

INTRODUCING THE OFFICE FOR CCTE

From Commissioner Mitchell Chester

As part of an agency-wide reorganization last spring, the former offices of Career Vocational Technical Education and College and Career Readiness were merged into one new unit called the Office for College, Career and Technical Education (CCTE) in the new Center for Educational Options. This merger strengthens our commitment to prepare students for postsecondary education opportunities and economically viable career pathways, regardless of the education delivery system. In November 2016, it was my pleasure to promote Keith Westrich to the position of Associate Commissioner to lead the CCTE team in this important work.

From Associate Commissioner Keith Westrich

Welcome to the first edition of the CCTE e-Newsletter, published seasonally to inform you of major updates and activities within this newly formed unit. Our mission is to help all students become college and career ready by giving them the knowledge, skills and experiences necessary to successfully navigate to completion an economically viable career pathway and to participate as an active and responsible citizen. In this issue, you have an opportunity to meet the CCTE staff and learn about recent developments and major priorities that drive our work – all in support of the educators and students in the Commonwealth.

\$2 Million Awarded to Improve Career Education across Massachusetts

We are excited to report that [Massachusetts is one of ten states receiving a \\$2 million grant](#) from the Council of Chief State School Officers (CCSSO) through its competitive [New Skills For Youth \(NSFY\) initiative](#). Designed to strengthen and expand career education and pathways for students, NSFY offers a unique opportunity to integrate several major bodies of work that together increase student access to high quality career pathways. With this investment, ESE – in partnership with the Workforce Skills Cabinet – will launch several key projects. Highlights of the work include:

- A major competitive grant allowing districts to establish exemplary pathways to high-skill, high-wage careers.
- A comprehensive career advising system delivered through school counseling programs and developed in partnership with the Massachusetts School Counselors Association (MASCA).
- Clear guidelines to help high schools develop and implement career pathways.

Please hold May 3, 2017 for an upcoming statewide convening to address many elements of NSFY work.

Are Your Students Future Ready?

[Future Ready Massachusetts](#) is a public campaign to promote college and career readiness. Future Ready means having the knowledge, skills and attitudes to achieve goals. How? **Start Now:** use a planning tool like [YourPlanForTheFuture](#). **Aim High:** take a challenging program of study, such as [MassCore](#). And **Look Beyond:** explore interests and build skills on the [Connecting Activities](#) website.



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CALENDAR:

Register for [CCTE Webinars](#):

- New Chapter 74 Approval Process – January 31, 2017
- Early College & Postsecondary Linkages – February 14, 2017
- 2016 Graduation & Dropout Rates – March 14, 2017
- Career Certifications & Credentials – April 11

Statewide Meetings:

[Dropout Prevention and Re-engagement Work Group Meeting](#) – March 29, 2017
CCTE statewide conference – May 3, 2017



New Chapter 74 Approval Process

Chapter 74 Vocational Technical Education (VTE) programs are rigorous and high-quality VTE programs designed to prepare students to become skilled, certified specialists ready to step into existing or anticipated business and industry needs in their communities, or pursue postsecondary education. Students in these programs learn highly specialized content – from specially licensed teachers – spanning safety, technical and employability knowledge and more, leading to occupational certification in many specialties.

They are also expensive: the state-of-the-art programs must keep pace with emerging business and industry needs, meet annual performance outcomes, and comply with regulations like OSHA safety standards. Funding is supplemented by the state – a signal of the valuable role that VTE plays in the economic future of the Commonwealth – and local communities.

Consistent with the quality of the VTE programs, the process for starting a Chapter 74 program is equally rigorous. The [detailed application](#) serves to ensure that schools can deliver a program meeting high expectations. For example, districts must demonstrate that a new program fills an economic need with a labor market analysis, while avoiding duplication with existing programs. Districts must also form a Program Advisory Council that advises on the design of new programs. These requirements are defined in [Massachusetts General Laws](#) and [Chapter 74 Regulations](#).

Due to the high standards required by state statutes and a lack of clear guidance for complex sections, at times districts struggled to complete Chapter 74 applications completely. This lengthened the application review process – up to two years in some cases.

To serve you better, CTE has revised the application process to address historical challenges. The new application process has two clear stages, with timelines for each. CTE will clarify if an application is not yet ready to move from one stage to the next. To clarify the application requirements and what it takes to meet them, CTE developed resources that districts may use as models. We clarify what it takes to run a successful Chapter 74 program, what a thorough labor market analysis is, and how to generate one. To ensure that you begin the application process on a firm foundation, we are offering technical assistance.

Please join us for a [webinar](#) on January 31, 2017. We'll cover the new Chapter 74 application process and submission deadlines and provide examples of the resources we've developed.

Look for CTE at the MASCA Conference!

The [Massachusetts School Counselors Association statewide conference](#) is on April 3-4, 2017, in Boxborough. CTE will join counselors, counselor educators, and career and college experts as we strategize leading students to college and career readiness, academic preparedness, and social and emotional health.

CCTE DATA CORNER

Students who pass all their grade 9 courses are 14 times more likely to graduate high school on time, compared to students who fail one or more courses.



New Nonresident Student Process

There are several different programs that allow a child to attend public school outside his or her home district; one is the Nonresident Student Tuition program (pursuant to M.G.L. c.74). The Department has revised the [Guidelines for the Vocational Technical Education Program Nonresident Student Tuition Process Pursuant to M.G.L. c. 74](#) and the [Chapter 74 Vocational Technical Education Program Nonresident Student Tuition Application](#), which are used for this process. These are [posted online](#).

There will be a period where both the former and the new (posted) versions of the nonresident tuition application are in use. We encourage superintendents to be flexible in accepting either version from families who are seeking nonresident tuition for their child to attend a school outside of their district for the fall of 2017.

MEET THE CCTE TEAM

Jen Appleyard develops training materials and provides technical assistance to educators using the Massachusetts Early Warning Indicator System, a research-based tool to identify students at risk of missing academic milestones.

Larry DeSalvatore is a liaison to 16 schools and community colleges receiving federal Perkins funding and oversees the Career & Technical Education Partnership Grants process. He also manages logistics for the webinars and professional development offered by CCTE.

Dave Edmonds provides safety and cooperative education technical assistance to VTE educators and advocates for youth workplace safety, representing ESE on the Massachusetts State Board of Electricians, the Youth Employment Safety Team and the OSHA Alliance. He is also a liaison to 21 districts and community colleges receiving federal Perkins funding.

Ramona Foster is a liaison to districts and community colleges receiving federal Perkins funding. She sees that Vocational Technical educators receive training in educating students with disabilities. Ramona continues to progress while on leave.

Nyal Fuentes coordinates a host of College and Career Readiness projects, including the Early Warning Indicator System, rigorous course-taking with MassCore, Dropout Prevention and Re-engagement, Early College and College Access.

Gary Gomes manages the Chapter 74 Application approval process and program performance reviews; oversees program monitoring and accountability; and is responsible for updates to Perkins and Chapter 74 Manuals. Gary also oversees grants to correctional institutions.

Lisa Harney leads Dropout Prevention and Re-Engagement efforts and provides technical assistance about Individual Learning Plans and Alternative Education. She also collaborates with ESE's Special Education Planning and Policy team to improve graduation and dropout rates for students with Individualized Education Plans.

Carrie Harrington is the business management specialist. She addresses the myriad business and administrative needs of the busy unit: manages spending plans, processes grant applications, ensures clear communication among the staff, coordinates schedules, and arranges function spaces and more.

Cliff Chuang is Senior Associate Commissioner of Educational Options, which includes the Office for CCTE.

Judith Klimkiewicz is Management Consultant for Strategic Planning for College/Career Education and Workforce Development to the Commissioner and works closely with our office on vocational education issues.



ESE's Office for College, Career and Technical Education

Front row, from left to right: Maura, Larry, Marnie, Lisa H, Lisa S, Jen, Margie. Back row, from left to right: Lisa W, Dave, Carrie, Keith, Nyal, Cliff, Shailah, Gary. Ramona is missing from the picture.

Marnie Jain is a liaison to 16 districts and community colleges receiving federal Perkins funding, and provides guidance for districts and families exploring options for students to attend Chapter 74 vocational technical education programs out of their district.

Margie Roberts is CCTE's liaison with the ESE Budget & Finance and Grants Management Offices for all federal Perkins activities.

Maura Russell is a liaison to 19 districts and community colleges receiving federal Perkins funding. She also develops strategies to increase apprenticeship opportunities for VTE students, and helps partners navigate through industry-recognized credentials and labor market information.

Lisa Sandler manages civil rights and teacher preparation compliance requirements and expands students' access to career and technical education statewide through development of new Perkins programs.

Shailah Stewart leads the state's Connecting Activities initiative supporting work-based learning and career development opportunities for students. She is also coordinating CCTE's work on the New Skills for Youth project to expand student access to career pathways.

Lisa Weinstein is a liaison to 19 districts and community colleges receiving federal Perkins funding. She also collaborates with MASCA on partnership opportunities to increase College & Career Readiness, and is overseeing a revision to the Career Development Education guide.

Keith Westrich is Associate Commissioner for College, Career & Technical Education and State Director of CVTE.

Your School can Compete Globally

As we saw last month, [Massachusetts students rank among the top performers in the world in reading, math and science](#), according to 2015 Program for International Student Assessment (PISA).

Now district and school leaders across Massachusetts have an opportunity to use a global benchmarking tool to compare your schools' performance to the rest of the world. (Read more in the [Boston Globe](#).) Based on the international PISA exam, the OECD Test for School assesses students' problem-solving and critical thinking skills and gives insight into student perceptions of the school environment and learning attitudes. Participating districts receive a report analyzing the academic and student survey data. [Learn more here](#).

Kayla S, recent graduate of Dartmouth High School and intern at New Bedford Regional Airport. Her internship was facilitated by Connecting Activities.



Graduation Rates & Dropout Rates are Coming Soon

At the start of the New Year, the Department will release graduation and dropout rates for the 2016 school year. Graduation is calculated as a four-year rate and a five-year rate. The five-year rate demonstrates the value of encouraging off-track students to stay in school and not drop out. For example, for the 2013-14 school year, the 2.4% increase between 4-year and 5-year rates represents an additional 1,756 students who stayed in school a fifth year and met all state and local requirements to earn a high school diploma. Watch the weekly [Commissioner's Update](#) for details, and join us for the [Dropout Prevention and Re-engagement Work Group Meeting](#) on March 29, 2017.

School Year	4-Yr Grad Rate	5-Yr Grad Rate	Dropout Rate
2014-15	87.3%	n/a	1.9%
2013-14	86.1%	88.5%	2.0%
2012-13	85.0%	87.7%	2.2%
2011-12	84.7%	87.5%	2.5%
2010-11	83.4%	86.3%	2.7%

An Early Warning for College Readiness

The [Massachusetts EWIS](#) identifies students who may need additional attention in order to reach an upcoming academic milestone. Since 2012, EWIS has identified students at risk of missing important K-12 milestones. New this year, EWIS has early warning risk levels available for three postsecondary outcomes: college enrollment, academic readiness and college persistence. EWIS reports are available on [Edwin Analytics](#). Email EWIS@doe.mass.edu if you have questions or feedback.

Spread the Word about the Commonwealth Commitment

The state will help students save about 40 percent off the cost of a traditional bachelor's degree if they can attend college full time and graduate within four and a half years. Through the [Commonwealth Commitment](#), students start at a Massachusetts community college, then transfer to a state university or UMass and continue full time. Participants receive a 10% per-semester rebate, a tuition credit worth about \$1,200, and a freeze on mandatory fees, leading to an associate degree and a bachelor's degree at an [average cost of \\$28,618](#) before financial aid – less than many students pay to attend college each year!

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