

## I. ADMISSIONS

The Rindge School of Technical Arts (RSTA) is the Career & Technical Education (CTE) department of the Cambridge Rindge & Latin School (CRLS), the comprehensive high school of the Cambridge Public Schools (CPS). RSTA offers courses and programs that are approved by the Massachusetts Department of Elementary & Secondary Education (DESE) under Chapter 74, which regulates CTE in Massachusetts.

Any CRLS student may enroll in any RSTA course for which s/he is eligible; all RSTA courses are elective and a non-selective approach to enrolling students is used. However, there are two situations when this admissions policy is used:

- 1.) when CRLS student requests exceed seat capacity in a given CTE course (and we are unable to add a section) and
- 2.) when a non-Cambridge resident student applies to enroll at CRLS for the purpose of taking a Chapter 74 approved program not available through his/her local school district.

When RSTA receives more course requests from students than it has available seats in a CTE course, RSTA conducts a lottery to determine which of the requesting students it will admit. Additionally, when RSTA receives an Application for Admission from a non-Cambridge resident to register in CRLS for the purpose of enrolling in a Chapter 74 approved CTE course or program, RSTA applies selective criteria that have been approved by the Cambridge School Committee.

The Cambridge School Committee will approve the use of these criteria annually. The Rindge School of Technical Art's admission policy is on file at the Department of Elementary and Secondary Education.

## II. EQUAL EDUCATIONAL OPPORTUNITY

The Cambridge Rindge & Latin School, including its CTE Department: the Rindge School of Technical Arts, enrolls students and makes available to them its programs, privileges, and courses of study without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, or disability.

If a student's primary home language is not English, the Cambridge Rindge & Latin School and the Rindge School of Technical Arts will provide the family with enrollment information in their home language. Please contact the Rindge School of Technical Arts Office at (617) 349-6766 if you have questions about Career & Technical Education programs or courses, or need help filling out the course request or application form.

The Rindge School of Technical Arts is committed to providing educational opportunities to students experiencing homelessness. Please contact the Rindge School of Technical Arts' Office at (617) 349-6766 or the CRLS Family Liaison Office (617) 349- 6660 with any questions.

Students with disabilities may voluntarily identify themselves to the Rindge School of Technical Arts to request reasonable accommodations during the application and admission process.

Neither a student's disability nor the primary language of their home will have any effect on their enrollment in the Rindge School of Technical Arts.

Consistent with Massachusetts [regulations](#), the Rindge School of Technical Arts has created a plan with "deliberate, specific strategies to promote equal educational opportunities and to attract, enroll, and retain a student population that, when compared to students in Cambridge Rindge & Latin School, has a comparable academic and demographic profile."

The Plan for insuring Equal Educational Opportunity: Annually each fall, The RSTA Director will review the demographic and academic profiles of all students enrolled in RSTA courses, compare them to the demographic and academic profiles of all students enrolled at CRLS, and identify any significant differences between subgroups within the two enrollments. The comparison data will be shared with the RSTA Admissions Committee, the CRLS Principal, and the CPS Superintendent.

For any subgroups where discrepancies exist, further research into the underlying causes will be done by CRLS and RSTA faculty & administration, and recommendations to address root causes and proposed actions will be developed.

### III. ELIGIBILITY

Any rising or current 9th, 10th, 11th, or 12th grade (if applicable) student who is a resident of Cambridge may choose to enroll in any RSTA Chapter 74 course for which they are eligible on a non-selective basis. Students are eligible if they have met all prerequisites listed for the course they wish to take, and have been promoted to the grade they are seeking to enter, so students should be aware that their enrollment is conditional—if they are not ultimately promoted to enter the grade for which they have applied, their enrollment in that RSTA course will be rescinded.

Cambridge resident students who meet the minimum requirements for enrollment shall be enrolled prior to acceptance of any non-Cambridge resident students seeking the same course or program.

#### NON-RESIDENT STUDENTS:

Students who are not residents of Cambridge are welcome to apply for admission to Cambridge Rindge & Latin School for the specific purpose of enrolling in an approved Chapter 74 CTE program at the Rindge School of Technical Arts, provided the CRLS Principal makes the determination that the school has not reached maximum enrollment capacity. The CRLS Principal's determination is final. The Principal's determination is based on total school enrollment capacity may be made even if there are open seats in RSTA CTE courses. Please be aware that residents of Cambridge who meet the minimum admission requirements will be admitted before any non-residents seeking the same program. Students and families can find information on the [Chapter 74 Nonresident Student Tuition Program](#) online. If non-resident students are allowed to apply, some selective criteria are applied (see Sections VIII & IX of this policy).

#### HOMESCHOOLED STUDENTS:

Cambridge residents who are homeschooled may enroll in an appropriate CTE course in Rindge School of Technical Arts at Cambridge Rindge & Latin School, just like any other CRLS student provided they are not registered for more than 2 (two) courses in a given semester (Home School Policy). Homeschool students who do not live in Cambridge may apply to enroll in a CTE program in the Rindge School of Technical Arts at Cambridge Rindge & Latin School and will be subject to the same admissions standards as other applicants who live outside of the school district. All home school student course participation is dependent upon available seats in CTE courses.

#### TRANSFER STUDENTS:

Students already participating in Chapter 74 programs at another school may apply for admission to Cambridge Rindge & Latin School for the specific purpose of enrolling in an approved Chapter 74 CTE program in the Rindge School of Technical Arts and will be subject to the same admissions standards as other applicants. Transfer students already participating in a Chapter 74 program may apply at anytime and enrollment into the requested course is subject to seat availability

#### SCHOOL CHOICE:

Cambridge Rindge & Latin School, and by extension, the Rindge School of Technical Arts, does not participate in the inter-district school choice program. The inter-district school choice program, [M.G.L. c. 76, § 12B](#), allows parents/guardians to send their children to schools in communities other than the city or town in which they reside.

### IV. ORGANIZATIONAL STRUCTURE

The Rindge School of Technical Arts (RSTA) is the Career & Technical Education (CTE) department of Cambridge Rindge & Latin School (CRLS), the Cambridge Public School District's comprehensive high school located in Cambridge, Massachusetts.

The Interim Superintendent of the Cambridge Public Schools is:

*Dr. Victoria Greer, (617) 349-6400, vgreer@cpsd.us*

The Principal of the Cambridge Rindge & Latin School is:

*Damon Smith, (617) 349-6730, dsmith@cpsd.us*

The Executive Director of the Rindge School of Technical Arts is:

*Linda Radzvilla, (617) 349-6766, lradzvilla@cpsd.us*

It is the responsibility of the Cambridge Public Schools Superintendent to supervise the administration of the policies and procedures used to admit and enroll students, consistent with all applicable laws, regulations, and guidance.

### V. ADMISSIONS COMMUNICATION

The Rindge School of Technical Arts maintains a calendar of events on the CPSD website <https://www.cpsd.us/> where it provides information on the admissions process, as well as other information about its programs. Students and their families can request hard copies of the calendar by calling the RSTA Office at (617) 349-7782.

The Rindge School of Technical Arts also shares recruitment information with potential students in the following ways:

*All Cambridge 8<sup>th</sup> graders are invited annually to tour CRLS in the late fall with their school's 8<sup>th</sup> grade faculty at which time they are introduced to the CRLS course selection process by CRLS Guidance personnel and have a presentation about electives including information about RSTA and the courses and programs available to 9<sup>th</sup> graders.*

*In January, CRLS conducts an Information Night for incoming 9<sup>th</sup> graders and their families during*

which event a RSTA Tech Expo is conducted for all. At the Tech Expo, RSTA teachers and students conduct informational tours of the RSTA classes, labs, and shops, display/demonstrate the work performed in each program, and meet with incoming students to answer questions and explain options and programs.

The Upper School Family Liaisons share information about these events with the parents, guardians, and families of all 8<sup>th</sup> graders in the languages most spoken in the home.

The Rindge School of Technical Arts offers tours of its facilities to interested applicants. To request a tour, please call the RSTA Office at (617) 349-7782 or the CRLS Family Liaison Office at (617) 349-6660. If the agreed-upon time slot for a tour occurs during the applicant's school day, the RSTA Office will provide confirmation to the applicant's current school that the applicant attended a tour during this time. Such tours may **not** be counted as unexcused absences by sending districts.

## VI. PROCESS FOR ENROLLING IN RSTA COURSES & PROGRAMS (for Cambridge resident students)

### PROCESS FOR FALL ENROLLMENT TO THE NINTH, TENTH, ELEVENTH, or TWELVTH GRADE

1. Students interested in enrolling in courses offered by the Rindge School of Technical Arts for fall courses for 9th, 10th, 11<sup>th</sup>, or 12<sup>th</sup> graders must:

*Complete the course selection process as presented to them by their Guidance Counselor.*

### TRANSFER STUDENTS

Students already enrolled in a Chapter 74 state-approved program in another school may apply for admission to the Rindge School of Technical Arts. Please contact the RSTA Office at (617) 349-7782 with any questions or to request an application form.

## VII. SELECTION PROCESS (for Cambridge Students)

When more Cambridge students request enrollment in a CTE course offered by the Rindge School of Technical Arts than there are available seats, the Rindge School of Technical Arts uses the following system to select students for enrollment:

1. Under this policy, any Cambridge resident student who meets the *minimum requirements for enrollment* shall be enrolled in a requested Chapter 74 CTE course prior to acceptance of any non-Cambridge resident student seeking enrollment in the same course. *Minimum requirements for admission* are: the student has been promoted to a grade that is eligible for the requested course (as posted in the CRLS Course Catalog); the student has met all, if any, prerequisites for the course; and the student has not previously passed the course.
2. In the Spring, when all Cambridge resident students have completed their course selections for the following year, the selections are entered into a scheduling charrette which identifies potential course/period conflicts, graduation required omissions, or other irregularities.
3. Once the conflicts and any other scheduling issues are resolved, resident students are enrolled in requested courses, including CTE courses, as long as the number of available seats is equal to or greater than the number of student requests. This is a non-selective process.

4. However, if there are then one or more cases where the number of resident student requests for a given CTE course exceed the number of seats available in that course, all resident student requests for enrollment in that course become subject to a Lottery.
5. A Lottery is applied by the Admissions Committee to those Cambridge resident students who have requested enrollment and who meet the minimum requirements.
6. All students who are awaiting enrollment for a particular CTE course are listed and each listed student is entered into a random lottery conducted by the Admissions Committee. The Admission Committee selects one student applicant's name at a time and the drawn names are listed in the order selected as enrolled until all applicant names are drawn and all seats are filled. Names drawn after the seats are filled are and are placed in the order of their draw on the Wait List.
7. If a student is selected for enrollment or is selected for the wait list for that course, and later it is determined to have not met the minimum qualification for enrollment, then that student is removed from the enrolled or the waitlist. When a selected student declines the offer of enrollment or otherwise does not enroll in that course, the student with the highest ranked position on the wait list is then enrolled. If enrollment is still not filled and the seat remains available, the enrollment is offered to the next highest-ranking student on that wait list, and so on until all available seats are filled or the wait list is exhausted.

### VIII. APPLICATION PROCESS (for Non-Cambridge resident students)

#### APPLICATION PROCESS FOR FALL ADMISSION TO THE NINTH, TENTH, and ELEVENTH GRADE

1. Non-Cambridge resident students interested in applying for Admission to CRLS for the purpose of enrolling in a Chapter 74 approved course or Program in the Rindge School of Technical Arts for fall admission to the 9th, 10th, or 11th must:

*Obtain a Non-Resident Chapter 74 Application for Admission, complete it including all necessary information and documentation, and submit it to the Director of RSTA no later than March 15 of the calendar year the student wishes to enroll.*

*Obtain and complete a Non-Resident Tuition Application signed by the Superintendent of the student's district of residence, and submit it to the Director of RSTA no later than April 1 of the calendar year the student wishes to enroll.*

*Students and/or their families who need translation or other accommodations in order to complete applications should contact the RSTA Office at (617) 349-7782.*

2. It is the responsibility of the sending school counselor (or other school personnel, if applicable) to send all support materials to RSTA:

*All material in support of a non-Cambridge student admissions application should be delivered to the Executive Director, Rindge School of Technical Arts CRLS, 459 Broadway, Cambridge, MA 02138 no later than March 15.*

#### LATE APPLICATIONS

The Rindge School of Technical Arts will not accept late applications.

## TRANSFER STUDENTS

Students already enrolled in a Chapter 74 state-approved program in another school may apply for admission to the Rindge School of Technical Arts. Please contact the RSTA Office at (617) 349-7782 with any questions or to request an application form.

### IX. SELECTION PROCESS (for Non-Cambridge Resident Students)

When a non-Cambridge resident student applies for Admission to Cambridge Rindge & Latin School for the purpose of enrolling in a Program of Career & Technical Education at the Rindge School of Technical Arts, the following process is used to select students for admission:

1. Admission of a non-Cambridge resident to CRLS is conditioned upon the CRLS Principal's determination that the total enrollment of CRLS has not reached maximum capacity, AND the RSTA Director's determination that there is an available seat in the CTE course being requested.
2. Under this policy, a non-Cambridge resident student who meets the *minimum requirements for enrollment* shall be permitted to apply for admission as a full-time student at CRLS for the purpose of enrolling in a specific CTE program or course of studies, except that no non-resident student will be admitted to a requested course prior to acceptance of any Cambridge resident student seeking enrollment in the same course. *Minimum requirements for admission* are: the student has been promoted to a grade that is eligible for the requested course (as posted in the CRLS Course Catalog); the student has met all, if any, prerequisites for the course; and the student has not previously passed the course.
3. All non-Cambridge resident student requests for enrollment in a CTE course are subject to the non-resident Selection Criteria.
4. The non-resident Selection Criteria are applied by the Admissions Committee to all non-resident students who have requested enrollment and who meet the minimum requirements. Each non-resident student's application materials are scored and recorded.
5. Enrollment in the requested CTE course is offered to a non-resident student who, in the opinion of the Admissions Committee, demonstrates sufficient interest, motivation, and a history of school achievement commensurate with Cambridge resident students in that course.
6. Non-Cambridge resident students who are not selected for enrollment are placed on a ranked order wait list for that course, unless a student is determined to have not met the minimum qualification – that student is removed from the waitlist. When a selected student declines the offer of enrollment in that course, the student with the highest ranked score on the wait list is then offered admission. If enrollment is declined and the seat remains available, the enrollment is offered to the next highest scoring student on that wait list, and so on until all available seats are filled or the wait list is exhausted.
7. The Selection Criteria for non-resident students are:
  - a. **Alignment of career interest inventory strengths** (Holland Codes) with the types of skills & abilities typically found in successful workers in the requested course or career field.

b. Expressed **strength of motivation** or interest to commit to further exploration of the requested career field, as evidenced **by a detailed recommendation** from an Exploratory teacher in that field, the student's Guidance Counselor, a member of the student's home family, a person who works in the requested career field AND who knows the student's demonstrated interest, or an educator who has known the student for a year or more.

c. Expressed **strength of motivation** or interest to commit to further exploration of the requested career field, as evidenced by a written or spoken or otherwise demonstration **by the applicant** of career aspirations and interest in the career field. Examples: a written statement of interest or an interview with a CRLS/RSTA educator, addressing the question: Why do you want to learn more about this career field or to become employed in this career field?

d. **Demonstrated knowledge and/or skills** directly related to early exploration or experience with activities within the requested career field, indicating motivation, interest, and/or proficiency in the competencies of the requested career field.

e. In the event the applicant student engaged in conduct for which suspension or expulsion was imposed pursuant to M.G.L. c.71 ss37H or ss37H<sub>1/2</sub>, or for which suspension or expulsion for more than 10 days was imposed pursuant to M.G.L. c71 ss37H<sub>3/4</sub>, the Admissions Committee may consider such action as a disqualifying event and deny enrollment

## X. EXPLORATORY PROGRAM

Because the Rindge School of Technical Arts (RSTA) offers more than 5 Chapter 74 DESE-approved programs, we provide a half-year exploratory program, which is based on the applicable Career & Technical Education (CTE) and Massachusetts Curriculum Frameworks.

**Basics:** RSTA offers twelve different programs that are part of CRLS and which are approved by the Massachusetts Department of Elementary & Secondary Education (DESE) as Chapter 74 (CTE) programs.

Exploratory is for 9<sup>th</sup> graders ONLY, and is scheduled during Block 2 and ONLY in the Fall semester.

**Expectations for students:** In addition to students arriving to class on time, participating in all of the instructional activities, following all safety instructions, and doing their best on all assignments and activities, we have three Student Learning Objectives for all Exploratory students, listed below.

<b>By the end of Exploratory, Students will be able to ...</b>
1. Demonstrate an elevated level of <b>self-awareness</b> (including cognitive and physical attributes/strengths), <b>attitudes</b> towards learning & planning, and <b>acknowledgement of personal interests</b> with respect to potential future careers;
2. Demonstrate <b>knowledge of each RSTA program</b> that they experience in Exploratory by identifying 3 characteristics of each profession/career field and at least one skill necessary for success in that field; and

3. Identify at least one personal trait/skill/**attribute that is a positive “alignment”** with a program/career they are interested in, and at least **one challenge** they may face in successfully realizing a career in that program.

The key focus of this course is helping students to begin thinking about and planning for their futures, which we believe will include work that should “align” well with a young person’s skills, abilities, inclinations, and aspirations. Most 9<sup>th</sup> graders haven’t given this idea much thought...Exploratory asks them to think about their futures in ways that include providing current information about some of the most common occupational fields and by allowing students to “try out” some of the things that people actually do in these fields. Students in Exploratory learn about industry-specific workplace safety in each of the shops and labs they go to, pathways and educational/licensing requirements for most occupations in each field of study, regional employment forecasts and ranges of compensation for each occupation they study, and how to perform some of the basic jobs related to each program. Students are graded on Preparedness, Safety, Participation, & Quality of Work.

Enrollment in Exploratory, while encouraged, is not a requirement for eligibility to enroll in a Level 1 Introductory CTE course or Program.

## XI. REVIEW AND APPEALS PROCESS

### ADMISSION TO/ENROLLMENT IN CRLS/Rindge School of Technical Arts

If CRLS does not accept an applicant, or if a student is placed on a waitlist, the applicant or their parent/guardian may request that the Director of the Rindge School of Technical Arts review that decision within 10 days. These requests can be made in the following ways:

By e-mail	By hard-copy mail or hand delivery
lradvilla@cpsd.us	RSTA/Cambridge Rindge & Latin School 459 Broadway Cambridge, MA 02138

The RSTA Director will respond to these requests for review in writing and indicate whether the decision to deny admission to the student, or waitlist the student, will stand or be overturned. In making this determination, the RSTA Director will review the following information:

*Total enrollment of CRLS relative to capacity*

*Enrollment requests*

*Available seats in Ch. 74 courses in question*

*Application material from non-resident students*

## XII. MAINTENANCE OF RECORDS

the Rindge School of Technical Arts maintains records of all students who apply, enroll, or are waitlisted, as well as their score on admission criteria (if used), to facilitate analysis of its admissions system and compliance with applicable laws and regulations. the Rindge School of Technical Arts will provide this information to the Department upon request.

Appendix

- A. Application Form for Non-Cambridge Residents
- B. Chapter 74 Non-resident Tuition Application
- C. Scoring Rubric for Admission Application material (Non-residents)



## SENDING SCHOOL SECTION

Please submit the transcripts of grades, attendance, and discipline/conduct as required by the Rindge School of Technical Arts Admission Policy. In addition, a recommendation for this applicant from a school counselor must be submitted using the Admission Recommendation Form. The Rindge School of Technical Arts provides this form, as well as the Rindge School of Technical Arts Admission Policy.

Name of School Official: \_\_\_\_\_ Phone Number: \_\_\_\_\_

I will submit the required information by March 15. Yes \_\_\_ No \_\_\_ If no, please explain.

## SIGNATURE SECTION

The statements and information furnished by the undersigned in this application form are true and complete.

The undersigned applicant's parent(s)/guardian(s) give permission for representatives of the sending school to release the applicant's records including grades and attendance as required by the Rindge School of Technical Arts for the purpose of admission.

THIS APPLICATION IS FOR THE SCHOOL YEAR: \_\_\_\_\_

Our signatures certify that we have read and agree with the above statements.

Signature of Student

Date:

Signature of Parent/Guardian

Date:

Signature of Current Guidance Counselor

Date:

## VOLUNTARY EQUAL EDUCATIONAL OPPORTUNITY INFORMATION SECTION

The information requested in this section is not required for admission. Submission of the information is entirely voluntary. Information submitted voluntarily by the applicant will not affect the applicant's admission to the school. The information, if supplied, is to be used for monitoring equal educational opportunity in the school district, and in the case of disability and English language learner status, for providing the applicant with accommodations and interpretive services if requested. Applicants with disabilities may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process. Applicants who are English language learners may voluntarily self-identify for the purpose of receiving interpretive services during the entire application and admission process.

Gender identification: \_\_\_ Female \_\_\_ Male

Racial/ethnic: \_\_\_ Black \_\_\_ Hispanic/(Latino/a) \_\_\_ Asian or Pacific Islander \_\_\_ White \_\_\_ Native American

Person with a Disability: \_\_\_ Yes \_\_\_ No If yes, do you need accommodations during the application for admission process? \_\_\_ Yes \_\_\_ No

If yes, please describe the accommodations needed.

Person who is an English language learner: \_\_\_ Yes If yes, do you need language assistance during the application for admission process? \_\_\_ Yes \_\_\_ No If yes, please describe the assistance needed.

## ADMISSIONS RECOMMENDATION FORM for Non-resident Students

Directions to the Sending School counselor or other educator: This form must be used by an appropriate official of the sending school for each applicant for admission to the Rindge School of Technical Arts (RSTA) at Cambridge Rindge and Latin School. Per the RSTA Admission Policy, a total of 25 points maximum can be given to an applicant, based on the cumulative responses to the five questions below, as follows:

Rating Points: Excellent 5, Above Average 4, Average 3, Below Average 2 or 1, Poor 0

1. In your opinion, what level of benefit do you believe that the applicant will receive from a career & technical education at RSTA?

Strong Benefit \_\_\_\_ (5), Above Average Benefit \_\_\_\_ (4), Average Benefit \_\_\_\_ (3), Below Average Benefit \_\_\_\_ (2,1), (No Benefit) \_\_\_\_ (0).

Comments:

2. In your opinion, what level of interest do you believe that the applicant has for at least one major (Career & Technical Education program) at RSTA?

Strong Interest \_\_\_\_ (5), Above Average Interest \_\_\_\_ (4), Average Interest \_\_\_\_ (3), Below Average Interest \_\_\_\_ (2,1), (No Interest) \_\_\_\_ (0).

Comments:

3. (If a career interest inventory resulting in a report of this applicant's Holland Codes, please provide a summary of the results including Holland Codes in the comment section or attach a copy of the results.)

In your opinion, what level of alignment is there between the applicant's career goals and the career & technical education he/she would receive at RSTA?

Strong alignment with a career & technical major \_\_\_\_ (5), Above Average alignment with a career & technical education major \_\_\_\_ (4), Average alignment with a career technical major \_\_\_\_ (3), Below average alignment with a career technical major \_\_\_\_ (2,1), No alignment with a career & technical major \_\_\_\_ (0).

Comments:

4. In your opinion, how supportive are the applicant's parents/guardians/family about the applicant's attending RSTA?

Strongly supportive \_\_\_\_ (5), Above Average supportive \_\_\_\_ (4), Average supportive \_\_\_\_ (3), Below Average supportive \_\_\_\_ (2,1), Poor Support (No support) \_\_\_\_ (0).

Comments:

5. In your opinion, how motivated is the applicant to do school work including academics and career & technical education shop/lab work?

Strong Motivation \_\_\_\_ (5), Above Average Motivation \_\_\_\_ (4), Average Motivation \_\_\_\_ (3),  
Below Average Motivation \_\_\_\_ (2,1), Poor Motivation (No Motivation) \_\_\_\_ (0).

Comments:

Applicant's Name \_\_\_\_\_ Sending School: \_\_\_\_\_

Total Points: \_\_\_\_\_ (25 max.) Sending School Educator Name: \_\_\_\_\_

Sending school educator email: \_\_\_\_\_

Date: \_\_\_\_\_ Sending School Educator Phone: \_\_\_\_\_

#### ADMISSIONS RECOMMENDATION FORM for RSTA CTE Program Placement

Directions for School Counselor: This form must be used by an appropriate official of the student's school for each applicant for placement in the first year of a RSTA CVTE Program. Per the RSTA Admission Policy, a total of 5 points maximum can be given to an applicant, based on the cumulative responses to the five questions below, as follows:  
Rating on each question Points: Excellent 5, Above Average 4, Average 3, Below Average 2 or 1, Poor 0

1. In your opinion, what level of benefit do you believe that this student will receive from this RSTA CVTE Program?

Strong Benefit \_\_\_\_ (5) Above Average Benefit \_\_\_\_ (4) Average Benefit \_\_\_\_ (3)

Below Average Benefit \_\_\_\_ (2,1) (No Benefit) \_\_\_\_ (0)

Comments:

2. In your opinion, what level of interest do you believe that this student has for this RSTA CVTE Program?

Strong Interest \_\_\_\_ (5) Above Average Interest \_\_\_\_ (4) Average Interest \_\_\_\_ (3)

Below Average Interest \_\_\_\_ (2,1) Poor Interest (No Interest) \_\_\_\_ (0)

Comments:

3. In your opinion, what level of alignment is there between this student's career goals and the career & technical education he/she would receive in this RSTA CVTE Program?

Strongly align with this program \_\_\_\_ (5) Above Average alignment with this program \_\_\_\_ (4)

Average alignment with this program \_\_\_\_ (3) Below average alignment with this program \_\_\_\_ (2,1)

No alignment with this program \_\_\_\_ (0)

Comments:

4. In your opinion, how supportive are this student's parents/guardians/family about his/her enrollment in this RSTA Program?

Strongly supportive \_\_\_\_ (5) Above Average supportive \_\_\_\_ (4) Average supportive \_\_\_\_ (3)

Below Average supportive \_\_\_\_ (2,1) Poor Support (No support) \_\_\_\_ (0)

Comments:

5. In your opinion, how motivated is this student to do school work including academics and career/vocational technical education shop/lab work in this CVTE Program? Strong Interest \_\_\_\_\_ (20) Above Average Interest \_\_\_\_\_ (15) Average Interest \_\_\_\_\_ (10) Below Average Interest \_\_\_\_\_ (5) Poor Interest (No Interest) \_\_\_\_\_ (0)

Comments:

Student's Name \_\_\_\_\_ CVTE Program: \_\_\_\_\_

Total Points: \_\_\_\_\_ (5 max.) School Counselor Name: \_\_\_\_\_

Date: \_\_\_\_\_ School Counselor Phone: \_\_\_\_\_

**Appendix B: CHAPTER 74 VOCATIONAL TECHNICAL EDUCATION NONRESIDENT TUITION APPLICATION**

**By MARCH 15** – Must be received by the Receiving District for completion of Part I and Part II  
**By APRIL 1** – Must be forwarded to the District of Residence for Completion of Part III

**NOTE: APPROVAL OF THIS APPLICATION DOES NOT GUARANTEE ADMISSION TO THE RECEIVING SCHOOL**

PART I: (TO BE COMPLETED BY THE RECEIVING DISTRICT, STUDENT & PARENT/GUARDIAN)				
School Year	Grade Entering	Program (State Title & CIP Code)	Length of Program	Estimated Annual Tuition
Last Name of Applicant		First Name		M.I.
Street Address of Applicant		City/Town/Zip Code		Telephone Number
Name of Receiving District		Contact Person in Receiving District		Telephone Number
<b>IF THE APPLICANT IS LESS THAN 18 YEARS OF AGE:</b>				
Last Name of Consenting Parent/Guardian		First Name		M.I.
Street Address of Consenting Parent/Guardian		City/Town/Zip Code		Telephone Number
Signature of Consenting Parent/Guardian				Date

PART II: (TO BE COMPLETED BY THE RECEIVING DISTRICT)		
The status of the student's application of admission to the school:		
Accepted <input type="checkbox"/>	On a Waitlist <input type="checkbox"/>	Not Accepted <input type="checkbox"/> The application is still in review <input type="checkbox"/>
This same Chapter 74 program identified on this application is <input type="checkbox"/> is not <input type="checkbox"/> available in the student's district of residence. If the Chapter 74 or exploratory program is available in the district of residence, the student cannot be admitted to the receiving district through the Chapter 74 Non-resident Student Tuition Program. However, a student may apply for non-resident admission for the purpose of exploring specialized agriculture and natural resources programs not available in the student's district of residence.		
<input type="checkbox"/> The parent/guardian and student have been informed that a change of district of residence or a change in program will require the submission of a new <i>Chapter 74 Vocational Technical Education Program Nonresident Student Tuition Application</i> .		
_____	_____	_____
Name & Title	Signature of Superintendent in Receiving District (or his/her designee)	Date

PART III: (TO BE COMPLETED BY THE DISTRICT OF RESIDENCE)		
Approved <input type="checkbox"/> Not Approved <input type="checkbox"/>		
If Not Approved, Provide Reason:		
_____	_____	_____
Name & Title	Signature of Superintendent in District of Residence	Date

PART IV: TO BE COMPLETED BY THE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION IN THE EVENT OF A PARENT/GUARDIAN REQUESTING A REVIEW OF THE DENIAL OF NONRESIDENT TUITION		
Decision:		
_____	_____	_____
Name & Title	Signature (for the) Commissioner of Elementary and Secondary Education	Date

### Instructions

The Department of Elementary and Secondary Education's Guidelines for the Vocational Technical Education Program Nonresident Student Tuition Process Pursuant to M.G.L. c. 74 are available at <http://www.doe.mass.edu/cte/admissions/>. The Guidelines provide important information about the nonresident tuition process and thus should be reviewed.

This application is to be filed for a student who has been admitted, or is being considered for admission, to a specific Chapter 74-approved vocational technical education program outside of his/her district of residence for which his/her city or town of residence may be required to pay tuition. The official list of Chapter 74-approved vocational technical education programs is contained in the Chapter 74 Vocational Technical Education Program Directory available at <http://www.doe.mass.edu/cte/programs/>.

**Note** that the approval or disapproval of the *Chapter 74 Vocational Technical Education Program Nonresident Student Tuition Application* is separate from the acceptance/non-acceptance of a student to a school through the school's admission policy. An approval for nonresident tuition becomes null and void if the student is not accepted to the receiving school.

**PART I** should be completed by the student and student's parent/guardian and submitted to the receiving district **by March 15** of the preceding year. If the student is under 18 their parent/guardian must sign. A staff member from the receiving school should be available to assist families in completing Part 1 of the application. The form must identify the program by its Chapter 74-approved state title, not by the course title assigned by the district. The specific program in the agriculture and natural resources cluster must be identified.

**PART II** must be completed by the receiving district and signed by the superintendent of the receiving district (or his/her designee) indicating a) the status of the student's application for admission, b) if the Chapter 74 program sought is/isn't available in the student's district of residence, and c) that the parent/guardian and student have been informed that a change in Chapter 74 program by a non-resident student will require the submission of a new *Chapter 74 Vocational Technical Education Program Nonresident Student Tuition Application*. The *Chapter 74 Vocational Technical Education Program Nonresident Student Tuition Application* should be given to the applicant/parent/guardian with instructions to provide it to the superintendent of the district of residence **no later than April 1** of the preceding school year. **Note:** If the Chapter 74 or exploratory program is available in the district of residence, the student cannot be admitted to the receiving district through the Chapter 74 Non-resident Student Tuition Program. However, a student may apply for non-resident admission for the purpose of exploring specialized agriculture and natural resources programs not available in the student's district of residence.

**PART III** must be completed by the superintendent of the district of residence clearly indicating approval or disapproval. If the application is disapproved, the reason for disapproval must be clearly stated. The application must be returned to the receiving district and the parent/guardian **within 10 business days**.

#### **Disapproval of the Chapter 74 Vocational Technical Education Program Nonresident Student Tuition Application**

The non-resident student's parent or guardian may request that the Department review the disapproval. The request for a review and any supporting documentation shall be submitted in writing to the Department no later than May 1. The decision of the Commissioner shall be final. In making his decision, the Commissioner may take into consideration the availability of a comparable program that is closer to the non-resident student's residence, whether the district of residence has designated a school of preference and whether the cost of providing transportation to the non-resident student would be more than the average per student amount the district spent in the previous year for non-resident transportation.

The district of residence and the receiving district may be required to provide additional information to the Department. The Department will review the disputed application and rule on the review **within ten business days** of the receipt of the request for a review provided that all requested information is received. The Department may extend the review for a reasonable period in order to acquire additional information. The Department will return copies of the application with the decision to the party that sent it, including the receiving district and the district of residence.

#### **Approval of the Chapter 74 Vocational Technical Education Program Nonresident Student Tuition Application**

If the application is approved, and the student is admitted, the student's city or town of residence will be liable for the payment of tuition as provided for in M.G.L. c. 74, section 7C. Districts must keep copies of approved nonresident applications on file and make them available for verification and audit.

**Appendix C – Scoring Rubric for Admission Application material (Non-residents)**

- a. **Alignment of career interest inventory strengths** (Holland Codes) with the types of skills & abilities typically found in successful workers in the requested course or career field. Scored on a 1(low) to 5 (high) scale; 25% of total score.
- b. Expressed **strength of motivation** or interest to commit to further exploration of the requested career field, as evidenced **by a detailed recommendation** from an Exploratory teacher in that field, the student's Guidance Counselor, a member of the student's home family, a person who works in the requested career field AND who knows the student's demonstrated interest, or an educator who has known the student for a year or more. Scored on a 1(low) to 5 (high) scale; 25% of total score.
- c. Expressed **strength of motivation** or interest to commit to further exploration of the requested career field, as evidenced by a written or spoken or otherwise demonstration **by the applicant** of career aspirations and interest in the career field. Examples: a written statement of interest or an interview with a CRLS/RSTA educator, addressing the question: Why do you want to learn more about this career field or to become employed in this career field? Scored on a 1(low) to 5 (high) scale; 25% of total score.
- d. **Demonstrated knowledge and/or skills** directly related to early exploration or experience with activities within the requested career field, indicating motivation, interest, and/or proficiency in the competencies of the requested career field. Scored on a 1(low) to 5 (high) scale; 25% of total score.