

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
COORDINATED PROGRAM REVIEW**

**Charter School or District: Worcester Public Schools
Corrective Action Plan Forms**

**Program Area: Career/Vocational Technical Education
Prepared by: Peter Crafts and Dennis Ferrante**

CAP Form will expand to as many lines as necessary. Before completing and emailing to pqacap@doe.mass.edu, please see separate *Instructions for Completing Corrective Action Plans*.

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report to the school or district.

Mandatory One-Year Compliance Date: October 23, 2010

**COORDINATED PROGRAM REVIEW
CORRECTIVE ACTION PLAN
(To be completed by school district/charter school)**

Criterion & Topic: CVTE 1 Appropriate career assessments are administered to students who are admitted to career/vocational technical education programs during the early part of their first year in the program.

Rating: Partially Implemented

Department CPR Finding: *Interviews and documentation review indicated that students in all three reviewed high schools are given access to career assessments through Mass CIS, Bridges.com and/or the National Guard, but assessments are not always administered during the early part of a student's first year in the program and the assessment results are not shared with parents or used in developing student Career Plans.*

Narrative Description of Corrective Action:
 WTHS gives on-line career assessments in the third week of August before 9th grade begins. Results are sent home to parent/guardian. 9th grade students that were absent in August take career assessment during the first two weeks in September. 9th grade students are given a mini explore assessment the first two weeks of school in September and parents and students sign-off on the student's exploratory schedule. Parents and students can also change exploratory schedules throughout the semester experience. Freshmen parents meet with administration and guidance in October to review exploratory and shop selection process. Based on these assessments and exploratory opportunities, Parents & Staff will formulate the career plan for 9th grade students at WTHS. The Career Plan will have the career assessment and exploratory results along with academic snapshot from middle school.

CVTE staff at Doherty and North will insure that Grade 9 & 10 students participate in a minimum of 6 hours on Mass CIS and that these results are reflected in student Career Plans. These plans will then be brought home for review and signature of the parent/guardian. A copy of this plan will be put in the student's record.

Title/Role of Person(s) Responsible for Implementation: Technical Director, Guidance Department, Academy Assistant Principals – WTHS
 CVTE instructors at Doherty and North, and District Director of CVTE

Expected Date of Completion for Each Corrective Action Activity:
 May 2010

Evidence of Completion of the Corrective Action: Career Plans with integration of assessment and exploratory information in students' office files.
 Copy of plan that reflects career assessment in each student's records

Description of Internal Monitoring Procedures: Student Files will be reviewed by Academy Assistant and Guidance twice a year (February, June) to update student's career plans

District Director of Career, Vocational/Technical Education to complete a sampling audit at Doherty and North High Schools twice a year.

**CORRECTIVE ACTION PLAN APPROVAL SECTION
 (To be completed by the Department of Elementary and Secondary Education)**

Criterion: CVTE 1

Status of Corrective Action:
 Approved Partially Approved Disapproved

Basis for Partial Approval or Disapproval:

Department Order of Corrective Action:

Required Elements of Progress Report(s):

By **February 26, 2010** the district will submit sample career plan formats for each of the three schools showing use of career assessment results and parent/guardian review/signature.

By **May 25, 2010** the district will submit:

- Copies of three completed career plans from each of the three schools with student names deleted
- Results of a student record audit conducted to determine the percent of records that included completed career plans that had been updated at least annually, included in-coming career assessment results and contained parent/guardian signature. The audit report must include the

Comment: Page: 3

Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be ... [1])

Comment: Page: 3

Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of ... [2]

Comment: Page: 3

Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In th ... [3])

Comment: Page: 3

Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the ... [4]

Comment: Page: 3

Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling ... [5]

Comment: Page: 4

Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4

Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

date of the audit, the staff member who conducted the audit, the number of records reviewed, the number of records that included a completed career plan and the remediation efforts implemented if the audit did not indicate 100% compliance with the requirement.

Progress Report Due Date(s): February 26 and May 25, 2010

**COORDINATED PROGRAM REVIEW
CORRECTIVE ACTION PLAN
(To be completed by school district/charter school)**

Criterion & Topic: CVTE 2 MCAS and/or other appropriate academic assessment results, as well as career assessment results are used to tailor instructional and support services and improve programs.	Rating: Partially Implemented
Department CPR Finding: <i>Interviews and documentation review for the three high schools indicated that MCAS and other appropriate academic results are analyzed and used on a regular basis to tailor instructional services and improve programs, but career assessment results are not analyzed and used.</i>	
Narrative Description of Corrective Action: WTHS gives on-line career assessments in the third week of August before 9 th grade begins. Results are sent home to parent/guardian. 9 th grade students that were absent in August take career assessment during the first two weeks in September. 9 th grade students are given a mini explore assessment the first two weeks of school in September and parents and students sign-off on the student's exploratory schedule. Parents and students can also change exploratory schedules throughout the semester experience. Freshmen parents meet with administration and guidance in October to review exploratory and shop selection process. Based on these assessments and exploratory opportunities, Parents & Staff will formulate the career plan for 9 th grade students at WTHS. The Career Plan will have the career assessment and exploratory results along with academic snapshot from middle school. Require CVTE instructors to use career assessments in developing instructional plans and providing support services for continuous student and program improvement. Conduct professional development in January, 2010 to provide direction and support	
Title/Role of Person(s) Responsible for Implementation: Technical Director, Guidance Department, Academy Assistant Principals, CVTE instructors, guidance counselors, District Director of CVTE	Expected Date of Completion for Each Corrective Action Activity: February 2010 January and May 2010
Evidence of Completion of the Corrective Action: Review with Guidance and administration student files in February and May 2010 Career Plans with integration of assessment and exploratory on an annual bases. Demonstrated use of career plans in delivering instruction and providing support services	

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitoring Procedures—see below—to ensure that the new policy and procedures are ... [6]

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best practice for corrective action for some standards will require collaboration of personnel across more than one program. For example, putting appropriate procedures in place for determining what kind of assessments should be administered ... [7]

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In the case of special education, correction of noncompliance as soon as possible but in no case later than one year from identification is required by the federal government in connection with Indicator 15 of the *Massachusetts Part B State Performance Plan for FFY 2005-2010* submitted, as required, in Decemb ... [8]

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised policy. Training sessions can be documented by copies of the agendas, the training materials and the participant attendance sheets. In some cases evidence of completion should include evidence of a change in practices as a result of th ... [9]

Description of Internal Monitoring Procedures: Student Files to reviewed by Academy Assistant and Guidance twice in spring, February & June to update student's career plans Random review of folders by District Director of CVTE	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 2	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval: _____	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): _____ By May 25, 2010 the district will submit a report describing program improvements made during the current school year as a result of staff review of career assessment results.	
Progress Report Due Date(s): May 25, 2010	

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic method of oversight by key personnel by which the district can collect data to inform its leadership of progress being made toward meeting the requirements of the standard and by which the district can ensure that it has attained and is maintaining compliance. By planning and implementing these procedures, the district assumes oversight of its systemic practices and responsibility for managing them. In the example of disciplinary procedures, the district might describe its plans for an internal monitoring system whereby the Team chairperson for each school periodically reviews the disciplinary logs maintained by the school, cross-references them with the student's records to ensure that there is evidence of appropriate actions taken consistent with the IDEA 2004 requirements, and provides feedback to special education staff, regular education administrators, and the special education administrator. By use of this review and feedback the district will be able to direct training or other resources to those specific schools or personnel needing further assistance.

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

**COORDINATED PROGRAM REVIEW
CORRECTIVE ACTION PLAN
(To be completed by school district/charter school)**

Criterion & Topic: CVTE 3 Methods of measuring the acquisition by students of safety & health, technical, academic (including embedded academic), employability, management & entrepreneurship, and technological knowledge and skills are appropriate.	Rating: Partially Implemented
Department CPR Finding: <i>Interviews and documentation review indicated that most career/vocational technical education programs in the three high schools that were reviewed use teacher-developed competency checklists, but many checklists do not include all safety & health, academic (including embedded academic), employability, management and entrepreneurship, and technological knowledge and skills and a few programs did not use any competency checklists. The form used for cooperative education assessment at Worcester Technical High School does not include assessment of technical skills attained during cooperative education.</i>	
Narrative Description of Corrective Action: Each WTHS student that is approved for Cooperative education will have a technical competency list along with an assessment form with rubric for employer to fill out at the conclusion of each week the student is actively participating in Cooperative Education. This assessment will be incorporated into the quarterly grading system and competencies tracking system The District Director of CVTE will work with CVTE teachers to develop appropriate checklist. Insure that delivery of instruction in the areas of health & safety, technical and embedded academics, employability, management and entrepreneurship and technological skills are recorded appropriately on competency checklists.	
Title/Role of Person(s) Responsible for Implementation: Technical Director, Academy Assistant Principals, Cooperative Coordinator, Technical Department Heads CVTE instructors, District Director of CVTE	Expected Date of Completion for Each Corrective Action Activity: February 2010 Checklist developed February, 2010; filed in student folders May, 2010.
Evidence of Completion of the Corrective Action: Review cooperative education student's application and weekly assessment files each semester Copies of competency checklists that reflect all required criteria in student folders	
Description of Internal Monitoring Procedures: Technical Director, Academy Assistant Principals, Cooperative Coordinator, Technical Department Heads review cooperative education student's application and weekly assessment in February and May to confirm procedures and per semester going forward. District Director of CVTE will conduct random review of student folders in May 2010 to ensure that all students have appropriate paperwork. Annual random audits will be conducted.	

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitoring Procedures—see below—to ensu... [10]

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best practice for corrective action for some standards will require collaboration of pers... [11]

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In the case of special education, correction of noncompliance as soon as possible but in no case later than one year from identification is required by the f... [12]

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised policy. Training sessions can be documented by copies of the agendas, the trainin... [13]

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic method of oversight by key personnel by which the district can collect data to inform... [14]

CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 3	Status of Corrective Action: <input type="checkbox"/> Approved <input checked="" type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval: The corrective action plan does not address the finding that competency checklists used by some programs at Worcester Technical High School do not include all six strands of the Vocational Technical Frameworks.	
Department Order of Corrective Action: The district will submit a plan to assure that all programs at Worcester Technical High School use competency checklists that include all six strands of the Vocational Technical Frameworks.	
Required Elements of Progress Report(s): By February 26, 2010 the district will submit: <ul style="list-style-type: none"> • a copy of the updated cooperative education assessment form (see CVTE 18); • copies of updated competency checklists for all programs at Worcester Technical High School; • an update on the progress of competency checklist development at Doherty and North High Schools. By May 25, 2010 the district will submit: <ul style="list-style-type: none"> • sample completed competency checklists (with student names deleted), one from each WTHS academy, one from the Engineering program at Doherty, and one for a program at North High. (The evidence required under CVTE 18 for the cooperative education assessment form and CVTE 35 for inclusion of the competency checklist in the student record will suffice as further evidence for this criterion - CVTE 3.)	
Progress Report Due Date(s): February 26 and May 25, 2010	

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN

(To be completed by school district/charter school)

<p>Criterion & Topic: CVTE 4 Information concerning career/vocational technical education programs is provided to students and to their parents/guardians. Such information shall include admission requirements for career/vocational technical programs; specific programs/courses that are available; employment and/or further education and registered apprenticeship opportunities.</p>	<p>Rating: Partially Implemented</p>
<p>Department CPR Finding: <i>Interviews and documentation review indicated that recruitment materials including the admissions policy for Worcester Technical High School are not translated into the primary languages of parents in the community. The team found no evidence that a Program of Studies document describing the specific programs/courses available including the recommended sequence of technical and academic courses exists for any of the high schools.</i></p>	
<p>Narrative Description of Corrective Action: The admission policy and application will be translated into the primary languages of parents. Program of Studies document describing the specific programs/courses available including the recommended sequence of technical and academic courses will be developed with WPS and translated into the primary languages of parents. The district made significant changes in the translations offered to all of our parents. We assigned a qualified staff person to coordinate all translations in the district. The reorganization has given us the opportunity to review all of our procedures. We have developed new standards for all translators servicing the district, in particular with regard to their qualification to produce high-quality translations. We also developed a list of all translators being utilized by different departments (SPED, ELL and other departments). This list provides us with a pool of qualified translators accessed through a centralized location. Lastly, a database of essential and non-essential documents is being created to avoid the duplication of documents that are consistently used by the district.</p> <p>Develop and complete an informational brochure for students in Grades 6 and 8 with information regarding the Engineering Academy at Doherty and the pre-engineering cluster at Forest Grove as well as for the Allied Health Program in the North Quadrant so parents and students have appropriate information to make informed decisions regarding these programs. Brochures will be printed in English, Spanish, Albanian, Vietnamese and Portuguese.</p> <p>The District translates all essential documents into Albanian, Portuguese, Spanish and Vietnamese. The District developed a Translation and Interpreter service protocol to insure that Principals know how to access translation and interpreter services.</p> <p>The District will develop a brochure of studies outlining courses and programs throughout the Worcester Public Schools.</p> <p>Training will be provided to Principals to ensure that essential documents are translated into Albanian, Portuguese, Spanish, Vietnamese and other languages as needed.</p>	

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitoring Procedures—see below—to ensure that the new policy and procedures are being implemented systemwide and that they continue to be implemented.)

Title/Role of Person(s) Responsible for Implementation: WTHS Administration, Department Heads, Guidance along with WPS Administration to include Directors of Special Needs and English Language Learners District Director, CVTE, Chief Academic Officer, System-wide Translator, Principals and school professional staff	Expected Date of Completion for Each Corrective Action Activity: Summer 2010
Evidence of Completion of the Corrective Action: DESE Approved Admission Policy, and electronic and hard copy of WTHS Program of Studies Copy of brochures Meeting agendas	
Description of Internal Monitoring Procedures: Availability of approved admission's policy, program of studies and other information used in student scheduling and course selection translated into the primary languages of parents in the community. On-going monthly meetings with assigned committee members to include science liaison and selected CVTE staff at Doherty and Forest Grove as well as at North.	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 4	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): By February 26, 2010 the district will submit a status report describing progress on: <ul style="list-style-type: none"> • Program of Study • Brochures • Translation efforts By May 25, 2010 the district will submit: <ul style="list-style-type: none"> • copies of the Program of Study for all three schools; • brochures used to inform parents/guardians and prospective students about the career technical program opportunities; and • sample translated recruitment materials. 	
Progress Report Due Date(s): February 26 and May 25, 2010	

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best practice for corrective action for some standards will require collaboration of personnel across more than one program. For example, putting appropriate procedures in place for determining what kind of assessments should be administered and in what language when a limited English proficient student is referred for a special education evaluation might invol... [15]

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In the case of special education, correction of noncompliance as soon as possibl... [16]

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised poli... [17]

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic metho... [18]

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

**COORDINATED PROGRAM REVIEW
CORRECTIVE ACTION PLAN
(To be completed by school district/charter school)**

<p>Criterion & Topic: CVTE 5 All individuals including those who are members of special populations are provided with equal access to career/vocational technical education programs, services and activities and are not discriminated against on the basis of their status as members of special populations or race, color, gender, religion, national origin, English language proficiency, disability, or sexual orientation.</p>	<p>Rating: Partially Implemented</p>
<p>Department CPR Finding: <i>Interviews and documentation review indicated that recruitment materials including the admissions policy for Worcester Technical High School are not translated into the primary languages of parents in the community. Support for students with limited English proficiency at Worcester Technical High School is provided only in English classes. While the notice for Worcester Technical High School's open house is sent out in Spanish, it is not translated into the other predominant languages of the community. Translators are not used during open houses nor are parents and students advised as to how they might access translation services if necessary during the admissions process. The team found no evidence that a Program of Studies document describing the specific programs, including the recommended sequence of technical and academic courses, is made available to students and parents at any of the high schools.</i></p> <p>See CR 7.</p>	
<p>Narrative Description of Corrective Action: The admission policy and application will be translated into the primary languages of parents. Program of Studies document describing the specific programs/courses available including the recommended sequence of technical and academic courses at WTHS to be developed with WPS and translated into the primary languages of parents. WTHS Open House material for 2009 has been translated in primary languages of parents and disseminated electronically and in hard copy. Translators are scheduled for 2009 Open House and information explaining access translation services to be made available. The district made significant changes in the translations offered to all of our parents. We assigned a qualified staff person to coordinate all translations in the district. The reorganization has given us the opportunity to review all of our procedures. We have developed new standards for all translators servicing the district, in particular with regard to their qualification to produce high-quality translations. We also developed a list of all translators being utilized by different departments (SPED, ELL and other departments). This list provides us with a pool of qualified translators accessed through a centralized location. Lastly, a database of essential and non-essential documents is being created to avoid the duplication of documents that are consistently used by the district.</p>	
<p>Title/Role of Person(s) Responsible for Implementation: WPS Administration to include Directors of Special Needs and English Language Learners along with WTHS Administration, Department Heads, Guidance</p>	<p>Expected Date of Completion for Each Corrective Action Activity: Translation information and translators for 11/19/2009, Summer 2010 for Program of Studies and Admissions Policy</p>

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitoring Procedures—see below—to ensure that the new policy and procedures are being implemented systemwide and that they continue to be implemented.)

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best practice for corrective action for some standards will require collaboration of personnel across more than one program. For example, putting appropriate procedures in place for determining what kind of assessments should be administered and in what language when a limited English proficient student is referred for a special education evaluation might involve the special education administrator, the director of English language education, and perhaps the director of data systems.

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In the case of special education, correction of noncompliance as soon as possible but in no case later than one year from identification is required by the federal government in connection with Indicator 15 of the *Massachusetts Part B State Performance Plan for FFY 2005-2010* submitted, as required, in December 2005 to the Office of Special Education Programs of the U.S. Department of Education and revised and reported on thereafter.) Each corrective action activity should have a proposed date for completion for that specific activity well before the one-year anniversary of the CPR Final Report. ... [19]

Evidence of Completion of the Corrective Action: DESE Approved Admission Policy, and electronic and hard copy of WTHS Program of Studies in primary languages of parents.	
Description of Internal Monitoring Procedures: Availability of approved admission's policy and program of studies used in student scheduling and course selection translated into the primary languages of parents in the community.	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 5	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): By February 26, 2010 the district will submit the evidence required for CR 7 and CVTE 4 regarding translation of recruitment material and development of a Program of Studies. By May 25, 2010 the district will submit the evidence required under CVTE 4 and a report on translation services offered at open house in the current school year including the number of requests received, number of requests fulfilled and a list of languages for which translators were available at open house.	
Progress Report Due Date(s): February 26 and May 25, 2010	

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised policy. Training sessions can be documented by copies of the agendas, the training materials and the participant attendance sheets. In some cases evidence of completion should include evidence of a change in practices as a result of the corrective action. In the example of staff training on the disciplinary procedures under IDEA 2004 for suspensions of students with disabilities beyond 10 days, the evidence of completion could include copies of the results of manifestation determinations conducted consistent with the standard. (Documentation of this evidence of completion will be required by the Department.)

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic method of oversight by key personnel by which the district can collect data to inform its leadership of progress being made toward meeting the requirements of the standard and by which the district can ensure that it has attained and is maintaining compliance. By planning and implementing these procedures, the district assumes oversight of its systemic practices and responsibility for managing them. In the example of disciplinary procedures, the district might describe its plans for an internal monitoring system whereby the Team chairperson for each school periodically reviews the ... [20]

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

**COORDINATED PROGRAM REVIEW
CORRECTIVE ACTION PLAN
(To be completed by school district/charter school)**

Criterion & Topic: CVTE 6 Individuals are appropriately admitted to the /district/school (if applicable) and/or to career/vocational technical education programs within the district/school.	Rating: Partially Implemented
<p>Department CPR Finding: <i>Interviews and documentation review indicated that Worcester Technical High School is using an admissions policy and application that were not approved by the Department. Exploratory assessment forms used to determine which students are admitted to the program of their choice sometimes included teacher comments that were subjective and instructions for the final program selection process advised students to speak with the teacher in their first choice program to find out if they would be admitted to the shop before they filled out their program selection form. Some interviews indicated that teachers can refuse to admit particular students to their program. There is no rubric for scoring the exploratory assessment nor has there been any training or guidance provided to technical teachers. Most recruitment materials including the admissions policy for Worcester Technical High School are not translated into the primary languages of parents in the community. The student handbook supplement for Worcester Technical High School requires students and parents to sign a contract agreeing to voluntary removal from the school if the student violates any provision of the contract.</i></p> <p><i>Although the admissions policy for the Doherty High School engineering program was reviewed by the Department, there is no indication that final approval of the policy was granted and the process currently used to determine admission to the engineering program was unclear.</i></p>	
<p>Narrative Description of Corrective Action: Meeting scheduled with DESE admission's specialist for November 24, 2009 for guidance on developing an application policy for Worcester Technical High School, Doherty and North High Schools. Students can not be denied by teachers. Acceptance is based on exploration grades, space availability and student choice. Exploratory Rubric has been in use this year for scoring the exploratory assessment. The statement requiring students and parents to sign a contract agreeing to voluntary removal from the school if the student violates any provision of the contract has been removed from the student handbook supplement for Worcester Technical High School. Recruitment materials and the admissions policy for Worcester Technical High School will be translated into the primary languages of parents in the community.</p>	
<p>Title/Role of Person(s) Responsible for Implementation: WPS Administration to include Directors of Special Needs and English Language Learners along with WTHS Administration, Department Heads, Guidance</p>	<p>Expected Date of Completion for Each Corrective Action Activity: May 2010</p>
<p>Evidence of Completion of the Corrective Action: DESE Approved Admission Policy, and electronic and hard copy of WTHS Program of Studies and corrected supplemental WTHS handbook in primary languages of parents</p>	

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitoring Procedures—see below—to ensure that the new policy and procedures are [21])

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best practice for corrective action for some standards will require collaboration of personnel across more than one program. For example, putting appropriate procedures in place for determining what kind of assessments should be administered [22]

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In the case of special education, correction of noncompliance as soon as possible but in no case later than one year from identification is required by the federal government in connection with Indicator 15 of the *Massachusetts Part B State Performance Plan for FFY 2005-2010* submitted, as required, in Decem [23])

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised policy. Training sessions can be documented by copies of the agendas, the training materials and the participant attendance sheets. In some cases evidence of completion should include evidence of a change in practices as a result of [24]

Description of Internal Monitoring Procedures: Availability of approved admission's policy, program of studies and other information used in student scheduling and course selection translated into the primary languages of parents in the community. <i>Middle School guidance counselors provided training in the process for application and admission yearly in January.</i>	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 6	Status of Corrective Action: <input type="checkbox"/> Approved <input checked="" type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval: The corrective action plan does not address all elements of the finding.	
Department Order of Corrective Action: The district will develop a plan to provide training and guidance to teachers at Worcester Technical High School on scoring the assessment rubric and will edit the instructions for the shop selection form that advises students to speak with the teacher of their chosen program to find out if they would be admitted to the shop before they complete the selection form.	
Required Elements of Progress Report(s): By February 26, 2010 the district will submit: <ul style="list-style-type: none"> • a report on the status of the district's collaboration with ESE to develop an updated admissions policy; • documentation of the district's training and guidance to teachers at Worcester Technical High School on scoring the assessment rubric; • updated instructions for the student shop selection form; • exploratory rubric; and • updated student handbook supplement for Worcester Technical High School. By May 25, 2010 , the district will submit documentation that ESE has approved the district's updated admissions policy and application. Documentation regarding translation of documents must be submitted as part of the progress report for CVTE 4.	
Progress Report Due Date(s): February 26 and May 25, 2010	

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic method of oversight by key personnel by which the district can collect data to inform its leadership of progress being made toward meeting the requirements of the standard and by which the district can ensure that it has attained and is maintaining compliance. By planning and implementing these procedures, the district assumes oversight of its systemic practices and responsibility for managing them. In the example of disciplinary procedures, the district might describe its plans for an internal monitoring system whereby the Team chairperson for each school periodically reviews the disciplinary logs maintained by the school, cross-references them with the student's records to ensure that there is evidence of appropriate actions taken consistent with the IDEA 2004 requirements, and provides feedback to special education staff, regular education administrators, and the special education administrator. By use of this review and feedback the district will be able to direct training or other resources to those specific schools or personnel needing further assistance.

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: CVTE 7 The programs in which students are enrolled meet the Perkins IV definition of career and technical education.	Rating: Partially Implemented
Department CPR Finding: Interviews and documentation review indicated that some students at Doherty and North High Schools have been reported in March 2009 Student Information Management System (SIMS) as enrolled in programs that may not meet the Perkins IV definition of career and technical education.	
Narrative Description of Corrective Action: Review 2009/2010 SIMS Data with WPS MIS staff prior to the final submission of the October 1 st reporting data to insure that all students reported are in programs that meet the Perkins IV definition	
Title/Role of Person(s) Responsible for Implementation: WPS MIS staff and District Director of CVTE	Expected Date of Completion for Each Corrective Action Activity: October 28, 2009
Evidence of Completion of the Corrective Action: Updated accurate reports eliminating students who do not meet the definition in Perkins IV	
Meetings with MIS staff prior to the October 28, 2009 submission to DESE and annually in October.	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 7	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): No progress report is required. The Office for CVTE will review SIMS data at least annually and contact the district if clarification is needed.	
Progress Report Due Date(s):	

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitoring Procedures—see below—to ensure that the new policy and procedures are being implemented systemwide and the ... [25])

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best ... [26]

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In the case of special education, correction of noncompliance as soon as possible ... [27])

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised poli ... [28]

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: CVTE 8 The district accurately reports students enrolled in career/vocational technical education programs in the Department of Elementary and Secondary Education's Student Information Management System (SIMS).	Rating: Partially Implemented
Department CPR Finding: <i>Interviews and documentation review indicated that some students at Doherty and North High Schools have been reported in March 2009 Student Information Management System (SIMS) as enrolled in programs that may not meet the Perkins IV definition of career and technical education.</i>	
Narrative Description of Corrective Action: Review 2009/2010 SIMS Data with WPS MIS staff prior to the final submission of the October 1 st reporting data to insure that all students reported are in programs that meet the Perkins IV definition.	
Title/Role of Person(s) Responsible for Implementation: WPS MIS staff and District Director of CVTE	Expected Date of Completion for Each Corrective Action Activity: October 28, 2009
Evidence of Completion of the Corrective Action: Updated accurate reports eliminating students who do not meet the definition in Perkins IV.	
Description of Internal Monitoring Procedures: Meetings with MIS staff prior to the October 28, 2009 submission to DESE and annually in October.	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 8	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): No progress report required. See CVTE 7.	
Progress Report Due Date(s):	

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be ... [29])

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction (... [30])

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In ... [31])

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the (... [32])

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling (... [33])

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN

(To be completed by school district/charter school)

Criterion & Topic: CVTE 9 Representatives of local business/industry, organized labor, registered apprenticeship programs, postsecondary institutions (including registered apprenticeship programs), special populations, parents/guardians, students, teachers, and other appropriate individuals are involved in the development, implementation, and review of career/vocational technical programs.	Rating: Partially Implemented
Department CPR Finding: <i>Documentation review and interviews indicated that some Worcester Technical High School program advisory committees do not include postsecondary representatives. While there is a representative of organized labor on the general advisory committee, some program advisory committees for occupations with organized labor do not have the appropriate labor representation. Some program advisory committee membership lists do not identify the organizations represented by the members. Many committees do not include minority or disabled representatives and documentation did not include a plan for recruitment of these membership categories. Although the committees reviewed enrollment data and academic results for the school, there was no indication that the committees reviewed one-year follow-up data on a regular basis.</i>	
Narrative Description of Corrective Action: WTHS developed procedure and met with technical departments, chairs of each advisory board, chairmen of General Advisory Boards, organized labor groups and area colleges to increase membership of minority, disabled and post-secondary members of each advisory board. Mailed requests to over two hundred present technical advisory members to recommend minority, disabled and post-secondary individuals for advisory participation. At Fall and Spring General Advisory meeting membership asked for recommendations of minority, disabled and post-secondary individuals to ask to be involved. This procedure will be on-going yearly.	
Title/Role of Person(s) Responsible for Implementation: Technical Director, Technical Department heads and Chair of General Advisory Board	Expected Date of Completion for Each Corrective Action Activity: Fall 2009 and Spring 2010
Evidence of Completion of the Corrective Action: Review of program advisory board membership twice a year to chart increase in minority, disabled and post-secondary membership	
Description of Internal Monitoring Procedures: Meet with Chair of General Advisory Board and technical department heads to review each program's membership twice a year to assess membership makeup.	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 9	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	

Comment: Page: 3

Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitoring ... [34])

Comment: Page: 3

Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best ... [35]

Comment: Page: 3

Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In the case of special education, correction of noncompliance as soon as possible ... [36])

Comment: Page: 3

Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised policy ... [37]

Comment: Page: 3

Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic method ... [38]

Comment: Page: 4

Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Required Elements of Progress Report(s): By **February 26, 2010** the district will submit an update on the success of recruitment efforts including a list of new members added to committees.
By **May 25, 2010** the district will submit:

- updated program advisory committee membership lists for all state approved vocational technical programs on ESE forms that identify the organization represented by each member and the type of membership; and
- spring advisory committee meeting minutes for each committee including attendance lists.

Progress Report Due Date(s): February 26 and May 25, 2010

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

**COORDINATED PROGRAM REVIEW
CORRECTIVE ACTION PLAN
(To be completed by school district/charter school)**

Criterion & Topic: CVTE 10 A Career Plan for each student enrolled in a career/vocational technical education programs is developed with the involvement of parents/guardians.	Rating: Partially Implemented
<p>Department CPR Finding: <i>Although student records reviewed for Worcester Technical High School contained Career Plans, the plans did not include planned academic courses and not all plans had been reviewed and signed by parents. There was no indication that career assessment results had been used to develop the Career plans.</i></p> <p><i>North and Doherty High School documentation included a Career Plan format developed through the Secondary/Postsecondary Linkage initiative, but none of the North High School student records and only some of the Doherty High School student records included completed Career Plans.</i></p>	
<p>Narrative Description of Corrective Action: Transcripts, MCAS scores, MAP results and SAT scores are reviewed with students to plan academic courses, sequences, and level (College, Honors, and A/P). Career Plans include 9th grade career assessment, planned academics and technical goals. Career Plans also include, by grade, college readiness recommended activities to include school and community involvement, Accuplacer planning. Ninth grade students meet with Guidance, parents and administration to review career plans, exploratory results and procedure for electing technical major at conclusion of first semester.</p> <p>Review this policy with both Doherty and North CVTE staff. Insure that Doherty and North programs are in compliance providing student with 6 hours of instructional time to complete student plans. These plans will be sent home to parents for review, comment and signature. Provide the professional development at North and Doherty in January, 2010 to begin the process in March of 2010. Insure that student records at both North and Doherty include completed career plans by May of 2010.</p>	
<p>Title/Role of Person(s) Responsible for Implementation: WTHS Technical Director, Academy Assistant Principals and Guidance.</p> <p>CVTE staff, guidance, District Director of CVTE</p>	<p>Expected Date of Completion for Each Corrective Action Activity: Preliminary January 2010, on-going based on student/parent requests for review.</p> <p>Professional Development in January, 2010. Process completed and plans in student folders May, 2010</p>
<p>Evidence of Completion of the Corrective Action: Student file review of career assessment and exploratory assessment, student technical choice and on-going student career plan and academic results included.</p> <p>Career plans in student folders</p>	

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitoring Procedures—see below—to ensure that the new policy and procedures are ... [39])

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best practice for corrective action for some standards will require collaboration of personnel across more than one program. For example, putting appropriate procedures in place for determining what kind of assessments should be administered ... [40]

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In the case of special education, correction of noncompliance as soon as possible but in no case later than one year from identification is required by the federal government in connection with Indicator 15 of the *Massachusetts Part B State Performance Plan for FFY 2005-2010* submitted, as required, in Decem ... [41])

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised policy. Training sessions can be documented by copies of the agendas, the training materials and the participant attendance sheets. In some cases evidence of completion should include evidence of a change in practices as a result of ... [42]

Description of Internal Monitoring Procedures: Random quarterly review of student file including career plan by Academy Assistant Principals to confirm process.	
Random review of student folders by District Director of CVTE on monthly basis from March through May of 2010.	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 10	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): By February 26, 2010 the district will submit an update on the professional development for teachers at North and Doherty including the agenda and attendance list. The documentation required for the progress report on CVTE 1 in February and May will also be used by ESE to document progress on CVTE 10.	
Progress Report Due Date(s): February 26, 2010	

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic method of oversight by key personnel by which the district can collect data to inform its leadership of progress being made toward meeting the requirements of the standard and by which the district can ensure that it has attained and is maintaining compliance. By planning and implementing these procedures, the district assumes oversight of its systemic practices and responsibility for managing them. In the example of disciplinary procedures, the district might describe its plans for an internal monitoring system whereby the Team chairperson for each school periodically reviews the disciplinary logs maintained by the school, cross-references them with the student's records to ensure that there is evidence of appropriate actions taken consistent with the IDEA 2004 requirements, and provides feedback to special education staff, regular education administrators, and the special education administrator. By use of this review and feedback the district will be able to direct training or other resources to those specific schools or personnel needing further assistance.

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN

(To be completed by school district/charter school)

Criterion & Topic: CVTE 12 Programs are structured so that students acquire technical knowledge and skills.	Rating: Partially Implemented
<p>Department CPR Finding: <i>Documentation review and interviews indicated that the Environmental Science & Technology and Horticulture programs at Worcester Technical High School are not fully aligned with the Vocational Technical Education Frameworks. Health Assisting students may choose in the 11th grade to specialize in “veterinary assisting” including cooperative education working with animals, but it is unclear which Vocational Technical Education Framework is guiding the instruction and assessment in the program. The team found evidence that career/vocational technical education programs at North High School are structured so that students acquire technical knowledge and skills, but most programs lack a competency-based assessment process to measure student attainment of the knowledge and skills.</i></p> <p><i>The engineering technology program at Doherty High School is not fully aligned with the Vocational Technical Education Framework and the other career/vocational technical education programs at the school are not competency-based.</i></p>	
<p>Narrative Description of Corrective Action: The Horticulture programs will be phased out with present junior class graduating in 2011. The frameworks and course schedules for Environmental Science & Technology program are being reviewed to improve technical framework alignment. 11th grade Health Assisting students can not participate in veterinary assisting or participate in cooperative education working with animals.</p> <p>Provide the professional development supported through the Perkins grant to have all CVTE staff in Doherty’s Chapter 74 Engineering Major use the student evaluation and engineering competency checklist provided through the DESE secure portal. This will address the alignment of Doherty’s ETA curriculum to the engineering framework using competency-based the electronic evaluation system. At North, CVTE staff will develop a competency-based assessment from the Allied Health Framework and use the checklist evaluation in March of 2010. Professional development will be conducted in January, 2010. Evaluations in place prior to the end of the third quarter marking period, April 9, 2010.</p>	
<p>Title/Role of Person(s) Responsible for Implementation: Technical Director and Health Assisting Department</p> <p>CVTE teachers, District Director of CVTE</p>	<p>Expected Date of Completion for Each Corrective Action Activity: September 2009 for Allied Health, October 2009 for Horticulture, May 2010 for Environmental Technology</p> <p>January, 2010 for professional development at Doherty and North, March for first completed evaluation</p>

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitoring Procedures—see below—to ensure that the new policy and procedures are being implemented systemwide and that they continue to be implemented.)

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best practice for corrective action for some standards will require collaboration of personnel across more than one program. For example, putting appropriate procedures in place for determining what kind of assessments should be administered and in what language when a limited English proficient student is referred for a special education evaluation might involve the special education administrator, the director of English language education, and perhaps the director of data systems.

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In the case of special education, correction of noncompliance as soon as possible but in no case later than one year from identification is required by the federal government in connection with Indicator 15 of the *Massachusetts Part B State Performance Plan for FFY 2005-2010* submitted, as required, in December 2005 to the Office of Special Education Programs of the U.S. Department of Education and revised and reported on thereafter.) Each corrective action activity should have a proposed date for completion for that specific activity well before the one-year anniversary of the CPR Final Report.

Evidence of Completion of the Corrective Action: All 11 th grade Health Assisting students majoring in Health Assisting frameworks only. Environmental Science and Technology course alignment.	
Doherty to input evaluation data into secure portal for May of 2010; Hard copies of evaluations in use for March, 2010 for North. Professional development agendas and sign-in sheets.	
Description of Internal Monitoring Procedures: Guidance and Technical Department Heads review process yearly.	
Bi-monthly meetings with CVTE staff by District Director of CVTE. Monthly in-school meetings by CVTE department heads.	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 12	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): By February 26, 2010 the district will submit: <ul style="list-style-type: none"> evidence that ESE has approved a closure plan for the Horticulture program; an updated competency checklist for Environmental Science & Technology; and an update on professional development for teachers at Doherty and North High including agendas and attendance lists. By May 25, 2010 the district will submit updated competency checklists for North High and Doherty.	
Progress Report Due Date(s): February 26 and May 25, 2010	

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised policy. Training sessions can be documented by copies of the agendas, the training materials and the participant attendance sheets. In some cases evidence of completion should include evidence of a change in practices as a result of the corrective action. In the example of staff training on the disciplinary procedures under IDEA 2004 for suspensions of students with disabilities beyond 10 days, the evidence of completion could include copies of the results of manifestation determinations conducted consistent with the standard. (Documentation of this evidence of completion will be required by the Department.)

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic method of oversight by key personnel by which the district can collect data to inform its leadership of progress being made toward meeting the requirements of the standard and by which the district can ensure that it has attained and is maintaining compliance. By planning and implementing these procedures, the district assumes oversight of its systemic practices and responsibility for managing them. In the example of disciplinary procedures, the district might describe its plans for an internal monitoring system whereby the Team chairperson for each school periodically reviews the ... [44]

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: CVTE 13 Programs are structured so that students acquire academic (including embedded academic) knowledge and skills.	Rating: Partially Implemented
Department CPR Finding: <i>Documentation review, observations, and interviews indicated that integration of academic and technical education is included in many programs at the three high schools, especially in the Doherty engineering technology program where the teachers have common planning time. However, some programs at Worcester Technical High School have not included the embedded academic strand of the Vocational Technical Education Frameworks in their curriculum and there are few opportunities for academic and technical teachers at the three high schools to meet and plan integrated activities.</i>	
Narrative Description of Corrective Action: WTHS Technical Department Head meetings, professional development time for training and staff development time to review and include academic strands in lessons beginning in the summer of 2009. Teams made up of all academic department heads, special education, and two technical Department heads from each of the four academies meet and develop common academic strands to be used by all technical programs in their lessons.	
Title/Role of Person(s) Responsible for Implementation: WTHS Technical Director, Academic and Technical Department Heads	Expected Date of Completion for Each Corrective Action Activity: February 2010 for staff development, May 2010 for integration model to be implemented.
Evidence of Completion of the Corrective Action: This is an ongoing plan to improve integration yearly and include embedded academic strands into lesson plans. Agenda and participate sign in sheets kept on file.	
Description of Internal Monitoring Procedures: Integration team to present to staff at professional development days, Academy Assistant Principal to review technical teachers' lesson plans for embedded academic strands twice a year.	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 13	Status of Corrective Action: <input type="checkbox"/> Approved <input checked="" type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval: The district did not address the inclusion of the embedded academic strand specific to each Vocational Technical Education Framework at Worcester Technical High School.	
Department Order of Corrective Action: The district will develop a plan to assure that each technical program includes the skills and knowledge delineated in the Vocational Technical Education Framework for the program.	
Required Elements of Progress Report(s): By February 26, 2010 the district will submit: <ul style="list-style-type: none"> an update on the meetings, professional development and staff training use to review the academic strands and develop lesson plans for inclusion in each technical program at WTHS; a plan to assure that each technical program at WTHS includes the skills and knowledge 	

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be ... [45])

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction ... [46]

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In ... [47])

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the ... [48]

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampli ... [49]

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

<p>delineated in the Vocational Technical Education Framework for the program.</p> <p>By May 25, 2010 the district will submit:</p> <ul style="list-style-type: none"> • a report on the outcomes of the meetings and professional development on embedded academics and integration of academic and career technical education; and • a report on the opportunities for teachers at the three high schools to meet and plan integrated activities. • Note: The updated competency checklists submitted for CVTE 3 will also be used to review the progress of CVTE 13.
<p>Progress Report Due Date(s): February 26 and May 25, 2010</p>

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
<p>Criterion & Topic: CVTE 15 Programs are structured so that students acquire management & entrepreneurship knowledge and skills.</p>	<p>Rating: Partially Implemented</p>
<p>Department CPR Finding: <i>Documentation review and interviews indicated that some career/vocational technical education programs at the three high schools do not include management and entrepreneurship knowledge and skills.</i></p>	
<p>Narrative Description of Corrective Action: WTHS has a computer application that students use for management and entrepreneurship knowledge and skills. Students using technical programs complete work on these skills from 9th grade through 12th grade. The computer program maintains a record of accomplishments and technical departments print out student progress each semester and update their competency assessments.</p>	
<p>Insure that all programs include management and entrepreneurship knowledge and skills in the instructional delivery documented by evidence on student competency-based evaluations which measure this competency gain. District Director of CVTE will review requirements with CVTE teachers at monthly meetings.</p>	
<p>Title/Role of Person(s) Responsible for Implementation: WTHS Director, Academy Assistant Principals, Technical Department Heads</p> <p>CVTE Instructors, CVTE department heads, District Director of CVTE.</p>	<p>Expected Date of Completion for Each Corrective Action Activity: These are yearly semester based corrective action activity.</p> <p>May 2010</p>
<p>Evidence of Completion of the Corrective Action: Review of student competencies by WTHS Technical Director, Academy Assistant Principals and Technical Department Heads with print out of competencies for portfolio for Cooperative Education, college applications, and employment.</p> <p>Documentation on the student competency-based evaluation Agendas and sign-in sheets from department meetings</p>	

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitoring Procedures—see below—to ensure that the new policy and procedures are [50]

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best practice for corrective action for some standards will require collaboration of personnel across more than one program. For example, putting appropriate procedures in place for determining what kind of assessments should be administered [51]

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In the case of special education, correction of noncompliance as soon as possible but in no case later than one year from identification is required by the federal government in connection with Indicator 15 of the *Massachusetts Part B State Performance Plan for FFY 2005-2010* submitted, as required, in Decem [52]

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised policy. Training sessions can be documented by copies of the agendas, the training materials and the participant attendance sheets. In some cases evidence of completion should include evidence of a change in practices as a result of [53]

Description of Internal Monitoring Procedures: Review of student competencies by WTHS Technical Director, Academy Assistant Principals and Technical Department Heads each semester.	
Random review of student evaluation instruments by CVTE Department Heads and District Director of CVTE	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 15	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): By February 26, 2010 the district will submit an update on the percent of students that have completed work on management and entrepreneurship skills at each of the three high schools and a summary of the information shared at monthly teacher meetings at Worcester Technical High School. By May 25, 2010 the district will submit a report on its accomplishments during the 2009-10 school year to assure that students at all three high schools attain management and entrepreneurship knowledge and skills. Note: The updated competency checklists submitted for CVTE 3 will also be used to review the progress of CVTE 15.	
Progress Report Due Date(s): February 26 and May 25, 2010	

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic method of oversight by key personnel by which the district can collect data to inform its leadership of progress being made toward meeting the requirements of the standard and by which the district can ensure that it has attained and is maintaining compliance. By planning and implementing these procedures, the district assumes oversight of its systemic practices and responsibility for managing them. In the example of disciplinary procedures, the district might describe its plans for an internal monitoring system whereby the Team chairperson for each school periodically reviews the disciplinary logs maintained by the school, cross-references them with the student's records to ensure that there is evidence of appropriate actions taken consistent with the IDEA 2004 requirements, and provides feedback to special education staff, regular education administrators, and the special education administrator. By use of this review and feedback the district will be able to direct training or other resources to those specific schools or personnel needing further assistance.

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

**COORDINATED PROGRAM REVIEW
CORRECTIVE ACTION PLAN
(To be completed by school district/charter school)**

Criterion & Topic: CVTE 16 Programs are structured so that students acquire technological (computer, etc.) knowledge and skills.	Rating: Partially Implemented
Department CPR Finding: <i>Documentation review, interviews and observations indicated that some career/vocational technical education programs at Worcester Technical High School do not include technological knowledge and skills and that a lack of technical support for the equipment at North High School limits the acquisition of technological knowledge and skills for the career/vocational technical education students at the school.</i>	
Narrative Description of Corrective Action: Every student receives technology knowledge and skills starting in Jump Start when they are assigned an e-mail account, computer log-in and training to use WTHS Portal. Computer technology is built into all technical programs. Every technical program uses and has access to computers in the classrooms, the computer labs, and the media center. WTHS has a computer application that students use for technological knowledge and skills. Students using technical programs complete work on these skills from 9 th grade through 12 th grade. The computer program maintains a record of accomplishments and technical departments print out student progress each semester and update their competency assessments. Meet with North High staff to evaluate capacity to deliver technological skills through computer programs to all students within the technology limitations of the school. Develop and implement an action plan that addresses the lack of technical support providing students with equal access. Review plans for technology support in new school currently under construction.	
Title/Role of Person(s) Responsible for Implementation: WTHS Director, Academy Assistant Principals, Technical Department Heads CVTE teachers, Principal, District Director of CVTE, District Technology Director	Expected Date of Completion for Each Corrective Action Activity: These are yearly and semester based corrective action activities December 2009
Evidence of Completion of the Corrective Action: Review of student competencies by WTHS Technical Director, Academy Assistant Principals and Technical Department Heads with print out of competencies for portfolio for Cooperative Education, college applications, and employment. Meet with identified staff; develop schedule and plan to provide students with acceptable levels of technology education.	
Description of Internal Monitoring Procedures: Review of student competencies by WTHS Technical Director, Academy Assistant Principals and Technical Department Heads each semester. Monthly with principal, Director of CVTE and District Technology Director	

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitoring Procedures—see below—to ensu... [54]

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best practice for corrective action for some standards will require collaboration of pers... [55]

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In the case of special education, correction of noncompliance as soon as possible but in no case later than one year from identification is required by the f... [56]

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised policy. Training sessions can be documented by copies of the agendas, the trainin... [57]

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic method of oversight by key personnel by which the district can collect data to inform... [58]

CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 16	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval: _____	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): By February 26, 2010 the district will submit: <ul style="list-style-type: none"> • a report on efforts at Worcester Technical High School to increase the number of students who use technology skills, including computer applications, in their technical programs; and • a report on efforts to increase technical support for the computer equipment at North High. Note: The updated competency checklists submitted by May 25, 2010 for CVTE 3 will also be used to review the progress of CVTE 16.	
Progress Report Due Date(s): February 26 and May 25, 2010	

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

**COORDINATED PROGRAM REVIEW
CORRECTIVE ACTION PLAN**

(To be completed by school district/charter school)

Criterion & Topic: CVTE 17 Linkages between secondary and postsecondary education including registered apprenticeship programs exist and are accessed by students.	Rating: Partially Implemented
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Department CPR Finding: *Documentation review and interviews indicated that Worcester Technical High School and Doherty High School do not have a process for annual review and update of articulation agreements with colleges and registered apprenticeship programs. It did not appear that the designated linkage contact person at Doherty has the time to seek out, establish, and maintain agreements. While a few students at the three schools were aware of dual enrollment opportunities, none were aware of articulated credit.*

Bulletin boards, displays, and flyers in all three high schools promoting postsecondary education, financial assistance options, awards, and competitive scholarships available for students' access and application did not include information in languages other than English.

Narrative Description of Corrective Action: We will provide college, articulation, dual credit, and scholarship information in the primary languages of parents and disseminated electronically and in hard copy. The district made significant changes in the translations offered to all of our parents. We assigned a qualified staff person to coordinate all translations in the district. The reorganization has given us the opportunity to review all of our procedures. We have developed new standards for all translators servicing the district, in particular with regard to their qualification to produce high-quality translations. We also developed a list of all translators being utilized by different departments (SPED, ELL and other departments). This list provides us with a pool of qualified translators accessed through a centralized location. On all bulletin boards, flyers and displays we will include the following statement in the four major languages: *Please call the main office at the school if you would like this document translated into a language other than English.*

At the monthly secondary/post secondary linkage meetings managed by Quinsigamond Community College we will set a schedule to review and update articulation agreements at Tech, Doherty and North. The first monthly meeting to be held on November 18, 2009. Secondly, to meet with the Doherty contact person to implement a plan and provide support from QCC to seek out, establish and maintain agreements, for that fact for all schools referenced. This will be established as a continued agenda item at subsequent Secondary/Postsecondary Linkages meetings and documented on agendas. We will provide opportunities for students to review present articulated credit and the processes to access them.

Training will be provided to Principals to ensure that essential documents are translated into Albanian, Portuguese, Spanish, Vietnamese and other languages as needed.

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitoring Procedures—see below—to ensure that the new policy and procedures are being implemented systemwide and that they continue to be implemented.)

<p>Title/Role of Person(s) Responsible for Implementation: WPS Administration to include Directors of Special Needs and English Language Learners along with WTHS Administration, Department Heads, Guidance</p> <p>School-based Secondary Linkages staff, QCC staff liaison, District Director of CVTE beginning on November 18, 2009 and monthly thereafter.</p> <p>Human Resources Manager to over see translation training at IDEA meetings- November 13, 20 and 24, 2009.</p>	<p>Expected Date of Completion for Each Corrective Action Activity: May 2010</p>
<p>Evidence of Completion of the Corrective Action: College, articulation, dual credit, and scholarship information available in the primary languages of parents and disseminated electronically and in hard copy. Process in place for articulations between QCC and WPS.</p> <p>Updated articulation agreements; agendas from secondary-postsecondary monthly meetings. Training agendas, handouts and protocols for translation.</p>	
<p>Description of Internal Monitoring Procedures: Yearly review of written material to have in the primary languages of parents. Guidance department to update and list each articulation agreement the primary languages of parents</p> <p>Monthly secondary post secondary linkages committee meetings for articulation agreement updates.</p> <p>World language Liaison and Department Head will provide a report on all translations provided as of Spring, 2010.</p>	
<p>CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)</p>	
<p>Criterion: CVTE 17</p>	<p>Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved</p>
<p>Basis for Partial Approval or Disapproval:</p>	
<p>Department Order of Corrective Action:</p>	
<p>Required Elements of Progress Report(s): By February 26, 2010 the district will submit:</p> <ul style="list-style-type: none"> • a description of the process for informing students at all three schools about articulation opportunities; • the plan to assure that the Doherty linkage coordinator has sufficient time to accomplish the goals associated with this position; and • the schedule for updating articulation agreements for the three schools. <p>By May 25, 2010 the district will submit:</p> <ul style="list-style-type: none"> • a list of articulation agreements that have been updated during the 2009-10 school year • a report on improved linkages accomplished as a result of monthly committee meetings during the 2009-10 school year. 	
<p>Progress Report Due Date(s): February 26 and May 25, 2010</p>	

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best practice for corrective action for some standards will require collaboration of personnel across more than one program. For example, putting appropriate procedures in place for determining what kind of assessments should be administered and in what language when a limited English proficient student is referred for a special education evaluation might invol... [59]

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In the case of special education, correction of noncompliance as soon as possib... [60]

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised poli... [61]

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic metho... [62]

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: CVTE 18 Cooperative Education is implemented in accordance with applicable laws, regulations, and policies.	Rating: Partially Implemented
Department CPR Finding: <i>The form used for cooperative education assessment at Worcester Technical High School does not include assessment of technical skills attained during cooperative education.</i>	
Narrative Description of Corrective Action: WTHS uses the Mass Work based Learning Plan foundation plan, Technical frameworks and the VTCTS competency. Occupation specific skills are included for each student in their cooperative education placements.	
Title/Role of Person(s) Responsible for Implementation: WTHS Technical Director, Technical Department Heads, Cooperative Coordinator	Expected Date of Completion for Each Corrective Action Activity: February 2010, final: May 2010
Evidence of Completion of the Corrective Action: Each cooperative placement will have an assessment that includes technical skills. Employers will complete assessments based on technical frameworks. Students VTCTS will be updated each semester using cooperative assessment.	
Description of Internal Monitoring Procedures: Academy Assistant Principals, guidance and Department Heads to review student competency progress each semester	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 18	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): By February 26, 2010 the district will submit the updated cooperative education competency assessment form.	
Progress Report Due Date(s): February 26, 2010	

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be ... [63])

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of ... [64])

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In ... [65])

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the ... [66])

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling ... [67])

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

**COORDINATED PROGRAM REVIEW
CORRECTIVE ACTION PLAN
(To be completed by school district/charter school)**

Criterion & Topic: CVTE 19 Non-cooperative education (unpaid) work-based learning such as internships and job shadowing is implemented in accordance with applicable laws, regulations, and policies.	Rating: Partially Implemented
<p>Department CPR Finding: <i>Documentation review and interviews indicated that there are no written policies and procedures for non-cooperative education work-based learning at North High and Doherty High that include standards for student participation, equal access, site supervision, student grades, attendance, CORIs, safety orientation, skills to be acquired, etc.</i></p> <p><i>Sample forms used for assessment of non-cooperative education work-based learning at North High, Doherty High, and Worcester Technical High do not include assessment of technical skills attained during the non-cooperative education work-based learning.</i></p>	
<p>Narrative Description of Corrective Action: WTHS uses the Mass Work based Learning Plan foundation plan, Technical frameworks and the VTCTS competency. Occupation specific skills are included for each student in their work study.</p> <p>We will develop a manual of policies and procedures for non-cooperative education at North and Doherty using the coop manual from Worcester Technical High School as a model including all delineated standards for student participation, equal access, site supervision, student grades, technical skill assessment, attendance, CORIs, safety orientation, skills to be acquired.</p> <p>We will include assessment of technical skills attained during the non-cooperative education in students' work-based learning plans based on each program competency checklist.</p>	
<p>Title/Role of Person(s) Responsible for Implementation: WTHS Technical Director, Technical Department Heads, Cooperative Coordinator</p> <p>CVTE instructors, District Director of CVTE</p>	<p>Expected Date of Completion for Each Corrective Action Activity: February 2010, final: May 2010</p> <p>March 2010</p>
<p>Evidence of Completion of the Corrective Action: Each non-cooperative placement will have a specific skills based on the frameworks listed, employer to fill out assessment based on technical frameworks. Students VTCTS will be updated each semester using internship assessment</p> <p>Copies of policy and evaluation manual for review and evidence</p>	
<p>Description of Internal Monitoring Procedures: Academy Assistant Principals, guidance and Department Heads to review student competency progress each semester</p> <p>Monthly CVTE after school department meetings beginning in November of 2009, review by District Director of CVTE of completed manual ready for use in March of 2010.</p>	

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitoring Procedures—see below—to ensu... [68]

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best practice for corrective action for some standards will require collaboration of pers... [69]

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In the case of special education, correction of noncompliance as soon as possible but in no case later than one year from identification is required by the f... [70]

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised policy. Training sessions can be documented by copies of the agendas, the trainin... [71]

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic method of oversight by key personnel by which the district can collect data to inform... [72]

CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 19	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval: _____	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): By February 26, 2010 the district will submit: <ul style="list-style-type: none"> • updated internship competency assessment forms used by all three high schools; • draft internship manuals for North and Doherty high schools; and • a timeline for completion of the internship manuals for North and Doherty. By May 25, 2010 the district will submit: <ul style="list-style-type: none"> • Sample completed internship competency assessments from each of the three schools (with student names deleted); and • Completed internship manuals for North and Doherty high schools. 	
Progress Report Due Date(s): February 26 and May 25, 2010	

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN

(To be completed by school district/charter school)

Criterion & Topic: CVTE 23 Services including career guidance are provided to assist each student from an economically disadvantaged family (including foster children) in the successful completion of a career/vocational technical education program, and the transition to employment and/or further education including registered apprenticeship programs.	Rating: Partially Implemented
Department CPR Finding: <i>Based on interviews and documentation, most career/vocational technical education programs require students to purchase specific tools, boots, and/or uniforms. While the district takes active steps to support students and often provides financial assistance, the availability of this assistance is not uniformly publicized to students and is not made available in the predominant languages of the community.</i>	
Narrative Description of Corrective Action: Statement about financial assistants for specific tools, boots and/or uniforms will be added to WTHS addendum handbook translated into the four major languages of parents. The district made significant changes in the translations offered to all of our parents. We assigned a qualified staff person to coordinate all translations in the district. The reorganization has given us the opportunity to review all of our procedures. We have developed new standards for all translators servicing the district, in particular with regard to their qualification to produce high-quality translations. We also developed a list of all translators being utilized by different departments (SPED, ELL and other departments). This list provides us with a pool of qualified translators accessed through a centralized location. To develop and publicize a document providing students with information on the availability of financial assistance by posting this information in the four major languages to include information regarding avenues to securing financial assistance, if needed, for the purchase of tools, boots, and/or uniforms for all CVTE programs. Distribute this information to all students.	
Title/Role of Person(s) Responsible for Implementation: WPS Administration to include Directors of Special Needs and English Language Learners along with WTHS Administration, Department Heads, Guidance Guidance staff, CVTE instructors, District Director of CVTE, District MIS Staff Human Resources Manager to over see translation training at IDEA meetings- November 13, 20 and 24, 2009.	Expected Date of Completion for Each Corrective Action Activity: Posting and distribution of information: February, 2010

Comment: Page: 3

Narrative Description of Corrective Action:

The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitoring Procedures—see below—to ensure that the new policy and procedures are being implemented systemwide and that they continue to be implemented.)

Comment: Page: 3

Title/Role of Person(s) Responsible for Implementation:

The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best practice for corrective action for some standards will require collaboration of personnel across more than one program. For example, putting appropriate procedures in place for determining what kind of assessments should be administered and in what language when a limited English proficient student is referred for a special education evaluation might involve the special education administrator, the director of English language education, and perhaps the director of data systems.

Comment: Page: 3

Expected Date of Completion for Each Corrective Action Activity:

All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In the case of special education, correction of noncompliance as soon as possible but in no case later than one year from identification is required by the federal government in connection with Indicator 15 of the *Massachusetts Part B State Performance Plan for FFY 2005-2010* submitted, as required, in December 2005 to the Office of Special Education Programs of the U.S. Department of Education and revised and reported on thereafter.) Each corrective action activity should have a proposed date for completion for that specific activity well before the one-year anniversary of the CPR Final Report.

... [73]

Evidence of Completion of the Corrective Action: Statement about financial assistance for specific tools, boots and/or uniforms will be added to WTHS addendum handbook in primary languages of parents.	
Copies of bulletins or postings Training agendas, handouts and protocols for translations	
Description of Internal Monitoring Procedures: Availability of approved admission's policy and program of studies used in student scheduling and course selection translated into the primary languages of parents in the community.	
District Director of CVTE will review postings and bulletins placed in high access areas working with MIS staff to identify economically disadvantaged students	
World language Liaison and Department Head will provide a report on all translations provided as of Spring, 2010.	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 23	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): By February 26, 2010 the district will submit a copy of the updated handbook addendum for Worcester Technical High School in English and other available languages.	
Progress Report Due Date(s): February 26, 2010	

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised policy. Training sessions can be documented by copies of the agendas, the training materials and the participant attendance sheets. In some cases evidence of completion should include evidence of a change in practices as a result of the corrective action. In the example of staff training on the disciplinary procedures under IDEA 2004 for suspensions of students with disabilities beyond 10 days, the evidence of completion could include copies of the results of manifestation determinations conducted consistent with the standard. (Documentation of this evidence of completion will be required by the Department.)

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic method of oversight by key personnel by which the district can collect data to inform its leadership of progress being made toward meeting the requirements of the standard and by which the district can ensure that it has attained and is maintaining compliance. By planning and implementing these procedures, the district assumes oversight of its systemic practices and responsibility for managing them. In the example of disciplinary procedures, the district might describe its plans for an internal monitoring system whereby the Team chairperson for each school periodically reviews the ... [74]

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: CVTE 24 Services including career guidance are provided to assist each student with limited English proficiency in the successful completion of a career/vocational technical education program, and the transition to employment and/or further education including registered apprenticeship programs.	Rating: Partially Implemented
Department CPR Finding: <i>Support for students with limited English proficiency at Worcester Technical High School is provided only in English classes and an after-school support class. No services are available in career/vocational technical education classes. The Guidance Quarterly newspaper sent home to parents that includes information about planning for college is available only in English.</i> <i>See CR 7.</i>	
Narrative Description of Corrective Action: We access the district-wide translation process services to translate Guidance Quarterly into the four major languages. An ESL teacher is presently providing support for ELL students in academic and technical programs.	
Title/Role of Person(s) Responsible for Implementation: WTHS Administration Guidance Department Head and WPS ELL & Curriculum Manager.	Expected Date of Completion for Each Corrective Action Activity: June 2010
Evidence of Completion of the Corrective Action: Guidance Quarterly translated into the primary languages of parents in the community and available electronically and hard copy. ELL support services put into career plan.	
Description of Internal Monitoring Procedures: Monthly review with WTHS Administration Guidance Department Head and WPS ELL & Special Needs Departments. Tracking of translated documents in district-wide database.	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 24	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): By February 26, 2010 the district will submit: <ul style="list-style-type: none"> • four sample career plans (with student names deleted) showing language support services provided; and • ESL teacher schedule showing classes assigned, number of students, languages spoken by the students, technical programs in which the students are enrolled, and the specific services to be provided. By May 25, 2010 the district will submit a report summarizing the improvement in services provided to assist limited English proficient students to be successful in their academic and technical classes.	

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be ... [75])

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction ... [76]

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In ... [77])

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the ... [78]

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampli ... [79]

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: CVTE 25 Services including career guidance are provided to assist each student that is preparing for a career that would be nontraditional for their gender in the successful completion of a career/vocational technical education program, and the transition to employment and/or further education including registered apprenticeship programs.	Rating: Partially Implemented
Department CPR Finding: <i>Documentation and interviews indicate that, although the district provides a variety of activities designed to inform female students about careers that would be nontraditional for their gender, the district does not have structured support services in place to assist female and male students preparing for careers that would be nontraditional for their gender.</i>	
Narrative Description of Corrective Action: WTHS to identify non traditional staff and train mentors to be role models and advocates for students choosing non traditional programs. Staff to create structured program that supports students in non traditional programs.	
Develop a structured system of support for non-traditional students by working with each school identifying upper-class student mentors who are successful non-traditional learners to provide support for 9 th , 10 th and 11 th grade non-traditional students.	
Additionally conduct a follow-up survey for graduating 12 th grader non-traditional students requesting feedback on their program and services provided to them. This information will then be used for continuous program improvement.	
Title/Role of Person(s) Responsible for Implementation: WTHS Administration, Guidance	Expected Date of Completion for Each Corrective Action Activity: February 2010 May 2010
Evidence of Completion of the Corrective Action: Document meeting with Guidance and mentor included in the career plan.	
Provide comfortable avenues for students to meet monthly with mentors or advisors	
Description of Internal Monitoring Procedures: Seminar sampling of career plans by Administration and Guidance each semester	
District Director of CVTE to review activities on a quarterly basis	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 25	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitoring ... [80])

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best ... [81]

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In the case of special education, correction of noncompliance as soon as possible ... [82])

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised policy ... [83]

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic method ... [84]

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Department Order of Corrective Action:
Required Elements of Progress Report(s): By February 26, 2010 the district will submit an update on the services developed to assist students preparing for careers that would be nontraditional for their gender. By May 25, 2010 the district will submit a copy of the survey form requesting feedback from graduates and a summary of the results of the survey.
Progress Report Due Date(s): February 26 and May 25, 2010

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitor... [85])

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best... [86]

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In the case of special education, correction of noncompliance as soon as possible... [87])

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised poli... [88]

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic method... [89]

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: CVTE 26 Services including career guidance are provided to assist each student that is a single parent (including a single pregnant student) in the successful completion of a career/vocational technical education program, and the transition to employment and/or further education including registered apprenticeship programs.	Rating: Partially Implemented
Department CPR Finding: See CR 6.	
Narrative Description of Corrective Action:	
<ol style="list-style-type: none"> 1. The District published its policy statement regarding pregnant students in its 2009-2010 Policy Handbook 2. Training will be provided to all principals and guidance counselors to ensure the proper implementation of the Districts pregnancy policy (See CR 6)	
The District will develop an informed consent form, which will be required for pregnant students to withdraw from home school and to enroll into SAMS.	
Training will be provided to all principals and guidance counselors to ensure the proper implementation of the Districts pregnancy policy that allows pregnant and parenting students to remain in the regular school setting.	
Title/Role of Person(s) Responsible for Implementation: Chief Academic Officer District Director of CVTE, Human Resource Manager	Expected Date of Completion for Each Corrective Action Activity: Training at Principals at IDEA meetings November 13, 20 and 24, 2009 Training at city wide guidance department meetings-on or before February 28, 2010.
Evidence of Completion of the Corrective Action: Training agendas and attendance sign in sheets Handouts provided at training Pregnancy policy	
Description of Internal Monitoring Procedures: Quarterly report of enrollment in SAMS by sending school	

CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 26	Status of Corrective Action: <input type="checkbox"/> Approved <input checked="" type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval: See CR 6	
Department Order of Corrective Action: See CR 6	
Required Elements of Progress Report(s): See CR 6	
Progress Report Due Date(s):	

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: CVTE 27 All staff in career/vocational technical education programs are appropriately licensed.	Rating: Partially Implemented
Department CPR Finding: <i>Review of documentation indicates that several technical teachers at Worcester Vocational High School do not hold current appropriate technical teacher licenses and the district has not been granted waivers by the Department of Elementary and Secondary Education. The teacher license for one technical teacher at Doherty High School has expired and a renewal has not been issued.</i>	
Narrative Description of Corrective Action: All Chapter 74 teachers are properly licensed withstanding those who have valid waivers. The Human Resource Manager endeavors to hire only licensed Chapter 74 teachers and will monitor progress of anyone who requires a waiver.	
Title/Role of Person(s) Responsible for Implementation: WPS Chief Academic Officer and Human Resources Manager	Expected Date of Completion for Each Corrective Action Activity: September 2009
Evidence of Completion of the Corrective Action: All Chapter 74 teachers are certified, qualified, preliminary certified, or approved by Department of Elementary and Secondary Education for waivers as of September 2009	
Description of Internal Monitoring Procedures: WPS Human Resources annual submission of evidence of sustainable progress to secure subsequent waivers as needed and/or evidence of licensure.	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 27	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): No further documentation required.	
Progress Report Due Date(s):	

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a p[... [90]

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or [... [91]

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from [... [92]

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workg[... [93]

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been correct[... [94]

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rat[... [95]

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monito[... [96]

**COORDINATED PROGRAM REVIEW
CORRECTIVE ACTION PLAN
(To be completed by school district/charter school)**

<p>Criterion & Topic: CVTE 29 Career/vocational technical education instructional facilities on-campus, and off -campus (cooperative education, internship, and unpaid off-campus construction & maintenance sites) meet current occupational standards.</p>	<p>Rating: Partially Implemented</p>
<p>Department CPR Finding: <i>A safety expert from the Massachusetts Department of Labor - Division of Occupational Safety (DOS) inspected the career/vocational technical program facilities and shop equipment. This inspection was part of the Coordinated Program Review conducted by the Department of Elementary and Secondary Education. The Career/Vocational Technical Education unit sent the safety report on the inspections to Interim Superintendent Laughlin on June 19, 2009. There are 81 safety hazards identified in the report, with 47 of the 81 safety hazards deemed items of immediate concern and thus need to be addressed immediately. Corrective action on the remaining 34 safety hazards should also begin.</i></p> <p><i>In addition, staff from the Department noted that there are no formal safety and health committees at Worcester Technical High School or Doherty High School that conduct evaluations of accidents. Many student rest rooms at Worcester Technical High School had empty soap dispensers, including the rest room used by the students in the Culinary Arts program.</i></p>	
<p>Narrative Description of Corrective Action: The 81 safety hazards identified have been addressed. The 47, of immediate concern, have been corrected and the other concerns are being addressed for follow up inspection in January of 2010 by OSHA. The Safety & Health Committee consists of the school nurse, principal, director, facilities manager and assistant principals. All accidents are documented, reviewed, and investigated when necessary. Soap dispensers have had pumps replaced and all are in working order.</p> <p>Addressed and corrected all areas of concern in the OSHA review. Site visit by Mr. Neal Doherty scheduled for January 22, 2010 to review compliance to required actions. Submit monthly updates as required to DESE to date September and October of 2009 submitted.</p> <p>Establish a Health and Safety Committee consisting of the CVTE teachers and assistant principal in charge. Health and safety issues to be reviewed and acted on at monthly CVTE department meetings reviewing and insuring formal protocols for evaluation of accidents are discussed and acted on.</p>	
<p>Title/Role of Person(s) Responsible for Implementation: WTHS Administration and WPS School Nurse responsible for safety committee. WTHS Technical Director, Facilities Manager & Technical Department Heads for OSHA. District Director of CVTE, CVTE teachers, assistant principals</p>	<p>Expected Date of Completion for Each Corrective Action Activity: October 2009 January 2010</p>

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitoring Procedures—see below—to ensure that the new policy and procedures are being implemented systemwide and that they continue to be implemented.)

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best practice for corrective action for some standards will require collaboration of personnel across more than one program. For example, putting appropriate procedures in place for determining what kind of assessments should be administered and in what language when a limited English proficient student is referred for a special education evaluation might involve the special education administrator, the director of English language education, and perhaps the director of data systems.

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In the case of special education, correction of noncompliance as soon as possible but in no case later than one year from identification is required by the federal government in connection with Indicator 15 of the Massachusetts Part B State Performance Plan for FFY 2005-2010 submitted, as required, in December 2005 to the Office of Special Education Programs of the U.S. Department of Education and revised and reported on thereafter.) Each corrective action activity should have a proposed date for completion for that specific activity well before the one-year anniversary of the CPR Final Report.

Evidence of Completion of the Corrective Action: Reports filed with DESE in November and January 2010 OSHA inspection	
Review by Mass DOL, Division of Occupational Safety Submit monthly updates as required to DESE to date September and October of 2010 Minutes from monthly CVTE Department Health and Safety Committee meetings	
Description of Internal Monitoring Procedures: WTHS Technical Director, Facilities Manager & Technical Department Heads review technical programs twice per year for OSHA compliance. Safety & Health Committee review and update incident reports, documentation monthly and make adjustment when needed.	
Weekly review by District Director of CVTE and Coordinator and Maintenance and Custodial Services until site reviews on January 22, 2010	
Copy of Health and Safety Committee meetings forwarded to District Director and Principal	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 29	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): By February 26, 2010 the district will submit: <ul style="list-style-type: none"> • A report on meetings of the safety committees at Worcester Technical and Doherty high schools • A sample accident report form used at WTHS and Doherty; and • A description of the monitoring process to assure that soap dispensers in the rest rooms, especially those near the Culinary Arts technical program, are refilled on a regular basis. By May 25, 2010 the district will submit a summary report used to analyze accidents in technical programs at WTHS and Doherty during the 2009-10 school year and a summary of the actions taken as a result of the analysis. Note: the district will continue to submit monthly reports to David Edmonds at ESE until all safety issues identified by the Division of Occupational Safety (DOS) have been remediated. A DOS representative will conduct a re-inspection of the WTHS facilities on January 22, 2010. An ESE representative may conduct a re-inspection of the Doherty HS facility after all safety issues have been remediated.	
Progress Report Due Date(s): February 26 and May 25, 2010	

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised policy. Training sessions can be documented by copies of the agendas, the training materials and the participant attendance sheets. In some cases evidence of completion should include evidence of a change in practices as a result of the corrective action. In the example of staff training on the disciplinary procedures under IDEA 2004 for suspensions of students with disabilities beyond 10 days, the evidence of completion could include copies of the results of manifestation determinations conducted consistent with the standard. (Documentation of this evidence of completion will be required by the Department.)

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic method of oversight by key personnel by which the district can collect data to inform its leadership of progress being made toward meeting the requirements of the standard and by which the district can ensure that it has attained and is maintaining compliance. By planning and implementing these procedures, the district assumes oversight of its systemic practices and responsibility for managing them. In the example of disciplinary procedures, the district might describe its plans for an internal monitoring system whereby the Team chairperson for each school periodically reviews the ... [98]

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: CVTE 30 Career/vocational technical education instructional equipment on-campus, and off -campus (at cooperative education, internship and unpaid off-campus construction & maintenance sites) meet current occupational standards.	Rating: Partially Implemented
Department CPR Finding: <i>Same as CVTE 29.</i>	
Narrative Description of Corrective Action: Address and correct all areas of concern in the OSHA review. Site visit by Mr. Neal Doherty scheduled for January 22, 2010 to review compliance to required actions. Submit monthly updates as required to DESE to date September and October of 2009 submitted.	
Addressed and corrected all areas of concern in the OSHA review. Site visit by Mr. Neal Doherty scheduled for January 22, 2010 to review compliance to required actions. Submit monthly updates as required to DESE to date September and October of 2009 submitted.	
Establish a Health and Safety Committee consisting of the CVTE teachers and assistant principal in charge. Health and safety issues to be reviewed and acted on at monthly CVTE department meetings reviewing and insuring formal protocols for evaluation of accidents are discussed and acted on.	
Title/Role of Person(s) Responsible for Implementation: District Director of CVTE, CVTE teachers, assistant principals	Expected Date of Completion for Each Corrective Action Activity: January 2010
Evidence of Completion of the Corrective Action: Review by Mass DOL, Division of Occupational Safety Submit monthly updates as required to DESE to date September and October of 2010 Minutes from monthly CVTE Department Health and Safety Committee meetings	
Description of Internal Monitoring Procedures: Weekly review by District Director of CVTE and Coordinator and Maintenance and Custodial Services until site reviews on January 22, 2010 Copy of Health and Safety Committee meetings forwarded to District Director and Principal	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 30	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): See CVTE 29	
Progress Report Due Date(s):	

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be ... [99])

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction ... [100]

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (If ... [101])

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the ... [102]

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling ... [103]

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: CVTE 31 Career/vocational technical education instructional facilities on-campus and off-campus (cooperative education, internship, and unpaid off-campus construction & maintenance sites) meet current occupational safety and health standards.	Rating: Partially Implemented
Department CPR Finding: <i>Same as CVTE 29.</i>	
Narrative Description of Corrective Action: Address and correct all areas of concern in the OSHA review. Site visit by Mr. Neal Doherty scheduled for January 22, 2010 to review compliance to required actions. Submit monthly updates as required to DESE to date September and October of 2009 submitted.	
<p>Addressed and corrected all areas of concern in the OSHA review. Site visit by Mr. Neal Doherty scheduled for January 22, 2010 to review compliance to required actions. Submit monthly updates as required to DESE to date September and October of 2009 submitted.</p> <p>Establish a Health and Safety Committee consisting of the CVTE teachers and assistant principal in charge. Health and safety issues to be reviewed and acted on at monthly CVTE department meetings reviewing and insuring formal protocols for evaluation of accidents are discussed and acted on.</p>	
Title/Role of Person(s) Responsible for Implementation: District Director of CVTE, CVTE teachers, assistant principals	Expected Date of Completion for Each Corrective Action Activity: January 2010
Evidence of Completion of the Corrective Action: Review by Mass DOL, Division of Occupational Safety Submit monthly updates as required to DESE to date September and October of 2010 Minutes from monthly CVTE Department Health and Safety Committee meetings	
Description of Internal Monitoring Procedures: Weekly review by District Director of CVTE and Coordinator and Maintenance and Custodial Services until site reviews on January 22, 2010 Copy of Health and Safety Committee meetings forwarded to District Director and Principal	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 31	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): See CVTE 29	
Progress Report Due Date(s):	

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to h[... [104]

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction[... [105]

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (lf [... [106]

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from th[... [107]

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include samp[... [108]

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: CVTE 32 Career/vocational technical education instructional equipment on-campus, and off -campus (at cooperative education, internship and unpaid off-campus construction & maintenance sites) meet current occupational safety and health standards.	Rating: Partially Implemented
Department CPR Finding: <i>Same as CVTE 29.</i>	
Narrative Description of Corrective Action: Address and correct all areas of concern in the OSHA review. Site visit by Mr. Neal Doherty scheduled for January 22, 2010 to review compliance to required actions. Submit monthly updates as required to DESE to date September and October of 2009 submitted.	
Addressed and corrected all areas of concern in the OSHA review. Site visit by Mr. Neal Doherty scheduled for January 22, 2010 to review compliance to required actions. Submit monthly updates as required to DESE to date September and October of 2009 submitted.	
Establish a Health and Safety Committee consisting of the CVTE teachers and assistant principal in charge. Health and safety issues to be reviewed and acted on at monthly CVTE department meetings reviewing and insuring formal protocols for evaluation of accidents are discussed and acted on.	
Title/Role of Person(s) Responsible for Implementation: District Director of CVTE, CVTE teachers, assistant principals	Expected Date of Completion for Each Corrective Action Activity: January 2010
Evidence of Completion of the Corrective Action: Review by Mass DOL, Division of Occupational Safety Submit monthly updates as required to DESE to date September and October of 2010 Minutes from monthly CVTE Department Health and Safety Committee meetings	
Description of Internal Monitoring Procedures: Weekly review by District Director of CVTE and Coordinator and Maintenance and Custodial Services until site reviews on January 22, 2010 Copy of Health and Safety Committee meetings forwarded to District Director and Principal	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 32	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): See CVTE 29	
Progress Report Due Date(s):	

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to f ... [109]

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction ... [110]

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (If ... [111]

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from th ... [112]

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include samp ... [113]

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

**COORDINATED PROGRAM REVIEW
CORRECTIVE ACTION PLAN
(To be completed by school district/charter school)**

<p>Criterion & Topic: CVTE 33 The district meets the Final Agreed-Upon Performance Level (FAUPL) for each Perkins IV Core Indicator of Performance, and the required Chapter 74 outcomes for each Chapter 74-approved vocational technical education programs.</p>	<p>Rating: Partially Implemented</p>
<p>Department CPR Finding: <i>For the Class of 2007, the district did not meet the required 70% performance level for positive placement under Chapter 74 in the following Chapter 74-approved vocational technical education programs:</i></p> <p><i>Cosmetology (actual = 27%); Drafting (actual = 67%); Graphic Communications (actual = 50%); Heating-Ventilation-Air Conditioning-Refrigeration (actual = 50%); Marketing (actual = 67%); Metal Fabrication & Joining Technologies (actual = 53%); Office Technology (actual = 0%); Sheet Metalworking (actual = 60%).</i></p> <p><i>For Perkins Performance Year One (2007-2008), the district did not meet at least 90% of the performance level for the populations with 16 or more students for the following core indicators:</i></p> <p><u><i>1S1 - Academic Attainment English Language Arts Core Indicator (required = 45.25%):</i></u> <i>Black or African American – actual = 35.48%, Hispanic – actual = 38.24%, Student with disability status - actual = 9.89%, Economically disadvantaged - actual = 39.98%.</i></p> <p><u><i>1S2 - Academic Attainment Mathematics Core Indicator (required = 40.06%):</i></u> <i>Black or African American – actual = 35.48%, Hispanic – actual 34.95%, Student with disability status - actual = 14.89%, Economically disadvantaged - actual = 34.55%.</i></p> <p><u><i>3S1 – Secondary School Completion Indicator (required = 89.48%</i></u> <i>Limited English proficient – actual = 68.75%</i></p> <p><u><i>4S1 – Student Graduation Rates Core Indicator (required = 83.00%):</i></u> <i>Hispanic – actual = 72.24%, Students with disability status - actual = 69.64%, Limited English proficient – actual = 73.75%.</i></p> <p><u><i>5S1 – Placement Core Indicator (required = 96.57%):</i></u> <i>Asian – actual = 86.84%, Hispanic – actual = 85.59%, Students with disability status – actual = 85.96%</i></p>	

Narrative Description of Corrective Action: Programs identified and all other technical programs and advisory boards are each working with 2008 and 2009 graduate numbers to meet requirements through phone, e-mail and correspondence to assist and confirm employment in occupation and or higher education. All technical departments, guidance advisory boards, and cooperative placement coordinator are working with 2010 students and parents to have their graduation plans reviewed in January 2010

For the newest data for Year 2 (2008-2009). The red type indicated those areas where we did Not meet the adjusted 90% goal. The black type indicates where we met or exceeded those goals over the classes of 2007 and 2008. To adhere to the 2009-2010 approved Perkins Plan which addresses each of these agreed upon FAUPLs for Core Indicators. These performance levels show significant increases in areas where we implemented coordination plans and efforts approved by the CVTE Division of the DESE. These plans have been very effective in having us meet or exceed 9 of the 15 cited Perkins Performance Levels for 2008-2009. One strategy includes the timely distribution of customized CVTE performance data reports on all special populations to help school team better coordinate strategies, activities and programs for students. We will use the new local plan activities submitted and approved by DESE to address the remaining indicators that have not met the local goals.

1S1-Black, the adjusted performance level percentage increased to 42.25% meeting the adjusted 90% goal; 1S1-Hispanic was 43.65% meeting the adjusted 90% goal; 1S1-Disabilities was 20.93% an increase of 11.04%; 1S1-Economically disadvantaged was 48.26%, an increase of 8.28% meeting the adjusted 90% goal.

Continue to work closely with the WPS Department of Special Education using the customized reports to coordinate services for these populations who fall in multiple categories

1S2-Black went from 35.48% to 34.29%, a decrease of 1.19%; 1S2-Hispanic went from 34.24% to 38.27%, an increase of 4.03%; 1S2-Disability went from 14.89% to 18.60%, an increase of 3.71%; 1S2-Economically disadvantaged went from 34.55% to 47.52% meeting the adjusted 90% goal. We have indicated that we will begin to meet with represented groups of the Hispanic and African-American communities to help families work together with their children in CVTE programs to meet the goal of passing the Grade 10 Math MCAS. These will include strategies to provide them with additional information, tutoring and accessible after-school programs and counseling that will assist them to meet their goals.

3S1-LEP increased from 68.76% to 87.88%, an increase of 19.12% meeting the adjusted 90% goal.

4S1-Hispanic was 72.24% to 78.23%, an increase of 5.99% meeting the adjusted 90% goal; 4S1-Disabilities went from 69.64% to 71.52, an increase of 1.88%; 4S1-LEP went from 73.75% to 76.62% meeting the adjusted 90% goal.

Continue to work closely with the WPS Departments of Special Education and LEP using the customized reports to coordinate services for these populations who fall in multiple categories.

5S1-Asian went from 86.84% to 91.67%, an increase of 4.83% meeting the adjusted 90% goal;

5S1-Hispanic went from 85.59% to 86.84%, an increase of 1.25%; 5S1-Disabilities went from 85.96% to 90.32%, an increase of 4.36% meeting the adjusted 90% goal.

We have indicated that we will begin to meet with represented groups of the Hispanic community to help families work together with their children in CVTE programs to meet the goal of passing the Grade 10 Math MCAS. These will include strategies to provide them with additional information, tutoring and accessible after-school programs and counseling that will assist them to meet their goals.

Comment: Page: 3

Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitoring Procedures—see below—to ensure that the new policy and procedures are being implemented systemwide and that they continue to be implemented.)

Title/Role of Person(s) Responsible for Implementation: WTHS Technical Director, Technical Department Heads and Guidance SPED, LEP and CVTE Directors, WPS Management Team, Principles, Instructors, Guidance Counselors, JBSG & Talent Search staff		Expected Date of Completion for Each Corrective Action Activity: 2008-2009 Graduates February 2010, 2009 Graduates May 2010
Evidence of Completion of the Corrective Action: Follow up report for 2008 to indicate increase placement percentage in each of technical programs listed. Increased performance in 6 remaining areas		
Description of Internal Monitoring Procedures: WTHS Technical Director, Technical Department Heads and Guidance meet twice per year for on-going progress report for each programs graduate plans Monthly coordination meetings with school teams beginning in December, 2009		
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)		
Criterion: CVTE 33	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved	
Basis for Partial Approval or Disapproval:		
Department Order of Corrective Action:		
Required Elements of Progress Report(s): By February 26, 2010 the district will submit specific improvement plans for each Chapter 74 program with a positive placement rate of less than 70%. Note: Progress in meeting Perkins core indicator performance goals will continue to be monitored through the Perkins Accountability system including Improvement Plans and Annual Reports.		
Progress Report Due Date(s): February 26, 2010		

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best practice for corrective action for some standards will require collaboration of personnel across more than one program. For example, putting appropriate procedures in place for determining what kind of assessments should be administered and in what language when a limited English proficient student is referred for a special education evaluation might involve...

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In the case of special education, correction of noncompliance as soon as possible...)

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised product...

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic method...

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: CVTE 34 The district uses the Perkins Act Core Indicator of Performance outcomes and Chapter 74 outcomes to improve programs and outcomes for students.	Rating: Partially Implemented
Department CPR Finding: <i>Interviews and review of documentation indicate that while the district regularly analyzes student academic outcomes and uses the results of the analysis to improve programs and outcomes for students, a system is not in place to analyze student technical program outcomes such as the one-year follow-up study.</i>	
Narrative Description of Corrective Action: System has been implemented in fall of 2009 for technical departments and advisory board to review one year follow up study and to recommend solutions where needed. Technical programs and advisory boards will analyze each year present students and seniors preparing to graduate and to recommend solutions where needed. One-year follow-up information will be provided to each school's Principal for distribution to CVTE instructors and guidance counselors to be used in staff meetings to provide feedback and direction to improve program placement and performance.	
Title/Role of Person(s) Responsible for Implementation: WTHS Technical Director, Technical Department Heads and program advisory boards District Director of CVTE, Principal, CVTE instructors and guidance counselors	Expected Date of Completion for Each Corrective Action Activity: Yearly each May Immediate use of the 2007 follow-up report and January 1, 2010 using the new 2008 data
Evidence of Completion of the Corrective Action: Positive placement of students in each program All staff will have copies of the follow-up report for review and use in department staff meetings and advisory committee meetings.	
Description of Internal Monitoring Procedures: Technical department heads and their advisory boards will include analysis and recommended solutions in minutes of advisory meetings twice per year Fall & Spring. Review minutes of staff and advisory committee meetings twice yearly	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 34	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitoring ... [118])

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best ... [119]

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In the case of special education, correction of noncompliance as soon as possible ... [120])

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised policy ... [121]

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic method ... [122]

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Required Elements of Progress Report(s): By February 26, 2010 the district will submit an update on meetings to discuss technical program outcomes including meeting agendas and attendance lists and the recommendations made by the committees. By May 25, 2010 the district will submit the results of the technical program improvement plans.
Progress Report Due Date(s): February 26 and May 25, 2010

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

**COORDINATED PROGRAM REVIEW
CORRECTIVE ACTION PLAN
(To be completed by school district/charter school)**

Criterion & Topic: CVTE 35 Student records contain the items listed in the Student Record Review Checklist.	Rating: Partially Implemented
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<p>Department CPR Finding:</p> <ul style="list-style-type: none"> • <i>Some records at Doherty High School were missing documentation of the student's identification as a member of a special population, if applicable (economically disadvantaged).</i> • <i>Most records at the three high schools were missing documentation that career assessment results were used in planning the student's program of study using a Career Plan.</i> • <i>Most records at the three high schools were missing documentation of student's acquisition of safety & health, technical, academic, employability, management & entrepreneurship and technological knowledge and skills.</i> • <i>Records at the three high schools were missing documentation of supplemental support services for students who are economically disadvantaged.</i> • <i>Records of students with limited English proficiency and students enrolled in programs nontraditional for the student's gender at Worcester Technical High School were missing documentation of supplemental support services.</i>
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Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitoring Procedures—see below—to ensure that the new policy and procedures are being implemented systemwide and that they continue to be implemented.)

Narrative Description of Corrective Action: ELL department, guidance department to review records and correct documentation and place information concerning supplemental support services into student files.

Ensure that student records include demonstrated use of a career plan, documentation of supplemental support services for students who are economically disadvantaged. Meet with CVTE and guidance staff at each school providing technical assistance and a checklist of what is required to be in each student folder with regard to documentation of above described services or categorizations with regard to the Student Record Review Checklist.

Doherty, North and Worcester Technical High Schools will use the DESE checklist to ensure that student records are complete for all competency areas with both academic and career assessments and supplemental supports.

Title/Role of Person(s) Responsible for Implementation: WTHS Assistant Principal in charge of Guidance. District Director of CVTE	Expected Date of Completion for Each Corrective Action Activity: May 2010
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Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best practice for corrective action for some standards will require collaboration of personnel across more than one program. For example, putting appropriate procedures in place for determining what kind of assessments should be administered and in what language when a limited English proficient student is referred for a special education evaluation might involve the special education administrator, the director of English language education, and perhaps the director of data systems.

Evidence of Completion of the Corrective Action: Administration and Guidance to random review of student files twice a year by semester.	
Random audit of student files to include evidence of service delivery for economically disadvantaged students including Jobs for Bay State Grads, Talent Search, Gear Up, Avid, MCAS and the like.	
Description of Internal Monitoring Procedures: Ongoing review of student files twice a year by semester by Administration	
Meet with administrative, instructional and guidance staff bi-monthly to monitor and ensure a timely compliance.	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 35	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): By February 26, 2010 the district will submit: <ul style="list-style-type: none"> • A copy of the student record checklist form; and • Sample documentation of support services provided to students who are limited English proficient, economically disadvantaged or enrolled in programs nontraditional for their gender. By May 25, 2010 the district will submit a report on the result of an audit of a sample of CTE student records at each of the three high schools that includes the person conducting the audit, the date, the percent of records including all required documentation, and the remediation undertaken if the percent of complete records was less than 100%.	
Progress Report Due Date(s): February 26 and May 25, 2010	

Comment: Page: 3
Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised policy. Training sessions can be documented by copies of the agendas, the training materials and the participant attendance sheets. In some cases evidence of completion should include evidence of a change in practices as a result of the corrective action. In the example of staff training on the disciplinary procedures under IDEA 2004 for suspensions of students with disabilities beyond 10 days, the evidence of completion could include copies of the results of manifestation determinations conducted consistent with the standard. (Documentation of this evidence of completion will be required by the Department.)

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic method of oversight by key personnel by which the district can collect data to inform its leadership of progress being made toward meeting the requirements of the standard and by which the district can ensure that it has attained and is maintaining compliance. By planning and implementing these procedures, the district assumes oversight of its systemic practices and responsibility for managing them. In the example of disciplinary procedures, the district might describe its plans for an internal monitoring system whereby the Team chairperson for each school periodically reviews the [... [123]

Comment: Page: 4
Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

Comment: Page: 4
Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: CVTE 36 The district submits accurate Career/Vocational Technical Education Graduate One-Year Follow-up Reports and has appropriate back-up documentation.	Rating: Partially Implemented
Department CPR Finding: <i>A review of the one-year follow-up study of 2007 graduates by the visiting team found that survey results for some students have been reported under CIP codes that are different from the approved CIP codes used for program enrollment.</i>	
Narrative Description of Corrective Action: Student information system reviewed for correct CIP codes has been accomplished and is done yearly by SIS department. Review those CIP codes in question with data input staff and insert correct approved DESE codes	
Title/Role of Person(s) Responsible for Implementation: SIS Manager, WTHS Technical Director, Career & Tech Director District Director of CVTE, Data Input Staff	Expected Date of Completion for Each Corrective Action Activity: May 2010
Evidence of Completion of the Corrective Action: 2008 report to have all approved Chapter 74 and career & tech codes Included in 2008 Graduate Follow-up Report submitted November 30, 2009	
Description of Internal Monitoring Procedures: Yearly review of present students based on their cip code with SIS. Meet with MIS staff, review codes and follow report by District Director of CVTE	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 36	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): No further documentation required.	
Progress Report Due Date(s):	

Comment: Page: 3
Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to f ... [124]

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction ... [125]

Comment: Page: 3
Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (If ... [126]

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Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: CVTE 38 The district uses Perkins funds in accordance with statutory fund-use rules, including supplement not supplant provisions.	Rating: Partially Implemented
Department CPR Finding: <i>Interviews and observations did not provide evidence that the technology instructor is providing the services described in the fiscal year 2009 Perkins allocation grant.</i>	
Narrative Description of Corrective Action: Technology instructors removed from 2009 Perkins's funding, position has been eliminated due to budget restrictions. The technology instructor in the 2009 grant was assigned to Worcester Technical High School and Doherty. This instructor has been removed from the grant for FY 2009-2010.	
Title/Role of Person(s) Responsible for Implementation: WTHS Technical Director District Director	Expected Date of Completion for Each Corrective Action Activity: August 2009
Evidence of Completion of the Corrective Action: Position has been removed from organization chart Approved 2009/2010 Perkins Financial Budget	
Description of Internal Monitoring Procedures: N/A	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: CVTE 38	Status of Corrective Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): No further documentation required.	
Progress Report Due Date(s):	

Comment: Page: 3
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Page 2: [5] Comment

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Page 3: [9] Comment

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Basis for Partial Approval or Disapproval: The Department staff person should provide a summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

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Required Elements of Progress Report(s): The Department staff person should clearly specify

what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

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Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best practice for corrective action for some standards will require collaboration of personnel across more than one program. For example, putting appropriate procedures in place for determining what kind of assessments should be administered and in what language when a limited English proficient student is referred for a special education evaluation might involve the special education

administrator, the director of English language education, and perhaps the director of data systems.

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Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised policy. Training sessions can be documented by copies of the agendas, the training materials and the participant attendance sheets. In some cases evidence of completion should include evidence of a change in practices as a result of the corrective action. In the example of staff training on the disciplinary procedures under IDEA 2004 for suspensions of students with disabilities beyond 10 days, the evidence of completion could include copies of the results of manifestation determinations conducted consistent with the standard. (Documentation of this evidence of completion will be required by the Department.)

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Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic method of oversight by key personnel by which the district can collect data to inform its leadership of progress being made toward meeting the requirements of the standard and by which the district can ensure that it has attained and is maintaining compliance. By planning and implementing these procedures, the district assumes oversight of its systemic practices and responsibility for managing them. In the example of disciplinary procedures, the district might describe its plans for an internal monitoring system whereby the Team chairperson for each school periodically reviews the disciplinary logs maintained by the school, cross-references them with the student's records to ensure that there is evidence of appropriate actions taken consistent with the IDEA 2004 requirements, and provides feedback to special education staff, regular education administrators, and the special education administrator. By use of this review and feedback the district will be able to direct training or other resources to those specific schools or personnel needing further assistance.

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