



MASSACHUSETTS
DEPARTMENT of
EDUCATION

**Carl D. Perkins Career and Technical Education Improvement
Act of 2006
Public Law 109-270**

PERKINS IV MANUAL

March 12, 2007



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PART I INTRODUCTION

In Massachusetts, the Career/Vocational Technical Education unit of the Massachusetts Department of Education administers the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Public Law 109-270), commonly known as Perkins IV. A link to the official Perkins IV is posted at <http://www.doe.mass.edu/cte/perkins/>. Public two-year college/school district/consortium staff should review Perkins IV in its entirety and not rely solely on excerpts contained in this Manual. The document titled Side-by-Side Comparison of Perkins III and Perkins IV prepared by the National Association of State Directors of Career Technical Education Consortium is available through a link at <http://www.doe.mass.edu/cte/perkins/>.

This Manual has been prepared to assist school districts/public two-year colleges/consortia in the implementation of Perkins IV. Most of the Manual is devoted to Perkins IV Local Plans and associated allocation grants. Some information applicable to Perkins IV competitive grant programs is included, however school districts/public two-year colleges/consortia should refer to the applicable Request for Proposals (RFP) that are available on the Department of Education's Grants Information website at <http://finance1.doe.mass.edu/Grants/> for specific information.

Note that this Manual will be updated as policy guidance and regulations are developed and then disseminated by OVAE. In addition, this Manual will be updated to be in concert with the Perkins IV One-Year Transition Local Plan and the Perkins IV Five-Year State Plan as approved by OVAE.

The Massachusetts Department of Education has not endorsed or approved any non-Department products or services referenced in this Manual.

PART II - PERKINS IV STATE PLAN

The Massachusetts Department of Education must submit a Perkins IV One-Year Transition State Plan for school/college year 2007-2008 (FY08) to the United States Department of Education - Office of Vocational and Adult Education (OVAE) for review and approval prior to receiving Perkins IV funds for the first year of Perkins IV. The Massachusetts Department of Education must submit a Perkins IV Five-Year State Plan for Fiscal Years 2008-2013 (school/college years 2008-2009, 2009-2010, 2010-2011, 2011-2012 and 2012-2013) to OVAE for review and approval prior to receiving Perkins IV allocation funds for the second and subsequent years of Perkins IV. The development of the Perkins IV Five-Year State Plan will include involvement from the field and public hearings. The Massachusetts Career/Vocational Technical Education Advisory Committee will play an important role in the development of both the Perkins IV One-Year Transition State Plan and the Perkins IV Five-Year State Plan.

PART III - COMMUNICATION

The Career/Vocational Technical Education unit recognizes that communication between all stakeholders in career/vocational technical education is key for the successful implementation of Perkins IV. A primary vehicle for information on the implementation of Perkins IV is the Career/Vocational Technical Education unit website at <http://www.doe.mass.edu/cte/>. State Director's Updates that are posted on this website contain updates on the implementation of Perkins IV. The State Director's Update is also emailed to those individuals on an email distribution list maintained by the State Director. Individuals who have not been receiving the State Director's Update by email may be placed on the email list by sending a request by email to the general email address of the Career/Vocational Technical Education unit at careervoctech@doe.mass.edu.

PART IV - TECHNICAL ASSISTANCE

The Career/Vocational Technical Education unit is committed to providing high quality technical assistance to each school district/public two-year college/consortium regarding the implementation of Perkins IV. Each school district and public two-year college with career and technical education programs that are assisted with Perkins IV funds has a staff person known as a liaison in the Career/Vocational Technical Education unit. School district and public two-year college staff should contact their liaison for assistance in the development of the Perkins IV One-Year Transition Local Plan and the Perkins IV Five-Year Local Plan and the Standard Application for Program Grants, as well as for any additional information related to Perkins IV. A list of liaisons and contact information is located on the Department of Education's Career/Vocational Technical Education unit website at www.doe.mass.edu/cte/ under "Contact CVTE Staff."

PART V – SELECTED DEFINITIONS under PERKINS IV

(Note: Refer to Perkins IV for additional definitions pertaining to Perkins IV.)

All Aspects of the Industry: This term means the health & safety, technical, embedded academic, employability, management & entrepreneurship (planning, finance, business ethics, labor relations, community and environmental) and technological aspects of an industry that must be taught to all students in all school districts and public two-year colleges that are assisted with Perkins IV funds. Note that the Massachusetts Vocational Technical Education Frameworks are based on *all aspects of the industry*.

Articulation Agreement: In Perkins IV, the term 'articulation agreement' means a written commitment—
(A) that is agreed upon at the State level or approved annually by the lead administrators of—
(i) a secondary institution and a postsecondary educational institution; or
(ii) a subbaccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and
(B) to a program that is— S. 250—4
(i) designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and
(ii) linked through credit transfer agreements between the 2 institutions described in clause (i) or (ii) of subparagraph (A) (as the case may be).

Career and Technical Education: In Massachusetts, those programs that meet the definition of career and technical education contained in Perkins IV are known as career and technical education programs. The Perkins IV Career and Technical Education Program Checklist in Appendix A includes the definition, and should be used by school districts (including Charter Schools) and public two-year colleges/consortia to determine, with the assistance of staff in the Career/Vocational Technical Education unit, whether programs meet the definition. In order to be assisted with Perkins IV funds, programs must meet the definition.

Career/Vocational Technical Student Organizations: These organizations serve students enrolled in career/vocational technical education programs by engaging students in a variety of skills development and leadership activities. The organizations that are assisted with Perkins IV funds in Massachusetts are Business Professionals of America (BPA), Distributive Education Clubs of America (DECA), Family, Career and Community Leaders of America (FCCL), FFA - An Organization for Students Studying Agriculture (FFA) and Skills USA.

Public Two-Year College: In Massachusetts, any of the fifteen community colleges, Benjamin Franklin Institute of Technology, Quincy College.

Special Populations - The special populations identified in Perkins IV are:

individual with a disability: The term ‘individual with a disability’ means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

individual who is economically disadvantaged: The term “economically disadvantaged” means individuals from economically disadvantaged families, including foster children. The term is also applied to students enrolled in public two-year colleges and school districts who are the recipients of PELL grants.

individual with limited English proficiency: The term ‘individual with limited English proficiency’ means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and—
(A) whose native language is a language other than English; or
(B) who lives in a family or community environment in which a language other than English is the dominant language.

individual preparing for nontraditional field: The term ‘individual preparing for nontraditional field’ means a student preparing for an occupation or field of work in a nontraditional field. The term ‘nontraditional field’ means occupations or field of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. *(State Director’s Note: In Massachusetts, an individual preparing for a nontraditional field may be referred to as a student who is enrolled in a career and technical education program that would prepare her/him for a career that would be nontraditional for her/his gender.)*

single parent: The term “single parent” means an unmarried parent. The term “single parent” includes single pregnant women.

displaced homemaker: The term ‘displaced homemaker’ means an individual who—
A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
(ii) has been dependent on the income of another family member but is no longer supported by that income;
or
(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and
(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

PART VI - PROFESSIONAL DEVELOPMENT under PERKINS IV

The Career/Vocational Technical Education unit is committed to providing with Perkins IV leadership funds, high quality, sustainable, intensive, focused professional development activities that are not 1-day or short-term workshops or conferences. Professional development activities are being designed that will have a positive and lasting impact. Professional development tentatively planned to be provided with Perkins IV leadership funds for school/college year 2007-2008 include, but are not necessarily limited to the following:

- Regional Workshops followed by technical assistance on the subject of gender and sexual orientation in career/vocational technical education.
- Regional Workshops followed by technical assistance on the subject of Career Plans for students enrolled in career/vocational technical education.

- Regional Workshops followed by technical assistance on the subject of lesson planning in career/vocational technical education.
- Regional Workshops followed by technical assistance on the subject of safety and health in career/vocational technical education.

In addition, Perkins IV leadership funds will be used in school/college year 2007-2008 to support the Massachusetts Leadership Academy for Middle Managers in Career/Vocational Technical Education.

The Career/Vocational Technical Education unit will provide a clearinghouse where school districts/public two-year colleges/consortia may access information on high quality, sustainable, intensive, focused professional development activities that may be provided with Perkins IV allocation grant funds at the local level to meet the individual needs of the district/college/consortium as identified through the Perkins IV Local Plan development, implementation and evaluation processes. Professional development activities must be selected that will have a positive and lasting impact, and cannot be 1-day or short-term workshops or conferences.

PART VII – CORE INDICATORS OF PERFORMANCE under PERKINS IV

Secondary Level: Massachusetts will identify core indicators of performance for students in career and technical education programs at the secondary level that are valid and reliable, and that include, at a minimum, measures of the following:

- (i) Student attainment of challenging academic content standards and student academic achievement standards, as adopted by a State in accordance with section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and measured by the State determined proficient levels on the academic assessments described in section 1111(b)(3) of such Act.
- (ii) Student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry recognized standards, if available and appropriate.
- (iii) Student rates of attainment of each of the following:
 - (I) A secondary school diploma.
 - (II) A General Education Development (GED) credential, or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities).
 - (III) A proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if such credential, certificate, or degree is offered by the State in conjunction with a secondary school diploma).
- (iv) Student graduation rates (as described in section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act of 1965). S. 250—15
- (v) Student placement in postsecondary education or advanced training, in military service, or in employment.
- (vi) Student participation in and completion of career and technical education programs that lead to nontraditional fields.

Postsecondary Level: Massachusetts will identify core indicators of performance for students in career and technical education programs at the postsecondary level that are valid and reliable, and that include, at a minimum, measures of the following:

- (i) Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate.
- (ii) Student attainment of an industry-recognized credential, a certificate, or a degree.
- (iii) Student retention in postsecondary education or transfer to a baccalaureate degree program.
- (iv) Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.

(v) Student participation in, and completion of, career and technical education programs that lead to employment in non-traditional fields.

Tech-Prep: Massachusetts will (if Tech-Prep continues beyond school/college year 2007-2008 (FY08)) identify core indicators of performance for students in career and technical education programs that receive(d) Tech-Prep services, with such core indicators that are valid and reliable, and that include, at a minimum, measures of the following:

A) The number of secondary education tech-prep students and postsecondary education tech- prep students served.

(B) The number and percent of secondary education tech-prep students enrolled in the tech-prep program who—

- (i) enroll in postsecondary education;
- (ii) enroll in postsecondary education in the same field or major as the secondary education tech- prep students were enrolled at the secondary level;
- (iii) complete a State or industry-recognized certification or licensure;
- (iv) successfully complete, as a secondary school student, courses that award postsecondary credit at the secondary level; and
- (v) enroll in remedial mathematics, writing, or reading courses upon entering postsecondary education.

(C) The number and percent of postsecondary education tech-prep students who—

- (i) are placed in a related field of employment not later than 12 months after graduation from the tech-prep program;
- (ii) complete a State or industry-recognized certification or licensure;
- (iii) complete a 2-year degree or certificate program within the normal time for completion of such program; and
- (iv) complete a baccalaureate degree program within the normal time for completion of such program.

Reporting on the Core Indicators of Performance:

Data on the core indicators is submitted by school districts in the Massachusetts Department of Education Student Information Management System (SIMS) and in the Career/Vocational Technical Education Graduate One-Year Follow-up Report. The document titled SIMS Data Handbook available on the Department of Education Information Services website at

<http://www.doe.mass.edu/infoservices/data/sims/> contains information on reporting in SIMS. The document titled Instructions for School Districts in Reporting Students Enrolled in Career/Vocational Technical Education Programs is a supplement to the SIMS Data Handbook and is available at the Career/Vocational Technical Education unit website at <http://www.doe.mass.edu/cte/data/>.

Data on the core indicators is submitted by public two-year colleges and the Perkins Postsecondary Consortium in the Public Two-Year College Career and Technical Education Report. The document titled Instructions for Public Two-Year Colleges/Consortium in Reporting Students Enrolled in Career/Vocational Technical Education Programs contains information on reporting and it is available at the Career/Vocational Technical Education unit website at <http://www.doe.mass.edu/cte/data/>.

Each school district/public two-year college/consortium that receives Perkins IV allocation funds must annually assess its performance on each of the core indicators. The Perkins IV Local Plan and annual Local Plan Updates are used as the vehicles.

State Improvement Plan for Failure of State to Meet Core Indicator(s) of Performance:

Under Perkins IV, if Massachusetts fails to meet at least 90 percent of Massachusetts' adjusted level of performance as agreed upon with the United States Department of Education - Office of Vocational and Adult Education (OVAE) for any of the core indicators of performance, the Massachusetts Department of Education will be required to develop and implement a program improvement plan (with special consideration to performance gaps for students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency and economically disadvantaged status) in consultation with the

appropriate agencies, individuals, and organizations during the first school/college year succeeding the school/college year for which Massachusetts failed to meet the adjusted level of performance for any of the core indicators of performance.

Subsequent Action for Failure of State to Meet Core Indicator(s) of Performance:

The United States Secretary of Education may, after notice and opportunity for a hearing, withhold from Massachusetts all, or a portion, of Massachusetts' allotment of Perkins IV funds if Massachusetts -

(i) fails to implement an improvement plan;
(ii) fails to make any improvement in meeting any of the Massachusetts adjusted levels of performance for

the core indicators of performance identified under paragraph (1) within the first program year of implementation of its improvement plan described in paragraph (1); or

(iii) fails to meet at least 90 percent of an agreed upon State adjusted level of performance for the same core indicator of performance for 3 consecutive years.

Local Improvement Plan for Failure of School District/Public Two-Year College/Consortium to Meet Core Indicator(s) of Performance:

Under Perkins IV if a school district/public two-year college/consortium fails to meet at least 90 percent of Massachusetts' adjusted level of performance as agreed upon with the United States Department of Education - Office of Vocational and Adult Education (OVAE), or the school district/public two-year college/consortium - Massachusetts Department of Education negotiated local level of performance for any of the core indicators of performance, the school district/public two-year college/consortium will be required to develop and implement a program improvement plan (with special consideration to performance gaps for students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency and economically disadvantaged status) in consultation with the appropriate agencies, individuals, and organizations during the first school/college year succeeding the school/college year for which the school district/public two-year college/consortium failed to meet the Massachusetts' adjusted level of performance or the school district/public two-year college/consortium - Massachusetts Department of Education negotiated local level of performance for any of the core indicators of performance.

Subsequent Action for Failure of School District/Public Two-Year College/Consortium to Meet Core Indicator(s) of Performance:

The Massachusetts Department of Education may, after notice and opportunity for a hearing, withhold from the school district/public two-year college/consortium all, or a portion, of the allocation grant funds from the school district/public two-year college/consortium if the school district/public two-year college/consortium -

(i) fails to implement an improvement plan;
(ii) fails to make any improvement in meeting any of the local adjusted levels of performance for the core indicators of performance within the first program year of implementation of its improvement plan.; or
(iii) fails to meet at least 90 percent of an agreed-upon local adjusted level of performance for the same core indicator of performance for 3 consecutive years.

PART VIII – GRANTS UNDER PERKINS IV

Perkins IV Allocation and Competitive Grant Categories:

Category	Method of Distribution	Eligible Applicants
Career/Vocational Technical Student Organization (CVTSO) Grants	competitive grants	school districts, public two-year colleges
Correctional Institution Grants	competitive grants	state and county correctional institutions, and the Department of Youth Services
Local Plan Allocation Grants - Secondary	formula allocation grants	school districts
Local Plan Allocation Grants - Postsecondary	formula allocation grants	school districts, public two-year colleges
Tech-Prep Consortia Grants	competitive grants	consortia of school districts and public two-year colleges

Requests for Proposals:

Massachusetts Department of Education grant programs, including those under Perkins IV are announced through Requests for Proposals (RFP). The Department of Education Grants Information website at <http://finance1.doe.mass.edu/Grants/> is the primary source of RFPs. The RFP provides specific information on each grant program, including but not limited to purpose, priorities, eligibility, available funding, grant duration, due date, DOE contact person, submission and required forms.

Standard Contract Form and Application for Program Grants: The Massachusetts Department of Education’s Standard Contract Form and Application for Program Grants is the document used for submitting the final budget for the individual grant. The Standard Contract Form and Application for Program Grants is commonly referred to as the grant application. Each RFP includes a Standard Contract Form and Application for Program Grants. Note that for allocation grants to school districts for local plan allocation grants on the secondary level a workbook in EXCEL based on the Standard Contract Form and Application for Program Grants is required. The workbook in EXCEL is submitted by school districts through the Massachusetts Department of Education Security Portal.

Legal Claim of Expenses under Perkins IV Grants:

Each RFP includes a statement to the effect that expenses can only be charged to the grant only from the date of final Massachusetts Department of Education approval of the Standard Contract Form and Application for Program Grants.

Example: “Standard Contract Form and Application for Program Grants submitted or approved after September 1, 2007 can legally claim expenses to the grant only from the date of final Department approval.”

PART IX – ALLOCATIONS UNDER PERKINS IV

Formula for Perkins IV Allocation Funds

The Massachusetts Department of Education will annually distribute a minimum of 85 percent of Perkins IV Title I funds to school districts and public two-year colleges with programs that meet the definition of career and technical education contained in Perkins IV. Perkins IV requires the formula reprinted below be used for computing allocations.

Perkins IV allows for the Massachusetts Department of Education to reserve a portion of the Perkins IV Title I funds that are available for distribution for Perkins IV allocation grants. The Department may award grants from the reserve fund to school districts/public two-year colleges in—

- (1) rural areas;
- (2) areas with high percentages of career and technical education students; and
- (3) areas with high numbers of career and technical education students.

Perkins IV Allocation Funding Formula – Secondary

Secondary allocation funds are computed for school districts according to the formula prescribed in Section 131 of Perkins IV.

Minimum Amount - Secondary

In order to prepare a Perkins IV Local Plan and apply for a secondary allocation grant, a school district shall be computed by the Massachusetts Department of Education for an allocation of at least \$15,000. A school district that is computed for a secondary allocation of less than \$15,000 may form or join a consortium with one or more school districts and join computed allocations to meet the \$15,000 minimum. A waiver of the minimum may be granted by the State Director of Career/Vocational Technical Education if the school district is: (A) (i) is located in a rural, sparsely populated area; or (ii) is a public charter school operating secondary school career and technical education programs; and (B) demonstrates that the school district is unable to enter into a consortium.

The request for a waiver of the \$15,000 minimum must be made in writing to the State Director of Career/Vocational Technical Education by the due date specified in the applicable Request for Proposals (RFP).

Consortium Formation – Secondary

A request to form a consortium must be made in writing to the State Director of Career/Vocational Technical Education by the due date specified in the applicable Request for Proposals (RFP). Perkins IV funds provided to a consortium shall be used only for the activities that are mutually beneficial to all members of the consortium. Funds may not be provided to individual members of the consortium (as a “pass-through”) for purposes and programs benefiting one member of the consortium. The consortium shall develop a joint Perkins IV Local Plan and single grant application.

Transfer of Allocation - Secondary

A school district may transfer its computed allocation to another school district that provides program(s) that meet the Perkins IV definition of career and technical education provided that the school district that would receive the funds would provide career and technical education programs to the students from the school district that would provide the funds. For example, a school district that is not a member of a regional vocational technical school district, but sends its students to the regional vocational technical school district for career and technical education programs may propose to transfer its allocation to the regional vocational technical school district.

The form (Schedule A) to be used for fund transfer may be found on Department of Education Grants Information website at <http://finance1.doe.mass.edu/Grants/procedure/forms/b.doc>.

Charter Schools - Secondary

A charter school or any other school may request a review by the Career/Vocational Technical Education unit for the purpose of determining whether the school’s programs meet the Perkins IV definition of career and technical education. School administrators should contact the State Director of Career/Vocational Technical Education in writing by January 15th, if they wish to have their programs reviewed by the Career/Vocational Technical Education unit to determine if they meet the Perkins IV definition of career and technical education for subsequent fiscal year allocation computations. The

Career and Technical Education Program Checklist in the *Appendices* would be used to determine whether the program(s) meet the Perkins IV definition of career and technical education.

Perkins IV Allocation Funding Formula - Postsecondary

Postsecondary allocation funds are computed for public two-year colleges and school districts according to the formula prescribed in Section 132 of Perkins IV.

Minimum Amount - Postsecondary

In order to prepare a Local Plan and apply for a postsecondary allocation grant, a public two-year college or school district must be computed by the Massachusetts Department of Education for an allocation of at least \$50,000. A public two-year college or school district that is computed for a postsecondary allocation of less than \$50,000 may form or join a consortium with one or more public two-year colleges and/or school districts and join computed allocations to meet the minimum. A waiver of the minimum may be granted by the State Director of Career/Vocational Technical Education only if the college or school district is located in a rural, sparsely populated area. The request for a waiver of the \$50,000 minimum must be made in writing to the State Director of Career/Vocational Technical Education by the due date specified in the applicable Request for Proposals (RFP).

Consortium Formation - Postsecondary

A request to form a consortium must be made in writing to the State Director of Career/Vocational Technical Education by the due date specified in the applicable Request for Proposals (RFP).

Perkins IV funds provided to a consortium shall be used only for the activities that are mutually beneficial to all members of the consortium. Funds may not be provided to individual members of the consortium (as a “pass-through”) for purposes and programs benefiting one member of the consortium. The consortium shall develop a joint Perkins IV Local Plan and single grant application.

Appeal Procedures for Perkins IV Allocation Grant Funds

The appeal procedures on the results of decisions related to the allocation of Perkins IV allocation grant funds include the following two levels of appeal:

Level 1: Review

The chief executive officer of a school district or public two-year college may request a review of data and information related to the allocation process directly from the Department of Education by sending a letter to the State Director of Career/Vocational Technical Education within 30 days of receipt of the computed allocation amount. A letter to the school district or public two-year college will confirm the findings of this review process within 30 days of the review.

Level 2: Appeal

The chief executive officer of a school district or public two year college may appeal the computed allocation amount following the results of the Level 1 Review process or at a time within 60 days of receipt of computed allocation amount. A letter requesting an appeal hearing must be sent to the Commissioner of Education, Massachusetts Department of Education. The request must include:

- a statement of the issues being appealed alleging a violation of state or federal law, regulations or guidelines governing the applicable program, including an itemization of the matters of fact and law upon which the applicant bases the appeal;
- copies of all documents, correspondence, data, exhibits and other information which the school district or public two-year college intends to introduce at the hearing to support the school district’s or public two-year college’s position;
- a list of witnesses whose testimony will be introduced.

The hearing, conducted by a hearing officer designated by the Commissioner, takes place within thirty days and with at least seven calendar days notice to the school district or public two-year college. The hearing officer will issue a written decision of the appeal, no later than ten calendar days after the hearing.

PART X - LOCAL PLANS UNDER PERKINS IV

School districts and public two-year colleges must submit to the Career/Vocational Technical Education unit, a Perkins IV One-Year Transition Local Plan for school/college year 2007-2008 (FY08) for review and acceptance, and a Standard Application for Program Grants for review and approval prior to receiving Perkins IV allocation funds for the first year of Perkins IV. School districts and public two-year colleges must submit a Perkins IV Five-Year Local Plan for school/college years 2008-2013 (FY09-13) for review and acceptance, and a Standard Application for Program Grants for review and approval prior to receiving Perkins IV allocation funds for the second year of Perkins IV. An annual Perkins IV Local Plan Update and Standard Application for Program Grants is required for school/college year 2009-2010 (FY10), school/college year 2010-2011 (FY11), school/college year 2011-2012 (FY12) and school/college year 2012-2013 (FY13). The Career/Vocational Technical Education unit provides the Update templates each year to school districts and public two-year colleges.

Consequences of Failing to Submit Perkins IV Local Plan on Time

Failure to file the Perkins IV One-Year Transition Local Plan Form, Perkins IV Five-Year Local Plan Form and/or the Standard Contract Form and Application for Program Grants (or corrected/revised Form, supplementary materials or application) by the due date(s) may result in the school district/public two-year college/consortium not receiving Perkins IV allocation funds. School districts/public two-year colleges/consortia can legally claim expenses to a grant only from the date of final Department approval of the Standard Contract Form and Application for Program Grants.

Nine Required Uses of Perkins IV Allocation Grant Funds:

Perkins IV allocation grant funds shall be used to improve career and technical education programs.

Perkins IV allocation grant funds must supplement, and not supplant local/state funds.

Perkins IV requires that school districts/public two-year colleges/consortia use Perkins IV allocation grant funds, or other funds for the following **nine** uses upon approval from the Career/Vocational Technical Education unit. If funds other than Perkins IV are utilized for the uses, the school district/ public two-year college/consortia must be able to document the funds to the satisfaction of the Career/Vocational Technical Education unit.

Perkins IV states in Section 135 under “Local Uses of Funds” the following:

(a) GENERAL AUTHORITY. —Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.

(b) REQUIREMENTS FOR USES OF FUNDS. —Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—

(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—

(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

(B) career and technical education subjects;

(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

(4) develop, improve, or expand the use of technology in career and technical education, which may include—

- (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
- (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
- (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
- (5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—
 - (A) in-service and pre-service training on—S. 250—53
 - (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - (ii) effective teaching skills based on research that includes promising practices;
 - (iii) effective practices to improve parental and community involvement; and
 - (iv) effective use of scientifically based research and data to improve instruction;
 - (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - (C) internship programs that provide relevant business experience; and
 - (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
- (6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- (7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
- (8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
- (9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

Twenty Permissive Uses of Perkins Allocation Grant Funds:

After the **nine** required uses are appropriately addressed, Perkins allocation grant funds may be used for the following upon approval from the Career/Vocational Technical Education unit:

Perkins IV states in Section 135 under “Local Uses of Funds” the following:

- (c) PERMISSIVE. —Funds made available to an eligible recipient under this title may be used—
 - (1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
 - (2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that—
 - (A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
 - (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
 - (3) for local education and business (including small business) partnerships, including for—S. 250—54

- (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
- (B) adjunct faculty arrangements for qualified industry professionals; and
- (C) industry experience for teachers and faculty;
- (4) to provide programs for special populations;
- (5) to assist career and technical student organizations;
- (6) for mentoring and support services;
- (7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
- (8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
- (9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
- (10) to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including—
 - (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
 - (B) postsecondary dual and concurrent enrollment programs;
 - (C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
 - (D) other initiatives—
 - (i) to encourage the pursuit of a baccalaureate degree; and
 - (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
- (11) to provide activities to support entrepreneurship education and training;
- (12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
- (13) to develop and support small, personalized career-themed learning communities; S. 250—55
- (14) to provide support for family and consumer sciences programs;
- (15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
- (16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105–220 (29 U.S.C. 2801 et seq.);
- (17) to support training and activities (such as mentoring and outreach) in nontraditional fields;
- (18) to provide support for training programs in automotive technologies;
- (19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—
 - (A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
 - (B) establishing, enhancing, or supporting systems for—
 - (i) accountability data collection under this Act; or
 - (ii) reporting data under this Act;
 - (C) implementing career and technical programs of study described in section 122(c)(1)(A); or

(D) implementing technical assessments; and
(20) to support other career and technical education activities that are consistent with the purpose of this Act.

Unallowable Uses of Perkins IV Allocation Grant Funds:

All proposed expenditures of Perkins IV allocation grant funds must be detailed in the Perkins IV Local Plan/Update/Programmatic Amendment and applicable Standard Contract Form and Application for Program Grants/Amendment, and be approved by the Career/Vocational Technical Education unit prior to implementation. The following list includes, but is not limited to, expenditures that **would not be approved**. School district/ public two-year college/consortium staff are advised to discuss questions related to expenditures with their liaison in the Career/Vocational Technical Education unit.

- any expenditure that would **supplant** local/state funds
- any expenditure that is **not related to improvement** of career and technical education programs
- any expenditure for professional development that is not high quality, sustainable, intensive, and focused. **One-day or short-term workshops or conferences are not fundable with Perkins IV funds.**
- any expenditure that would be unnecessary
- any expenditure that would be an **unreasonable** dollar amount - an expenditure would be reasonable if, in its nature and amount, it does not exceed that which would be incurred by a reasonable person under the circumstances prevailing at the time the decision was made to propose the expenditure
- any expenditure for college course **tuition** required for teacher licensure
- any expenditure for **entertainment** including amusement, diversion, and social activities and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities)
- purchase of **automobiles**
- **school construction**
- any expenditure for promotional items and memorabilia, including models, gifts, and souvenirs

Expenditures Frequently Reviewed Regarding Perkins Allocation Grant Funds:

All expenditures of Perkins IV allocation grant funds must be detailed in the Perkins IV Local Plan/Update/Programmatic Amendment and applicable Standard Contract Form and Application for Program Grants/Amendment, and be approved by the Career/Vocational Technical Education unit prior to implementation.

The following list includes, but is not limited to, expenditures for which the Career/Vocational Technical Education unit receives the most questions. School district/public two-year college/consortium staff are advised to discuss questions related to expenditures with their liaison in the Career/Vocational Technical Education unit.

- **Food** may be an allowable expenditure under Perkins IV allocation grants for professional development activities and other program improvement activities such as program advisory committee meetings when the **food is necessary, and the cost is reasonable**. Food for professional development activities and other program improvement activities may be allowable when the activity overlaps a mealtime, or for simple refreshment when it would be impractical or relatively inconvenient for the participants to purchase sustenance. For example, an all day professional development session may require a simple lunch and an afternoon snack to avoid the need for participants to leave the premises disrupting the work and missing the lunchtime speaker.

Food for banquets, award ceremonies, goodwill gestures, etc. is not allowable.

- Fees paid for an individual student such as dues, registration fees, license/certification fees and transportation fees are not allowable – this includes but is not limited to career/vocational technical education student organization dues, transportation, lodging, registration and uniforms for the individual student. Whole school career/vocational technical education student organization participation dues may be allowable upon approval from the Career/Vocational Technical Education unit.

- Stipends for staff to attend meetings and/or professional development events are not allowable, unless a product is developed, or other measurable outcomes would be documented.

- Stipends for students are not allowable for the sole purpose of paying students to learn, such as would be the case when providing a stipend to a student to perform a hospital internship or providing a stipend to a student to work for a company on cooperative education.

Stipends may be allowable for students to perform work directly related to career and technical education program improvement in the school district/public two-year college, like any other qualified person to the extent allowable by state and federal employment laws, and providing there are no supplanting issues such as the student replacing a staff person in the placement office who was paid with local funds to analyze graduate follow-up data.

Example: A stipend for a student redesigning the school career and technical education program website during the summer under the supervision of appropriate staff, in order to improve accessibility for students who may be sight impaired, may be allowable.

Example: A stipend for a college student to peer tutor other students in career and technical education programs, under the supervision of appropriate staff, that would result in career and technical education program improvement, via the tutor identifying common student needs that may be translated into program improvement, resulting in improved core indicator of performance by the public two-year college may be allowable.

The selection of students for work must be in compliance with applicable school district/public two-year college policies, and include provisions for equal opportunity.

- New academic and technical education teaching positions may be allowable only for a new program or program component. A program may be considered new for up to three years. After that time, the teacher must be paid with non-Perkins IV funds.

- Routine office/program supplies such as books, pens, paper, workbooks, disks, sandpaper are not allowable unless they supplement, and do not supplant local/state funds, and unless they would be used for career and technical education program improvement. For example, the paper used for printing professional development materials for staff training related to preparing students for careers that are nontraditional for their gender may be allowable.

- Staff funded partially with Perkins IV allocation grant funds or from multiple grants may be allowable when the employee divides his/her time between more than one federally supported grant program (for example Special Education and Perkins IV) or between more than one Perkins IV grant, provided that records of the time distribution between grant projects are kept.

Supplement, Not Supplant Provision

Funds made available under Perkins IV shall supplement, and shall not supplant, local/state funds. Perkins IV funds are to be used to improve career and technical education programs. The expectation is that local/state funds would provide for the infrastructure, staff, supplies/materials, staff travel, equipment, etc. An example of supplanting might be a school district/public two-year college moving the salary of a teacher from the local payroll to the Perkins IV payroll. Purchase of textbooks with Perkins IV by school districts might constitute supplanting in that textbooks are part of what schools ordinarily purchase with local funds. Office supplies such as paper are also generally part of most school district/public two-year college local budgets, and in some school districts/public two-year colleges the costs are recovered by indirect costs in grants.

Note that Perkins IV funds would not supplant local/state funds when the costs of, for example paper, is tied directly to a program improvement either required or permitted by Perkins IV, and that was not previously covered by local/state funds. An example would be the paper used for printing professional development materials, for staff training related to preparing students for careers that are nontraditional for their gender.

Important Note: Each situation is different and there is no one size fits all test for supplanting. School district/public two-year college/consortium staff should discuss supplanting issues internally, and seek technical assistance from their liaisons in the Career/Vocational Technical Education unit as necessary.

PART XI - REQUIRED REPORTING under PERKINS IV

SIMS

School districts are required to submit student-level data on students enrolled in career/vocational technical education programs (9-12 grade level) in the Student Information Management System (SIMS.) The document titled SIMS Data Handbook is a required resource. It is available at <http://www.doe.mass.edu/infoservices/data/sims/>. The document titled Instructions for School Districts in Reporting Students Enrolled in Career/Vocational Technical Education Programs is a supplement to the SIMS Data Handbook. It is available at <http://www.doe.mass.edu/cte/data/>.

Chapter 74 Vocational Technical Education Postsecondary and Postgraduate Report

School districts are required to submit student-level data on students enrolled in career/vocational technical education programs (postgraduate and postsecondary level) using the Chapter 74 Vocational Technical Education Postsecondary and Postgraduate Report. The document titled Instructions for School Districts in Reporting Students Enrolled in Career/Vocational Technical Education Programs contains applicable information. It is available at <http://www.doe.mass.edu/cte/data/>.

Career/Vocational Technical Education Graduate One-Year Follow-up Report (Database)

School districts are required to submit student-level data on graduates of career/vocational technical education programs through the Department of Education's Security Portal. The Report Database and instructions are available at <http://www.doe.mass.edu/cte/data/>.

Public Two-Year College Career and Technical Education Report

Public two-year colleges that receive Perkins IV funds are required to submit this Report. It is available with instructions at <http://www.doe.mass.edu/cte/data/>.

Financial Reports

School districts/public two-year colleges/consortia that receive Perkins IV funds are required to submit Final Financial Report(s) to the Department of Education's Grants Management unit. Final Financial Reports are due thirty days after the grant end date. If the grant included Massachusetts Teachers Retirement (MTR), FR – 1 (A) form reconciling the MTR must also be returned to the Grants Management unit. These forms are available on the Department of Education's Grant's Information website at <http://finance1.doe.mass.edu/Grants/procedure/forms/h.doc>.

Consequences of Failing to Submit Required Reports

Failure to submit required reports by the due date(s) may result in the school district/public two-year college/consortium not receiving Perkins IV allocation funds.

PART XII - MONITORING under PERKINS IV

The Career/Vocational Technical Education unit conducts onsite monitoring of Perkins IV assisted school districts/public two-year colleges/consortia to determine compliance with Perkins IV requirements. For school districts, onsite monitoring is scheduled as part of the Department of Education's Coordinated Program Review system where several federal and state programs including Perkins IV are monitored in the school district at the same time. An occupational safety specialist from the Massachusetts Division of Occupation Safety may assist in the reviews. The Perkins monitoring criteria and additional information may be obtained at the Departments Compliance/Monitoring website at <http://www.doe.mass.edu/pqa/review/cpr/>.

The Career/Vocational Technical Education unit conducts onsite monitoring of Perkins IV assisted public two-year colleges using the criteria contained in the document titled: Massachusetts Department of Education Selected Career & Technical Education Public Two Year College Program Review Criteria Addressing Perkins Vocational and Technical Education Act Requirements. This document may be accessed at the Career/Vocational Technical Education website at <http://www.doe.mass.edu/cte/monitoring/>.

The Career/Vocational Technical Education unit monitors school districts/public two-year colleges/consortia for civil rights compliance based on the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color National Origin, Sex and Handicap in Vocational Education Programs - 34 CFR, Part 100, Appendix B. The monitoring instruments and related information may be accessed at the Career/Vocational Technical Education website at <http://www.doe.mass.edu/cte/monitoring/>.

The Career/Vocational Technical Education unit contracts with an independent certified public accounting firm to conduct financial and data reviews. Accounting firm staff will spend one to three days at each school district/public two-year college/consortium. For school districts, the reviews will be conducted in conjunction with Coordinated Program Reviews. For other grant recipients, reviews will be conducted in conjunction with, or apart from other reviews.

PART XIII - TECH-PREP UNDER PERKINS IV

A competitive Request for Proposals (RFP) titled “Perkins IV Tech-Prep Transition 2007-2008” was issued in March 2007 in order to provide Tech-Prep services equitably across Massachusetts during school/college year 2007-2008 (FY08). This RFP is posted at <http://finance1.doe.mass.edu/Grants/grants08/rfp/468.html>.

Massachusetts may not continue the Tech-Prep initiative beyond school/college year 2007-2008. Perkins IV allows states to roll Tech-Prep funds into the basic grant that is used for allocation grants, state administration and statewide leadership activities. If this option were deemed appropriate for Massachusetts upon the development of the Perkins IV Five-Year State Plan with stakeholders including the Massachusetts Career/Vocational Technical Education Advisory Committee and with public hearings, the Department of Education would set forth provisions for services and activities to enhance and promote the linkage of secondary career and technical education to postsecondary career and technical education including registered apprenticeship in place of Tech-Prep.

The Manual titled “Massachusetts Tech-Prep Manual *for Consortia and Site Coordinators*” is a supplement to the Perkins IV Manual. It is available at <http://www.doe.mass.edu/cte/techprep/>.

PART XIV – ADDITIONAL COMPLIANCE INFORMATION

Amendments

Amendment to Standard Contract Form and Application for Program Grants

Grant recipients **must** submit an Amendment Request Form (Form AM1) to the Career/Vocational Technical Education unit when an increase in a line item of the budget exceeds \$100 or 10 percent of the line item (whichever is greater), or exceeds \$10,000.

The Amendment Request Form (Form AM1) must be submitted, at least 30 days prior to the proposed change and no later than 30 days prior to the termination date of the grant. The Amendment Request Form (Form AM1) is available on the Department of Education’s Grants Information website at <http://finance1.doe.mass.edu/Grants/>.

Programmatic Amendment

School districts/public two-year colleges/consortia must obtain pre-approval from the Career/Vocational Technical Education unit for all programmatic changes, including staffing changes from that which was contained in the accepted Perkins IV Local Plan/Update and/or approved allocation grant, or in the approved proposal/competitive grant including the Tech-Prep proposal/grant.

The Programmatic Amendment Request Form in the *Appendices* must be submitted to the applicable liaison in the Career/Vocational Technical Education unit at least 30 days prior to the proposed change, and no later than 30 days prior to the termination date of the grant.

The liaison in the Career/Vocational Technical Education unit will notify the school district/public two-year college/consortium of the decision to approve or deny the proposed change with reasons for the decision. This latter communication will be in an email from the liaison to the appropriate staff in the school district/public two-year college/consortium.

Education Department General Administrative Regulations (EDGAR)

Perkins IV grant recipients are advised to review and comply with these regulations, as applicable for Perkins IV grants. U.S. Department of Education, Grants Policy and Oversight Staff, Education Department General Administrative Regulations (EDGAR), Washington, D.C., 20005.

www.ed.gov/policy/fund/reg/edgarReg/edgar.html

Equipment

Equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 per unit. An item with an acquisition cost of less than \$5,000 per unit is considered to be a supply.

Equipment purchased with federal funds, including Perkins IV funds must have:

- property records including acquisition date, cost, source, percent of federal funds used to purchase the item, location, use and condition of the equipment and ultimate disposition
- adequate safeguards to prevent loss, damage, or theft
- adequate maintenance procedures

Equipment purchased with Perkins IV funds may be used as described in the Perkins IV Local Plan/Update, but may also be used in other programs under certain conditions. The equipment may be used as long as the use is incidental and does not interfere with the original purpose of the acquisition and does not add to the cost of using the equipment. Examples of multiple uses of equipment purchased with federal funds include:

- Using Perkins IV funded computer equipment at a summer computer camp or an after school program.
- Using a Perkins IV funded CNC lathe in an adult training program.

Equipment with a current market value of less than \$5,000 may be retained or sold without further obligation to the federal government as long as adequate records of the equipment's market value, maintenance history and ultimate disposition are kept by the service provider. For more information about the use and disposition of equipment, contact a liaison in the Career/Vocational Technical Education unit, or refer to OMB Circular A-87 at <http://www.whitehouse.gov/omb/circulars/a087/a087-all.html>.

Nontraditional by Gender List

The official list is posted at <http://www.doe.mass.edu/cte/ntbg/>. This list will be updated when the Perkins IV Five-Year State Plan is completed.

OMB Circular A – 87

Perkins IV grant recipients are advised to review and comply with the rules in this circular, as applicable for Perkins grants. It is available at <http://www.whitehouse.gov/OMB/circulars/a087/a087-all.html>

Single Audit Act

Most recipients of Perkins IV funds are subject to the Single Audit Act that requires that recipients of \$100,000 or more of federal funds in a year must be audited for that year in accord with OMB Circular A-128. The audit must be conducted by an independent auditor and must include review of financial statements, internal controls and compliance with laws and regulations.

Statement of Assurances

Each recipient of Perkins IV funds must have filed a Uniform Statement of Assurances with the Department of Education. The Department's Grants Management Unit provides the forms with instructions to school districts/public two-year colleges.

Stevens Amendment

The Stevens Amendment to the Department of Defense Appropriations Act requires that any documents relating to projects funded fully or partially with Perkins funds (or other federal funds) must clearly state the dollar amount of federal funds for the project and the percent of the total cost of the project that will be financed with federal funds. This requirement applies to bids, press releases, statements or other documents describing the project.

APPENDIX A

PERKINS IV CAREER AND TECHNICAL EDUCATION PROGRAM CHECKLIST			
<p>The term career and technical education means organized educational activities that—</p> <p>(A) offer a sequence of courses that—</p> <p>(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;</p> <p>(ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and</p> <p>(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and</p> <p>(B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry including entrepreneurship, of an individual.</p>			
Standard	Measure	Examples - Evidence/Source Document	✓
1. The program has organized educational activities.	A program description that includes required academic and technical courses is published.	School/College Catalog. Program of Study. Program of Study Grid. Course Syllabi. Website.	
2. The program includes a sequence of courses. *	The sequence of courses includes at least two technical courses in the same occupational field and academic courses. Technical courses are those with the objective of preparing students for specific occupations or cluster of occupations. *	School/College Catalog. Program of Study. Program of Study Grid. Website.	
3. The program provides students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills.	Academic and technical instruction is integrated and for high schools is based on the applicable Massachusetts Curriculum Frameworks and the applicable Massachusetts Vocational Technical Education Framework.	Program of Study. Program of Study Grid. Course Syllabi. Lesson Plans. Competency List.	
4. The program prepares students for further education.	Current articulation agreements with two and/or four year colleges, and registered apprenticeship programs (if applicable) exist and the school/college has verified (with an advisory committee that includes representatives from postsecondary education that includes registered apprenticeship programs (if applicable)) that the program prepares students for further education, and registered apprenticeships (if applicable).	Articulation Agreement(s). Program of Study. Program of Study Grid. Course Syllabi. Lesson Plans. Competency List. Minutes of Advisory Committee Meetings.	
5. The program prepares students for careers in current or emerging professions.	The local Workforce Investment Board (WIB) has reviewed and endorsed the program and the school/college has verified the labor market for the program with an advisory committee that includes representatives from business/industry and postsecondary education including registered apprenticeship programs (if applicable).	Letter from WIB. Minutes of Advisory Committee Meetings. Program of Study. Course Syllabi. Program of Study Grid. Lesson Plans. Competency List.	
6. The program provides students with technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree.	The organization that is nationally recognized by the specific industry or industry cluster for which the students are being prepared, and that is involved in the accreditation, approval and/or certification of career and technical education programs has accredited, approved or certified the program, if applicable, and/or the state agency that issues licenses for individuals in the specific industry has approved or certified the program, as applicable.	Accreditation Document. Approval Document. Certification Document. Credentials conferred. Certificates conferred. Degrees conferred.	
7. The program includes competency-based applied	The knowledge and skills to be acquired by students are published.	Program of Study. Program of Study Grid.	

PERKINS IV CAREER AND TECHNICAL EDUCATION PROGRAM CHECKLIST

learning.		Lesson Plans. Course Syllabi. Competency List. Website.	
8. The program contributes to students' higher-order reasoning and problem-solving skills.	The curriculum for the program includes higher-order reasoning and problem-solving skills.	Program of Study. Program of Study Grid. Lesson Plans. Course Syllabi. Competency List.	
9. The program provides students with general employability knowledge and skills.	The program includes the use of work-based learning as appropriate and feasible, as well as career development curricula.	Career Plans. Work-based Learning Plans. Program of Study. Program of Study Grid. Course Syllabi. Lesson Plans. Competency List.	
10. The program provides students with occupational safety and health knowledge and skills.	The curriculum for the program includes occupational safety and health knowledge and skills.	Program of Study. Program of Study Grid. Lesson Plans. Course Syllabi. Competency List.	
11. The program provides students with management and entrepreneurship knowledge and skills.	The curriculum for the program includes management and entrepreneurship knowledge and skills.	Program of Study. Program of Study Grid. Lesson Plans. Course Syllabi. Competency List.	
12. The program provides students with computer knowledge and skills.	The curriculum for the program includes computer knowledge and skills.	Program of Study. Program of Study Grid. Lesson Plans. Course Syllabi. Competency List.	
13. The program provides for the equitable participation of special populations.	Enrollment in the program includes special populations reflective of the communities served.	Student Information Management System (SIMS) or other Enrollment Data.	

* For public two-year college degree programs, the sequence of courses means at least 15 credits of technical courses in addition to the academic courses required by the degree program. For public two-year college/school district postsecondary certificate or other formal award programs, the sequence of courses means at least two technical courses and at least one academic course or academic component within a technical course for a total of 12 or more credits in the certificate or other formal award program.

APPENDIX B

CAREER/VOCATIONAL TECHNICAL EDUCATION UNIT Programmatic Amendment Request Form (Perkins)

All sections of this form must be completed, and the form submitted to the appropriate liaison in the Career/Vocational Technical Education unit at least 30 days prior to the proposed change, and no later than 30 days prior to the termination date of the grant. Amendment requests must be approved in writing by the Career/Vocational Technical Education unit prior to implementation. The school district/college/consortium will be notified by email of the decision to deny or approve the amendment.

Grant Recipient:		
Address:		
Grant Number:		
Name and title of person completing this form:	Name & Title:	
	Email:	
	Phone Number:	

Description: Describe the proposed programmatic change. Include title, description and FTE for all staff substitutions and a list of proposed supplies, equipment, or other activities to be substituted for the items approved in the original grant. Attach additional sheets if necessary.

Justification: Explain and justify why the proposed amendment should be implemented. Attach additional sheets if necessary.

This section to be completed by the Career/Vocational Technical Education unit.

ACTION TAKEN: Acceptable Not Acceptable

Notification by email made on (date) _____

Programmatic Amendment Request Form and notification filed in official file on: _____

Signature of Career/Vocational Technical Education unit staff: _____ Date: _____

APPENDIX C – SELECTED REFERENCES

Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270 (Perkins IV)
<http://www.doe.mass.edu/cte/perkins/>.

Career/Vocational Technical Education Advisory Committee Guide
<http://www.doe.mass.edu/cte/resources/>

Career/Vocational Technical Education Safety and Health Guide
http://www.doe.mass.edu/cte/safety_health.html

Chapter 74 Vocational Technical Education Program Directory <http://www.doe.mass.edu/cte/programs/>.

Coordinated Program Review Procedures - School District Information Package Career/Vocational Technical Education (CVTE) School Year 2006-2007
<http://www.doe.mass.edu/pqa/review/cpr/instrument/cte.doc>.

DOE/CVTE unit website <http://www.doe.mass.edu/cte/>.

Education Department General Administrative Regulations (EDGAR)
<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)
<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Grants for Schools: Getting Them and Using Them, A Procedural Manual
<http://finance1.doe.mass.edu/Grants/>.

Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color National Origin, Sex and Handicap in Vocational Education Programs - 34 CFR, Part 100, Appendix B
<http://www.doe.mass.edu/cte/monitoring/>

Instructions for School Districts in Reporting Students Enrolled in Career/Vocational Technical Education Programs <http://www.doe.mass.edu/cte/data/>

Massachusetts Career Development Website <http://www.doe.mass.edu/cd/>

Massachusetts Department of Workforce Development – Division of Apprentice Training
<http://www.mass.gov/dat/>

Massachusetts Student Record Regulations 603 CMR 23.00
<http://www.doe.mass.edu/lawsregs/603cmr23.html>

Massachusetts Tech-Prep Manual *for Consortia and Site Coordinators Superintendents and Principals*
<http://www.doe.mass.edu/cte/techprep/>

Perkins IV Manual <http://www.doe.mass.edu/cte/perkins/>.

SIMS Data Handbook <http://www.doe.mass.edu/infoservices/data/sims/>.

Tech-Prep Access Database <http://www.doe.mass.edu/cte/techprep/>.

Vocational Technical Education Frameworks at <http://www.doe.mass.edu/cte/frameworks.html>