality - Participated in Work Based Learning: Baseline reflects change in work-based learning definition, updated to be explicit to employer-engaged work-based learning experiences.

Additionally, Massachusetts would like to clarify the following indicators:

3S1: Post-Program Placement: Performance will reflect clarified denominator for measurement (all students who respond to post-placement survey).

1P1: Post-Program Placement: Baseline reflects a delay in accessing wage match data for program year 2024, which we do not anticipate in future years.

Table of Public Comments

Feedback, requests and recommendations made at the public hearings, and accompanying actions or responses, are summarized below.

Topic	Public Comment	Action/Response

Stakeholder Engagement Calendar

The table below shows examples of stakeholder engagement conducted throughout the Perkins State Plan development process.

Audience	Engagement Event(s)	Date/Date Range	Notes
CTE Administrators, Program Coordinators, Instructors	DESE CCTE Field Calls	Third Monday monthly	-Standing open call with representatives from the field -Leveraged to share ongoing Perkins updates and opportunities for input
District Leaders	Regional Superintendent Meetings	January-April 2023	-Organized & hosted 13 regional meetings to engage with superintendents across the state
CTE Teachers	MassCTE Annual Conference	March 31, 2023	-Engaged with CTE teachers' organization
CTE Administrators	Massachusetts Association of Vocational Administrators member events	June-October 2023	-Presented and engaged with CTE administrators at multiple convenings
Postsecondary Institution Perkins Administrators	One-on-one interviews	July-November 2023	-Held individual interviews with program administrators at postsecondary institutions that receive Perkins funds
CTE Administrators, Program Coordinators, Instructors	CTE Field Meeting	September 27, 2023	-Engaged with approx. 70 participants from the field
CTE Advisory Council Members Includes: Students, Parents, Instructors, School Leaders, Workforce Partners	CTE Advisory Meetings	October 2023-March 2024	-Engaged CTE Advisory membership in multiple stages of input on state plan development
General Public Including targeted outreach to: -Massachusetts Commission on Indian Affairs	Secondary, Postsecondary, and State Institutions Stakeholder Input Sessions	December 2023- January 2024	-Held 5 general stakeholder input sessions to present proposed changes to state plan and seek input

<p>-Massachusetts Association of Community Colleges -MassCTE Teachers' Organization -Massachusetts Association of School Superintendents -Massachusetts Association of Vocational Administrators -Massachusetts Association of School Counselors -Massachusetts Association of Teachers of Speakers of Other Languages -Postsecondary Institution Program Administrators -Correctional Education Directors</p>			
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