New Career Technical Education Programs (C74) Application Guidance

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# Application Process: Intent to Apply

The Intent to Apply asks for basic information and is a required step. A new Intent to Apply must be submitted for each CTE program being proposed. For example, if your district wishes to apply for two CTE programs, you will need to submit an Intent to Apply for each. Submitting an Intent to Apply does not commit the district to submitting a Preliminary (Part A) Application.

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| **Intent to Apply Application Questions** | **Look-Fors** |
| 1. School / School Code 2. District 3. Who is the primary contact? 4. Primary contact phone number 5. Primary contact email address 6. Designation type \* 7. CTE Program Title 8. What year do you plan to open the program?   \*If a partnership program, the form will request the names of all partner schools. | Contact and basic information. |
| 1. Who is part of the design team? | Q9. This question helps us to understand the roles of the individuals and any partners such as businesses, other intermediaries like community-based organizations, that are involved in the planning and design of the proposed CTE Program. |
| 1. Is the school district's Intent to Apply associated with a Massachusetts School Building Authority (MSBA) application? | Q10. This Intent to Apply should be completed only if you intend to have students enrolled in the program in the subsequent academic year or another year that is connected to your timeline in the MSBA process. |

Your submission of an intent to apply is an assurance of your commitment to: participation in the Designing for Equity Workshop as part of your application; the program being designed and funded such that it will be offered free for all student participants—including tuition, fees, and other related expenses; implementing [My Career and Academic Plan (MyCAP)](https://www.doe.mass.edu/ccte/sec-design/mycap/default.html) as a required component for designation; and, reporting requirements following designation.

# Application Process: Part A (Planning & Design)

The Part A process addresses the planning and design phases of program development. Generally, open response questions are limited to 250 words.

## General

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| **#** | **Preliminary (Part A) Application Questions** | **Look-Fors** |
|  | How does the program address both local and regional needs? For schools with a Perkins Allocation, include how your [Comprehensive Local Needs Assessment](https://www.doe.mass.edu/federalgrants/perkins/) informs your decision to apply for this program? | Q1. For schools with a Perkins Allocation, include how your [Comprehensive Local Needs Assessment](https://www.doe.mass.edu/federalgrants/perkins/) (CLNA) informs your decision to apply for this program. If your school does not have a Perkins allocation, you might consider reviewing the CLNA as one model for self-assessment and decision making within the district. |
|  | How would the pathway fit into the district/school plan/priorities and your school’s strategy for pathways? What goals do you have for the program? | Q2. This provides the broader context of how this program fits within the opportunities available to students. You can read about [Pathways Strategies](https://www.doe.mass.edu/ccte/pathways/default.html) online. |
|  | How many students will the program serve in the first year of implementation? | Q3. We require this information to understand the planned capacity for the program. Generally, we expect to see a number of 10-20, which would represent the first Grade 9 or Grade 10 class. |
|  | If this program is approved, how many additional students have access to pathways in your school? | Q4. This question is getting at new seats in programming. |
|  | How many hours of instruction will students receive over the full course of instruction? Complete and upload the Total Program Hours Worksheet.  **See Appendix A: Total Program Hours** | Q5. The CTE Framework for each program indicates hours of instruction as 900+ hours or additional hours, if applicable. Exploratory does not count toward the 900 hours. The reviewer will review for distribution of hours among technical, theory, academic, and work-based learning. The CCTE Reviewer may request additional documentation such as a schedule. |
|  | Informing the Design   * 1. What are the successes and challenges of your current programs/pathways or coursework? (Instructional and Operational, safety)? How does this inform the design of this program?   2. Or, if first Ch 74 program, what data are you looking at to inform the design (performance in other courses, student selection, student engagement, etc.) | Q6a. This question asks districts to share **how** insights from their existing programs have informed the design of the program they want to begin. Examples might include:  Successes: Strong work-based learning in existing programs. How has this informed the design?  Challenges: Not all existing programs have active Program Advisory Committees. How has this informed the design?  Q6b. Not all applicants will have existing programs to inform the design. In these cases, we are asking what data is being considered in the design of the program they want to begin. |
|  | Submit the New Program Application Statement of Assurances Signature Page.  **See Appendix B: New Program Application Assurances** | Q7. Submit the New Program Application Statement of Assurances Signature Page. |

## Effective Partnerships

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| **#** | **Preliminary (Part A) Application Questions** | **Look-Fors** |
|  | How have you coordinated and collaborated with other schools in the region to understand the regional need and demand for the program? | Q8. We expect to read a brief description of that coordination/collaboration with other schools in the region to inform your understanding of regional need and demand for the program. Please include which schools you have consulted with and briefly describe that coordination/collaboration. Consider reviewing the resource Guidance on Demonstrating Student and Labor Market Demand.  **See Appendix C: Guidelines for Demonstrating Student and Labor Market Demand** |
|  | How have you coordinated and collaborated with your [MassHire workforce board](https://www.mass.gov/info-details/connect-with-your-local-masshire-workforce-board) to understand the regional need and demand for the program? | Q9. How have you coordinated and collaborated with your [MassHire workforce board](https://www.mass.gov/info-details/connect-with-your-local-masshire-workforce-board) to understand the regional need and demand for the program? A resource for the discussions is [your region's blueprint](https://www.mass.gov/service-details/view-your-regions-blueprint). |
|  | CTE (Ch74) requires the completion of this CTE Program Advisory Committee (PAC) Form [download/upload]  **See Appendix D: Program Advisory Committee for Career Technical Education Form**  How will you ensure diversity of perspectives and experiences on the Program Advisory Committee? | Q10. CTE programs should be developed with input from business and industry, beginning the development of a CTE Program Advisory Committee (PAC). Keeping in mind that diversity involves multiple factors, including age and experience, the Composition of the PAC is looking specifically at efforts by the school to include:   * persons reflecting diverse languages and races * for programs that are historically 25% or less male or female, persons who counterbalance the underrepresentation. * persons with disabilities   We recommend registering for the PAC webinar for additional guidance. Your PAC members can also participate in this webinar. The dates and registration link are posted on our website. |

## Equitable Access

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| **#** | **Preliminary (Part A) Application Questions** | **Look-Fors** |
|  | How will the program and the design of the program intentionally work to advance equitable access and outcomes for students, and in particular students from historically underserved groups? What data will you consider? What protocols will you use? | Q11. The response should reflect school-side/district-wide discussions across departments including special education, EL services, school counseling, academic and non-academic, and others. Consider student voice and community involvement. The webinar/workshop Designing for Equity is a required webinar for all applicants. It is expected that there be a team from the school participating. Student representatives, EL Directors, Special Education Directors, CTE Directors, Curriculum Coordinators, Guidance Directors, and others are all encouraged to be part of the team. |

# Application Process: Part B (Implementation & Sustainability)

## Effective Partnerships

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| **#** | **Concluding (Part B) Application Questions** | **Look-Fors** |
|  | The Program Advisory Committee (PAC) that was being developed in Part A, must be fully developed for Part be- as they will provide ongoing guidance in the continuous improvement of your program. | Q12. Chapter 74 requires the completion of the CTE Program Advisory Committee (PAC) Form.  Update and submit: **Appendix D: Program Advisory Committee for Career Technical Education Form**   * We expect to see at least 2 or 3 industry/business partners. * Remember that school staff may not be PAC members.   We recommend registering for the PAC webinar for additional guidance. Your PAC members can also participate in this webinar. The dates and registration link are posted on our website.  A component of the application process is a meeting between CCTE staff and the PAC. **See Appendix E: CTE New Program Application PAC meeting with DESE** |
|  | If the PAC does not have reflect a diverse composition, include a plan for recruiting members. (This will be a file upload) | Q13. A plan for recruitment should be developed ideally with input from your PAC. The plan should not just be an intention to seek diversity, but concrete strategies and who will implement the plan. |

## Academic Pathways

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| **#** | **Concluding (Part B) Application Questions** | **Look-Fors** |
|  | What are the courses students will be taking that are specific to the CTE (Ch 74) program? | Q14. This would be all of the courses across all years. Each course should be described as it would appear in a program of studies. |
|  | **Upload:** Provide the syllabus and scope and sequence for each course that will be included. Syllabi must include technical and academic standards alignment and assessments. | Q15. This gives the reviewer a clear and comprehensive understanding of what the proposed program will include. It should be based on the CTE Framework for that program, available on the MA Career Connected Learning Hub. |
|  | Are the courses named above new or existing? If new, who was involved in the development or selection of the course(s)? Name the individuals and their affiliations. | Q16. The response to this will help the reviewer understand if the proposed program will be utilizing any existing courses. If so, the reviewer may contact the person completing the application for further clarity. |
|  | How will or has the curriculum for this pathway been developed? How does it align to DESE’s definition of [high quality instructional materials](https://www.doe.mass.edu/instruction/impd/default.html)? | Q17. To respond to this, you might consult your district’s curriculum coordinator or CTE director. You might also pull from your district's curriculum policy and/or district improvement plan or Portrait of a High School Graduate. This will be an open text field limited to 250 words. |
|  | How will or has the curriculum and instructional materials been reviewed for bias and stereotyping? | Q18. All districts have a process and tools they utilize to review curriculum and instructional materials for bias and stereotyping. Districts looking for resources on this should see [Curriculum Review Additional Resources](https://www.doe.mass.edu/rlo/psm/civilrights-toolkit/index.html#/lessons/WfbJdoB9OEYlo2lM5RaUcJ19m3VDIVmg) from the [LEA Equity Activity Guide and CR 24/25 Toolkit from The Office of Public School Monitoring.](https://www.doe.mass.edu/rlo/psm/civilrights-toolkit/index.html#/) |
|  | CTE (Ch. 74) programs are designed to prepare students to meet specific outcomes, such as achievement of industry recognized credentials. How are the courses specifically designed to meet the student outcomes and align to the appropriate standards? | Q19. This question is to help districts think about outcomes as the design the program. |
|  | Some CTE (Ch 74) programs must demonstrate that they meet state or federal licensing requirements. See the document State and Federal Board and Agency Approvals to see which programs and what is required. If applicable, upload evidence that your program has met state or federal requirements. | Q20. The programs that will be required to submit a document for this criterion are:   * Aviation Maintenance Technology * Cosmetology * Health Assisting * Plumbing * Postsecondary Practical Nursing (LPN) * Sheet Metal * Early Education and Care   The appendix State and Federal Board and Agency Approvals . **See Appendix F: State and Federal Board/Agency Approvals, Accreditation Association Approvals** which includes exactly what the district must submit as part of this application. If you are applying for electricity or dental assisting, you do not need to submit anything; however, the appendix still contains information relevant to your program. |
|  | All CTE (Ch 74) programs are required to develop and implement a comprehensive safety and health plan to safeguard the safety and health of all students and school personnel. The regulations of the Occupational Safety and Health Administration (OSHA) governing work sites shall serve as the minimum standards for safety in the career technical education program. The plan should include provisions for safety inspections of all facilities, safety training for all students and staff and the use, storage and disposal of toxic and hazardous materials. | Q21. The school will use the Safety and Health Plan available on the individual Framework page on the [MA Career-Connected Learning Hub](https://macte.ns4ed.com/), and adapt it for the specific school, equipment, and facilities. |
|  | Who will be teaching the courses? What qualifications and licenses will instructors in the program have? | Q22. Name the individuals and their affiliations. CTE (Ch. 74) Program teachers must hold the appropriate license or be on an approved waiver. Include name and license number. DESE will verify this information.  If the district has a teacher for the program who is not licensed for the program, they should apply for licensure.  If the district has not yet secured a teacher, include that information (do not leave this question blank)  If submitting a waiver, contact the licensure office with any questions and do not wait for the last minute.  Pay attention to the license expiration date. DESE will not approve a program if the teacher’s license will expire imminently. |
|  | Has the school implemented [MassCore](https://www.doe.mass.edu/ccte/sec-design/masscore/default.html) for all students?  If yes, how do these programs align with MassCore completion?  If no, how will the school implement MassCore for all students at the school? | Q23. MassCore is a program of study intended to align high school coursework with college and workforce expectations. MassCore is also in alignment with DESE’s [Educational Vision](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/www.doe.mass.edu/bese/docs/fy2023/2023-05/item7.1-educational-vision.pdf). Implementation of MassCore supports authentic choice to pursue postsecondary education upon graduation as it is aligned to admission requirements at Massachusetts state colleges. |

## Enhanced Supports

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| **#** | **Concluding (Part B) Application Questions** | **Look-Fors** |
|  | How will [Universal Design for Learning](https://www.doe.mass.edu/sfss/mtss/blueprint.pdf) inform the design of the pathway and instruction in the pathway coursework? | Q24. The response should reflect school-side/district-wide discussions across departments including special education, EL services, school counseling, academic and non-academic, and others. |
|  | What [culturally and linguistically sustaining strategies](https://www.doe.mass.edu/instruction/culturally-sustaining/default.html) will be implemented in instruction of the pathway? *This will be an open text field limited to 250 words.* | Q25. The response should reflect school-side/district-wide discussions across departments including special education, EL services, school counseling, academic and non-academic, and others. |
|  | How will student progress and success in the program be monitored? How will strategies be implemented in these programs when interventions and supports are necessary? *This will be an open text field limited to 250 words.* | Q26. The response should reflect discussions that include key staff including, for example, the CTE Director, the Curriculum Coordinator, EL Services, special education, and others. |
|  | What supports will students receiving EL services have to access and be successful in the program? What [WIDA strategies](https://www.doe.mass.edu/mcas/access/resources.html) will be implemented in instruction of the pathway? | Q27. The response should reflect discussions that include key staff including, for example, the CTE Director, the Curriculum Coordinator, EL Services, special education, and others. |
|  | What supports will students receiving IEP services have to access and be successful in the program? | Q28. The response should reflect discussions that include key staff including, for example, the CTE Director, the Curriculum Coordinator, EL Services, special education, and others. |
|  | Has the school implemented [My Career and Academic Plan (MyCAP)](vhttps://www.doe.mass.edu/ccte/sec-design/mycap/default.html) for all students at the school?  If yes, what artifacts will document the learning in this pathway?  If no, how will the school implement MyCAP for all students at the school? | Q29. MyCAP implementation is required of all CTE programs to support career planning and comprehensive counseling. The team will review the applicant’s implementation plans and training needs. |

## Connections to Career

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| **#** | **Concluding (Part B) Application Questions** | **Look-Fors** |
|  | What outcomes will students achieve upon completion?  What Industry Recognized Credentials (IRCs) will students have the opportunity to earn while in the program? Industry recognized credentials are identified on the [Career Connected Learning Hub](https://macte.ns4ed.com/). | Q30. The expectation is that all CTE (Ch 74) programs offer students the opportunity to earn industry-recognized credentials. You can learn more about the IRCs for your program by reading the CTE Framework on the CCL Hub. |
|  | What college credits, articulated credit, and/or advanced placement credit will students have an opportunity to earn? | Q31. The response should reflect opportunities available to all students even if not all students will choose to participate. |
|  | What challenges do you anticipate in ensuring participation and success of historically underserved students in credentials/ outcomes and how will you address those challenges? | Q32. The response should reflect school-side/district-wide discussions across departments and based on data review and analysis. |
|  | What work-based learning experiences will students have as part of the program? | Q33. The response will vary from program to program as there are multiple forms of work-based learning. In the response, identify the work-based learning experiences that every student in the program will engage in as well as WBL that student may choose to engage in. For example, all students in Health Assisting will participate in clinicals. All students in Carpentry will have the opportunity to participate in cooperative education, but not all students necessarily will do so. |
|  | How will employers be engaged in designing and implementing work-based learning? | Q34. In responding, consider your Program Advisory Committee as well as other employers and potential employers. Consult with other departments for input on designing and implementing WBL for equitable access. |
|  | Which staff member(s) will be responsible for coordinating work-based learning experiences, including [cooperative education](https://macte.ns4ed.com/work-based-learning/). This should address who is supporting the work-based learning plan for each student. If this is a position that is to be hired, provide a brief job description. | Q35. The expectation is that students will have access to work-based learning. |
|  | What is the procedure for students to access Cooperative Education? What forms are utilized for participation and oversight? What is used as an agreement between the cooperative education employer, the school, the student, and the parent or guardian? | Q36. Applicants should upload the local Student Application for Participation, the local Coop Agreement Form, and the Co-op Assurances Signature Form  **Appendix G: Co-op statement of assurances** Read more about Cooperative Education on the CCL Hub. |
|  | For programs offering students opportunities to participate in Offsite Construction and Maintenance Projects, submit the Offsite projects Assurances Signature Form  **See Appendix H: Statement of Assurances for Chapter 74 Programs Offering Offsite Construction and Maintenance Projects** | Q37. This typically applies to programs in the Construction Cluster. Submit the Offsite projects Assurances Signature Form |
|  | What challenges do you anticipate in ensuring participation and success of historically underserved students in work-based learning, and how will you address those challenges? | Q38. NOTE: The response should reflect school-side/district-wide discussions across departments including special education, EL services, school counseling, academic and non-academic, and others. Consider student voice and community involvement. This will be an open text |
|  | What space and facilities will be used? | Q39. This should include the location and description of all classrooms and teaching spaces. |
|  | Are space and facilities ready? | Q40. For spaces and facilities not yet ready, this should include the status and timeline for the space and facilities to be in a state ready to begin instructing students. |
|  | What equipment/supplies will be used? | Q41. A list of equipment to teach the program must be included. Applicants should see CTE Frameworks on the MA Career Connected Learning ([CCL) Hub](https://macte.ns4ed.com/updated-frameworks/) for Industry Standard Equipment. |
|  | Is equipment ready? | Q42. For Chapter 74 programs, equipment must be in place in the completed facilities before OCCTE can visit the program and conduct a Safety, Health, and Accessibility Visit, a required component of the application process. If the equipment is not ready, please include the status and timeline for the equipment to be in place to begin instructing students. |

## Equitable Access

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| **#** | **Concluding (Part B) Application Questions** | **Look-Fors** |
|  | What experiences will students have in middle school (or sending middle schools) to be aware of this and other pathway and coursework options? | Q43. This should include foremost the strategies and efforts by the applicant district. Please also include any collaboration and coordination between the middle school(s) and the applicant district. |
|  | What experiences will students have in 9th grade to explore all pathway and coursework options? | Q44. Applicants are encouraged to [read about exploratory on the CCL Hub.](https://macte.ns4ed.com/exploratory/) Some applicant districts will have an exploratory described in their admission policy; however, this question is designed to capture a range of experiences engaging Grade 9 students so they understand the options available. |
|  | How will students select and enter the program? | Q45. This can be answered by the relevant section of a district’s admission policy if they have one, keeping in mind that a district’s admission policy is only used if there is more student interest than available seats. Schools without an admission policy should include the process for students to select and enter the program. Note that the response to this question is related to the previous question and the next question. |
|  | Is there an opportunity for students who may not have the traditional transition experience from 8th to 9th grade? | Q46. Responses to this question help us to understand on ramps to the program and any flexibility for students entering the school or program later in their education. |
|  | What policies and procedures will you employ if there is more student interest than available seats? | Q47. [Please read the CTE admissions guidance](https://www.doe.mass.edu/ccte/policies/admissions/default.html). |

## Leadership and Sustainability

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| **#** | **Concluding (Part B) Application Questions** | **Look-Fors** |
|  | Which district and school roles will be responsible for program implementation and oversight? | Q48. This will help us understand which person(s) will be responsible for program implementation and oversight. |
|  | Comprehensive school districts with 5 or more CTE programs must have a CTE Director. If applicable, provide CTE Director licensure information. | Q49. Include name and license number. DESE will verify this information. |
|  | In opening a program, you must consider how it will be supported with LEA funds. To determine the costs of running a program, consult with your district business manager as well as the program director.   * What are the anticipated year over year actual costs to run the program? * How will those costs be incorporated into the local budget? * What role will grants play in program start up? * What role will grants play in continued sustainability? | Q50. These questions are designed to help districts in planning operations related to the costs of opening, operating, and sustaining a program. |

# Appendix A: Total Program Hours

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| **Name of School:** | | |  | | | |
| **Name of Program:** | | |  | | | |
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| Programs should include at least 900 hours of instruction designed to provide students with the skill development and experiences to successfully complete the requirements of a CTE (Ch74) program for participating students. Specific programs require more than 900 hours as determined by licensing boards. Refer to the Career Connected Learning Hub for program specific requirements.  **Applicants will use the table below to document the hours of instruction for your district's planned program. Hours of instruction may include:** • Technical course time  • Technical theory course time  • Academic related course time (core content pathways aligned to the program (i.e. Anatomy and Physiology in Health Assisting)  • Work-based learning (e.g., cooperative education, internships, clinical, etc.) | | | | | | |
|  |  |  |  |  |  |  |
|  |  | **Technical Instruction** | **Technical Theory** | **Academic Related** | **Work-based Learning** | **Total** |
| **PROGRAM YEAR 1** | |  |  |  |  |  |
| **PROGRAM YEAR 2** | |  |  |  |  |  |
| **PROGRAM YEAR 3** | |  |  |  |  |  |
| **PROGRAM YEAR 4** | |  |  |  |  |  |
| **COLUMN TOTALS** | |  |  |  |  |  |
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|  |  |  |  |  | **GRAND TOTAL** |  |
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# Appendix B: Statement of Assurances

This statement of assurance applies to a school district that seeks to be approved for a Ch. 74 program or receive designation for an Innovation Career Pathway. This serves as an assurance by the Superintendent of the applicant district that the information in the application is factual and that the district will adhere to the applicable state and federal laws and regulations.

I attest that the information presented in this application is factual and that the school district will implement the approved program in accordance with applicable state and federal laws, regulations, and guidelines, including but not limited to the following:

* Massachusetts General Law Chapter 74
* Massachusetts Vocational Technical Education Regulations 603 CMR 4.00
* Federal Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs (34 CFR, Part 100, Appendix B)
* Perkins V (The Strengthening Career and Technical Education for the 21st Century Act )

We understand that active participation in the Designing for Equity Workshops is a required component of the application. In addition, we acknowledge the requirement to particpate in MyCAP training, if our school has not yet done so.

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| *Printed Name of Superintendent* |  |
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| *Signature of Superintendent* | *Date* |
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| *Printed Name of CTE Director (or Principal, if no CTE Director)* |  |
|  |  |
| *Signature of CTE Director or Principal* | *Date* |

# Appendix C: Guidelines for Demonstrating Student and Labor Market Demand

***Labor Market Supply and Demand and Student Demand***

Making informed, data-driven decisions about what programs to offer is essential to helping all students become college and career ready. A viable program is one that first attracts students to enroll and then offers pathways to occupations known to be in need of skilled workers that lead to careers with family-sustaining incomes.

Labor market supply and demand data analysis is necessary to determine what programs best provide students in a specific region with opportunities to be employed in industries offering a range of entry-level occupations, while student demand data should be collected and examined in order to ensure that new programs, once established, attract sufficient numbers of students.

Through the efforts of the Governor's Workforce Skills Cabinet (<https://www.mass.gov/orgs/workforce-skills-cabinet>), key stakeholders within the Commonwealth have developed workforce development Blueprints for seven Massachusetts regions. These Blueprints can be found at <https://www.mass.gov/regional-workforce-skills-planning-initiative>. The Blueprints identify priority and critical industry sectors and priority and critical occupations within the region.

The Department of Elementary and Secondary Education (DESE) actively encourages Chapter 74 program applications that:

* align with regional industry-sector and/or occupational priorities and critical needs as outlined the above-mentioned Blueprints and
* demonstrate evidence of consultation and collaboration involving regional MassHire Workforce Boards; school districts (including regional technical school districts, member district if the applicant is a regional technical or agricultural school district and, where applicable, county agricultural school districts); postsecondary educational institutions; and other key regional stakeholders as appropriate.

Proposed programs that do not align with priorities or critical needs as outlined in a regional Blueprint may still be viable if accompanied with an analysis of need grounded in labor market and student demand and supported by the stakeholders listed above.

**REGULATION**

The requirement to provide clear evidence of student and labor market demand as a condition for gaining approval of a new Chapter 74 program is regulatory. Specifically, “the Superintendent shall submit an application to the Commissioner that provides clear evidence of secondary student and labor market demand for the program and demonstrates compliance with the approval criteria.” [603 CMR 4.04 (1)]

**Demonstrating labor market demand and student demand**

In preparation for completion of the Intent to Apply for Career Technical Education New Program Approval, prospective applicants need to:

1. Obtain labor market demand data;
2. Obtain student demand data;
3. Obtain labor supply data;
4. Analyze and discuss the data; and
5. Submit a written, data-driven analysis of the viability of the proposed program.
6. **OBTAIN LABOR MARKET DEMAND DATA**

**Extract pertinent labor demand data from the relevant abovementioned regional Blueprint, the Executive Office of Labor and Workforce Development (EOLWD), and/or other sources.**

If the Chapter 74 program under consideration aligns with industry-sector and/or occupational priorities or critical needs as outlined in the relevant regional Blueprint, no additional labor market data is required. Prospective applicants must still consult with regional MassHire workforce boards; school districts (including regional career technical school districts or member school districts if the applicant is a regional career technical or agricultural school district and, where applicable, county agricultural school districts); and analyze the viability of the program in the context of student demand (see 2. below) and labor supply (see 3. below).

If the program under consideration **does not align** with industry-sector and/or occupational priorities or critical needs, prospective applicants should review both projected growth and replacement demand both regionally and statewide, using data available on the EOLWD website or other reputable data sources. **Growth** is a forecast of new jobs to be created annually over a span of time. **Replacement** **demand** reflects anticipated needs due to current workers leaving the occupation, most typically due to retirement. The data you extract should reflect projections five or more years into the future because potential graduates would not be entering the job market for several years.

When looking at labor market occupation data, potential applicants should generate a list of **entry-level** occupations for which the prospective Chapter 74 program would, in whole or in part, prepare students. This list should include, as applicable, occupations that require a high school diploma, additional certifications and/or training (including apprenticeships), and postsecondary degrees.

**SOURCE OF LABOR MARKET INFORMATION**

In order to obtain labor market information, the Department recommends the following website:

The Commonwealth’s Executive Office of Labor and Workforce Development (EOLWD) provides [labor market demand data tables](https://www.mass.gov/info-details/labor-market-information-for-job-seekers#job-projections-), including **long-term (2020-2030) occupation projections**. These projections calculate, by number and percent, the anticipated change in a wide range of job openings over a ten-year span based on growth in those occupations and the need to replace current workers. The tables include minimum education requirements and average wage information. **Please note** that this website also has short-term occupational information, broad industry information, and STEM fields information statewide and by region. The information you want to focus upon is long-term occupational data. Also, data requests will by default first provide information on the occupations with the most job openings, necessitating an additional step to retrieve information on all occupations.

1. **OBTAIN STUDENT DEMAND DATA**

**Identify reliable measures of student demand and collect data that reflect potential student interest in the program.** The applicant district is free to present all evidence at its disposal to demonstrate student demand.

**Possible ways of demonstrating student demand:**

1. If the school or district currently offers the program as a non-Chapter 74 program and reports students in the Commonwealth’s Student Information Management System (SIMS), enrollment information for previous years may be used as historical evidence of student demand.
2. If the school or district currently offers elective courses that would become part of the proposed Chapter 74 program, enrollment numbers for those courses may be used as historical evidence of student demand.
3. The school or district may survey middle school students in its catchment area to determine interest in the proposed program in relation to other career technical programs currently offered by the school or district. **NOTE:** Such a survey is considered by the Department to be a recruitment activity that school districts within the catchment area of regional technical school districts are obliged to accommodate. *See below for a* [*sample survey*](#Sample_Survey) *form.*
4. In addition to surveying middle school students, schools or districts may survey their own ninth grade students to determine interest in the proposed program in relation to other career technical programs currently offered by the school or district. *See below for a* [*sample survey*](#Sample_Survey) *form.*
5. Schools and districts will be examining programs that offer preparation for similar occupations in order to address #3 below, “Obtain Labor Supply Data.” Recent student enrollment patterns for those programs are suggestive of general student interest in the program.
6. **OBTAIN LABOR SUPPLY DATA**

**Gather information on other sources of trained or partially trained workers**.While collecting information on the demand for workers in occupations associated with a prospective new Chapter 74 program is necessary, failure also to consider other competing sources supplying trained workers risks creating an oversupply even when documented demand exists. Other sources of trained or partially trained workers include:

* community colleges;
* other degree-granting institutions;
* private training centers;
* community-based not-for-profit workforce development programs and organizations; and
* other secondary schools (see Duplicative Programs).

Compile a list identifying as many sources of regional supply as possible and seek out whatever information is available regarding the number of trained graduates/program completers each institution produces annually. Complete and accurate worker supply data will allow you to make better decisions regarding the viability of the program you are considering.

1. **ANALYZE AND DISCUSS**

**Analyze annual growth and replacement demand projections** from the data you have extracted from the EOLWD data tables or another similar source. Look to see if the various entry-level occupations you have identified exhibit anticipated growth and/or replacement demand over a span of several years. Are the occupations you have identified projected to grow? Will there be a need to replace current workers?

**Determine the number of annual graduates you anticipate from the program under consideration.** Using factors such as the strength of student demand for the prospective program, internal capacity limitations and the average number of annual completers in your existing programs (if applicable), project the number of program graduates you expect to produce in the first graduating class of the program and beyond.

**Examine the other sources of trained or partially trained workers you have identified** in relation to the occupational demand data you have collected. In aggregate, does anticipated entry-level regional demand exceed regional worker supply (including your prospective program), or is the opposite true? Identify and consider other relevant information (for example, is a current training provider about to double the size of its program? Do you have reliable information that prospective employers are unhappy with a current provider? Do you have solid promises that specific employers will hire *x* number of your students upon graduation?).

1. **SUBMIT A DATA-DRIVEN WRITTEN ANALYSIS**

**Produce a written analysis** for the Department and for program stakeholders (including the prospective program’s advisory committee) **demonstrating the viability of the program**.

The document, printed on applicant letterhead, should explain briefly why the proposed program is, in your estimation, viable, given labor market demand, student demand, and labor market supply considerations. The document should include:

* a list of entry-level occupations at various levels of education associated with the program;
* a table or tables outlining statewide and regional multi-year growth and replacement projections for each occupation;
* the number of students you anticipate enrolling in the program each year once the program is fully operational, together with an explanation of how that number was derived;
* a table or tables outlining known information on other sources of regional worker supply.

The document should include any relevant additional information and may also include an independent analysis of the above data provided by an outside entity such as your local MassHire workforce board.

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# Appendix D: Program Advisory Committee for Career Technical Education Form

A school district official must complete this form and submit it with the Application for Career Technical Education New Program Approval related to requirements of a having a Program Advisory Council.

Each school committee shall appoint a Program Advisory Committee for each program area under its control. The Program Advisory Committee shall consist of representatives of local business and industry related to the program, organized labor, postsecondary institutions, parents/guardians, students and representatives from registered apprenticeship programs if the program area has such registered programs; provided however, that no member of the school committee, or other school official or school personnel shall serve on the committee. Every effort shall be made to promote membership on the Advisory Committee that includes females, racial and linguistic minorities, persons with disabilities and individuals in occupations nontraditional for their gender who are representative of the particular district or community served by the school. The members shall appoint a facilitator who in most cases would be a program teacher or a program supervisor/director. The Program Advisory Committee shall meet at least twice per year. Meetings shall comply with the Open Meeting Law, M.G.L. c. 30A, § 18–25. It shall be the responsibility of the Program Advisory Committee to advise, assist and support school personnel in order to improve planning, operation and evaluation in its program area. Such advice shall be based on adequate and timely information as to workforce and job development demands or job market trends, technological developments, training alternatives and other factors affecting the quality of the program.

Notes:

* OrganizedLabor representation is not required on individual PACs if the school’s General Advisory Committee includes such representation.
* Postsecondary representation is required on all PACs. That requirement can be met with representatives of postsecondary education institutions or registered apprenticeship programs.
* Prior to the approval of a new program, the parent/guardian and student representation requirement may be met by involving one or more parents and students not yet associated with the program. Their role is to ensure that the perspectives of parents and students are considered in the development of the program.
* No member of the school committee, or other school official or school personnel shall serve on the committee.
* No member of another school committee, or other school official or school personnel shall serve on the committee.

Membership

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| --- | --- | --- | --- | --- | --- |
| First Name | Last Name | Email Address | Town of Residence or Business | School or Business Name | Role at School or Business |
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Representation

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| --- | --- | --- |
| Advisory Board Member Populations | Check if Represented | Check if Not Represented |
| representatives of local business and industry related to the program |  |  |
| organized labor |  |  |
| postsecondary institutions |  |  |
| parents/guardians |  |  |
| students |  |  |
| representatives from registered apprenticeship programs if the program area has such registered programs |  |  |
| racial and linguistic minorities |  |  |
| persons with disabilities |  |  |
| individuals in occupations nontraditional for their gender |  |  |

# Appendix E: CTE New Program Application PAC meeting with DESE

As part of the new program application process, CCTE staff will meet with PAC. This occurs sometime after the submission of the Concluding (Part B) application. It can be in person but may also be done through an online platform. The purpose of the meeting is 1) to understand the involvement of the PAC in the development of the program and 2) hear about the program’s readiness from the perspective of the PAC members. In preparation, districts should provide the PAC Members with this document, which includes questions CCTE staff will ask during the meeting, and links to useful resources.

Resources for the PAC to review:

* The MA Career Connected Learning Hub – Please see the Framework for the program
* The CTE Program Advisory Committee (PAC) Form
* The [Career Technical Education Advisory Committee Guide](https://www.doe.mass.edu/ccte/pathways/cte/resources/acguide.docx)

| QUESTIONS FOR  MEETING WITH THE PAC | TEAM NOTES |
| --- | --- |
| STUDENT AND LABOR MARKET DEMAND | |
| What is the labor market outlook for graduates of this program? |  |
| How do you see your role as a committee member? |  |
| What are examples of committee members’ involvement in the development of the proposed program? |  |
| How will the PAC maintain and/or expand its membership over time? |  |
| How will the PAC maintain and/or expand the diversity of its members? |  |
| LOCATION (FACILITIES) AND EQUIPMENT | |
| What are the committee members’ impressions of the existing facilities for this program?   * Are they adequate for startup of the program? * Will they be sufficient once the program is fully populated? |  |
| What are the committee members’ impressions of the equipment for this program?   * Is it adequate for startup of the program? * Will the equipment be sufficient to provide all students with the necessary skills to be employable in the field? |  |
| What are the committee member’s impressions of the program’s safety and health plan?   * Are there any aspects of good safety practice in the field that are not addressed or addressed insufficiently? |  |
| PROGRAM OF STUDY AND METHODS OF INSTRUCTION | |
| Have you examined the applicable CTE Framework for the program?   * How does Program of Study address the framework? |  |
| In your estimation, do the academic courses associated with the program align appropriately and adequately with the technical courses? |  |
| Has the PAC reviewed the district’s curriculum map and instruction to ensure that it is free of bias and stereotyping based on race, color, sex, gender identity, religion, national origin, homelessness status, disability and sexual orientation? |  |
| What are some examples of rigorous content for students in this program (curriculum, projects, etc.)? |  |
| What are prospective work-based experiences that will be available to students in this program? |  |
| In what ways will students graduating from this program be prepared for transition to postsecondary training or education? |  |
| What are some examples of work-based learning opportunities for students in the program? |  |
| In what way will students graduating from this program be prepared to enter jobs without further education? |  |
| EXPENDITURES (FINANCIAL RESOURCES) | |
| Are the current facilities and equipment sufficient to meet industry and OSHA standards? |  |
| What discussions has the committee had regarding future updates/improvements related to facilities or equipment? |  |

# Appendix F: State and Federal Board/Agency Approvals, Accreditation Association Approvals

This appendix is designed to assist districts in submitting documentation required in **Part B (Concluding) which states:** Some CTE (Ch 74) programs must demonstrate that they meet state or federal licensing requirements. If applicable, upload evidence that your program has met state or federal requirements.

Note: This requirement comes from the Career Technical Education Regulations 603 CMR 4.03(4)(a)7. meet **state board/agency approvals, accreditation association approvals** as set forth in Department guidelines.

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| **Program** | **MA Licensing Board or Accrediting, or Credentialing Agency** | **Explanation of Requirement** | **The applicant must:** |
| **Aviation Technology** | The Federal Aviation Administration (FAA)  <https://www.faa.gov/> | The Federal Aviation Administration must approve the Aviation Technology program prior to the program receiving Chapter 74 approval. | Submit a copy of the approval letter from FAA. |
| **Cosmetology** *Note that a cosmetology program cannot operate without Chapter 74 state approval. Nor can any portion of the program be offered to students, this includes related courses, elective classes, and exploratory.* | MA Board of Registration of Cosmetology and Barbering  <https://www.mass.gov/orgs/board-of-registration-of-cosmetology-and-barbering> | **The MA Board of Registration of Cosmetology and Barbering** regulates cosmetology, barbering, esthetician, and electrology in Massachusetts. The Board issues licenses to qualified individuals, businesses, and schools to ensure public health and safety by maintaining high standards for these industries.  The MA Board of Registration of Cosmetology and Barbering must approve a cosmetology program prior to the program receiving Chapter 74 state approval. | Submit evidence that the cosmetology program has been licensed by the MA Board of Registration of Cosmetology and Barbering. |
| **Electricity**  *Note that an electrical program cannot operate without Chapter 74 state approval. Nor can any portion of the program be offered to students, this includes related courses, elective classes, and exploratory.* | MA Board of State Examiners of Electricians  <https://www.mass.gov/orgs/board-of-state-examiners-of-electricians> | **The Massachusetts Board of State Examiners of Electricians** examines and licenses electrician candidates, including those graduating from Chapter 74 programs. | The MA Board of State Examiners of Electricians **does not need to** approve a program prior to the program receiving Chapter 74 state approval; **however**, once an electrical program receives Chapter 74 state approval, the school must contact the MA Board of State Examiners of Electricians to inform them that they have received Chapter 74 state approval.This step of the district informing the MA Board of State Examiners of Electricians is required in order for students enrolled in a Chapter 74 electricity program to receive credited hours toward apprenticeship. |
| **Health Assisting** | MA Department of Public Health  <https://www.mass.gov/orgs/department-of-public-health> | The **MA Department of Public Health (DPH)** regulates, licenses, and provides oversight of a wide range of healthcare-related professions and services.  Prior to a Health Assisting program receiving Chapter 74 approval, the program must be approved by DPH.  With DPH approval, Chapter 74 Health Assisting enrollees who complete the Health Assisting program are eligible to sit for the Nurse Aide Competency Evaluation (NACE), a requirement for employment as a certified Nursing Assistant (CNA). | Submit evidence that the Health Assisting program has been approval by MA Department of Public Health. |
| **Plumbing**  *Note that a plumbing program cannot operate without Chapter 74 state approval. Nor can any portion of the program be offered to students, this includes related courses, elective classes, and exploratory.* | MA Board of State Examiners of Plumbers and Gas Fitters  <https://www.mass.gov/orgs/board-of-state-examiners-of-plumbers-and-gas-fitters> | **The MA Board of State Examiners of Plumbers and Gas Fitters** regulates the practice of plumbing occupations in the Commonwealth of Massachusetts.  The MA Board of State Examiners of Plumbers and Gas Fitters must approve a plumbing program prior to the program receiving Chapter 74 state approval.  Schools must submit an application to conduct the tier program to the MA Board of State Examiners of Plumbers and Gas Fitters. This application is currently only in PDF form. The district should contact the MA Board of State Examiners of Plumbers and Gas Fitters for the (PDF) application form. | Submit evidence that the program has been approved by the MA Board of State Examiners of Plumbers and Gas Fitters. |
| **Postsecondary Practical Nursing (LPN)**  *Note that all Practical Nursing (LPN) programs must be approved by BORN.* | MA Board of Registration in Nursing (BORN)  <https://www.mass.gov/orgs/board-of-registration-in-nursing> | The **MA Board of Registration in Nursing** applies the statutes and regulations that govern nursing practice and nursing education. This includes postsecondary Practical Nursing Programs (LPN).  Prior to receiving Chapter 74 approval, the program must be licensed by the MA Board of Registration in Nursing.  **According to Board regulations 244 CMR 6.05(1) an institution seeking to establish a nursing education program must apply for *Prerequisite Approval Status* 12 months before the proposed date for student admissions**. | Submit evidence that the Postsecondary Practical Nursing (LPN)program have received ***approval status*** from the MA Board of Registration in Nursing. |
| **Sheet Metal** | MA Board of Examiners of Sheet Metal Workers  <https://www.mass.gov/orgs/board-of-examiners-of-sheet-metal-workers> | **The MA Board of Examiners of Sheet Metal Workers** regulates sheet metal work in Massachusetts. By law, all schools (career technical and comprehensive) must be licensed to teach sheet metal; however, they are exempt from fees. The link to the school application:  <http://www.mass.gov/ocabr/licensee/dpl-boards/sm/applications-forms-doi/school-application.html> | Submit evidence that the sheet metal licensing board has licensed the school to teach sheet metal. |
| **Dental Assisting** | MA Board of Registration in Dentistry  <https://www.mass.gov/orgs/board-of-registration-in-dentistry> | **The MA Board of Registration in Dentistry** establishes rules, regulations, and policies covering dentistry, dental hygiene, and dental assisting.  Dental Assisting programs do not need to be approved by the MA Board of Registration in Dentistry prior to Chapter 74 program approval; however, programs seeking Chapter 74 approval must meet the requirements identified by the MA Board of Registration in Dentistry. | The MA Board of Registration in Dentistry **does not need to** approve a program prior to the program receiving Chapter 74 state approval. |
| **Early Education** **and Care** | The MA Department of Early Education and Care (EEC)  <https://www.mass.gov/orgs/department-of-early-education-and-care> | **The MA Department of Early Education and Care (EEC)** licenses or approves childcare programs.  Because CTE early education and care programs utilize child care programs for student learning and practicum, districts applying for Chapter 74 approval must identify the child care program(s) that will be used, and the program(s) must meet all requirements set forth by the Department of Early Education and Care (EEC).  Note that the practicum enables Chapter 74 students to earn hours toward their MA EEC Certification. | * Identify what childcare program(s) will be used. * Child Care Programs must submit a copy of their most recent EEC License.  If the License is expired and in renewal, documentation from an EEC Licensor must be submitted indicating the program is in the renewal process. * *If the applicant will use offsite* *child care programs and/or daycare vendors to provide work-based learning opportunities for students (e.g., a community daycare center)*, submit a copies of contracts between the school and each site, including a memorandum of agreement.   ***Does a pre-school site that is located at a school district also need to be licensed by EEC?***  *No they do not.  If they are in a public school, then they are considered exempt.  However, if they take childcare subsidies, then they will be subject to EEC licensing visits and BRC requirements even as an exempt program.*  *\**Please see additional information below. |

**Early Education and Care:** The information below is applicable to both offsite facilities (where a high school EEC program is contracting with a child care program and/or daycare vendor to provide work-based learning opportunities for students as well as onsite early education and care facilities.

* **EEC License**: Child Care Programs must submit a copy of their most recent EEC License.  If the License is expired and in renewal, documentation from an EEC Licensor must be submitted indicating the program is in the renewal process.
* **Background Record Check (BRC) Requirements:**

Supervised "Provisional" Hiring Replaces Unsupervised "Conditional" Hiring (Effective Dec. 11, 2018)

To meet new Federal requirements, **Licensed Group and School Age Child Care** **programs**will no longer be able to hire candidates to work in an unsupervised "conditional" status while their BRC is pending completion.

Prior to the new Federal requirements, candidates were eligible for unsupervised "conditional" employment after completing and receiving approval of a Criminal Offender Record Information (CORI) check, Sex Offender Registry Information (SORI) check, and Department of Children and Families (DCF) check.

Under [**EEC's new Federally-compliant** **Background Record Check regulations**](https://www.mass.gov/doc/606-cmr-1400-criminal-offender-and-other-background-record-checks-effective-1012018/download), effective December 11, 2018, a candidate undergoing a BRC for a Licensed Group and School Age Child Care program may only be hired in a supervised "provisional" status.  A candidate is eligible for supervised "provisional" hiring only after completing a fingerprint scan and receiving approval of a SORI check.  Please note that "completing a fingerprint scan" means physically going to an **[IdentoGO](https://www.identogo.com/locations/massachusetts)** site and completing an in-person fingerprint scan.  Supervised "provisional" status does not require EEC's review and approval of the fingerprinting results.  However, for a candidate to work in a supervised "provisional" status, they must be under direct visual supervision of another member of the child care program who has completed and received approval of a full EEC BRC, including a fingerprint-based check.

Due to the nature of their role, **Licensed Group and School Age Licensees** are not eligible for supervised "provisional" status and must receive proof of full suitability from EEC prior to license issuance or renewal.  "Full suitability" requires completing and receiving approval of all BRC checks, including a fingerprint-based check.

**Transportation Providers, *Temporary Staff*, and Contracted Support Service Providers affiliated with a Group and School Age Child Care Program or Family Child Care Program**must receive proof of full suitability from EEC before they can begin working unsupervised with children.  As noted above, "full suitability" requires completing and receiving approval of all BRC checks, including a fingerprint-based check. This group is not eligible for supervised "provisional" status.

**Note that students in EEC programs are considered Temporary Staff.**

For more information, please visit EEC’s website at <https://www.mass.gov/eec-background-record-checks>, via phone at [617-988-7841](tel:6179887841), or email [**EEC.BRC@mass.gov**](mailto:EEC.BRC@mass.gov).

* **Health and Safety Training**: Each student needs to complete the trainings listed the EEC website.

<https://www.mass.gov/how-to/find-required-training-for-licensure-and-certification>

The additional Health and Safety trainings below will also be required.

Effective June 6, 2019 all students in an EEC childcare programs must take the new EEC Essentials training course.

<https://www.mass.gov/guides/eecs-strongstart-online-professional-development-system>

* Prevention and Control of Infectious Diseases
* Prevention and Response to emergencies due to food and allergic reactions
* Building and Physical Premises Safety
* Prevention of Shaken Baby Syndrome, Abusive Head Trauma and Child Maltreatment
* Emergency Preparedness and Response Planning for Emergencies Resulting from Natural Disaster or Human-caused Event
* Handling and Storage of Hazardous Materials
* Recognizing and Reporting Child Abuse and Neglect

Part B: Concluding each district must submit a Safety and Health Plan that is specific to the proposed program. Please include these safety trainings in the EEC Safety and Health Plan.

# Appendix G: Co-op statement of assurances

This document applies to a school district that seeks approval of the proposed career technical education program under M.G.L.c.74 and serves as an assurance by the Superintendent of the applicant district that cooperative education will meet requirements under 603 CMR 4.03(7)(b):

1. be supervised by a person holding a Career Technical Cooperative Education Coordinator license or Technical Teacher license in the cooperative education program area;
2. enroll only those students who are enrolled in an approved career technical education program and who have demonstrated the acquisition of the knowledge and skills in the applicable Career Technical Education Framework and the Massachusetts Curriculum Frameworks associated with at least one and one half years of full time study in the career technical cooperative education program area, and in no case enroll students earlier than midway through the junior year;
3. be offered only during time not scheduled for academic classes during the school year, and may include summer programs;
4. provide students the opportunity to acquire knowledge and develop skills not acquirable in a school-based setting but acquirable in a work-based setting;
5. provide competency-based assessments;
6. provide students with continuous supervision by the employer;
7. provide students with career technical education credit;
8. provide a written agreement between the school, employer, student and parent/guardian delineating the conditions of the employment including, but not limited to, hours, wages and time-off. The agreement shall include the skills to be acquired by the student. The employer shall agree to meet all applicable requirements of state and federal labor laws and regulations including, but not limited to, those addressing worker compensation insurance, equal employment opportunity and occupational safety and health;
9. provide a safety and health orientation specific to the site for all employee-students; and
10. provide sufficient supervisory visit time between the student, employer and the school's cooperative education coordinator or appropriate technical teacher. Supervision shall be coordinated to allow for the joint participation by all parties including the technical teacher. The school's cooperative education coordinator or technical teacher shall conduct regular supervisory activities at the work site to ensure that the agreement is being followed and to update the student's competency attainment file.

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| *Printed Name of Superintendent* |  |
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| *Signature of Superintendent* | *Date* |
|  |  |
| *Printed Name of CTE Director (or Principal, if no CTE Director)* |  |
|  |  |
| *Signature of CTE Director or Principal* | *Date* |

# Appendix H: Statement of Assurances for Chapter 74 Programs Offering Offsite Construction and Maintenance Projects

This document applies to a school district that seeks approval of the proposed career technical education program under M.G.L.c.74 and serves as an assurance by the Superintendent of the applicant district that the school district will conduct all career technical offsite construction and/or maintenance projects in accordance with requirements under 603 CMR 4.06:

* The school district must ensure that a licensed teacher in the applicable Chapter 74-approved career technical education program will provide continuous supervision on the project.
* The school district must ensure that it has adequate liability coverage and that participating students are covered by insurance coverage (either directly or through other acceptable alternatives such as municipal self-insurance) for: medical benefits, loss of life, dismemberment or loss of sight, liability coverage for bodily injury, assumption by the school district of the cost of any deductible.
* The school district must ensure that students/parents/guardians are not required to waive their legal rights as a condition of participation.
* The school district must ensure that only students who have demonstrated the acquisition of knowledge and skills associated with at least one and one half school years in the applicable program participate and that in no case will the district allow students to participate without having been in the program for at least one school year.
* Prior to participation, students shall receive appropriate safety and health training and shall have demonstrated sufficient safety competency attainment as determined by the school district.
* Projects shall comply with the standards set forth in M.G.L.c.149 and the regulations of the Occupational Safety and Health Administration (OSHA) regarding workplace safety and health.

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| *Signature of Superintendent* | *Date* |
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| *Printed Name of CTE Director (or Principal, if no CTE Director)* |  |
|  |  |
| *Signature of CTE Director or Principal* | *Date* |