



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

**MASSACHUSETTS
PERKINS IV MANUAL**

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PART I - INTRODUCTION

In Massachusetts, the Massachusetts Department of Elementary and Secondary 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 copy of Perkins IV is posted at <http://www.doe.mass.edu/cte/perkins/>. Public two-year college/school district/consortium staff should review the official copy of Perkins IV in its entirety and not rely solely on excerpts contained in this Manual. The Massachusetts Department of Elementary and Secondary Education does not represent this Manual as a replacement for the official copy of Perkins IV.

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 grants is included, however school district/public two-year college/consortium staff should refer to the applicable Request for Proposals (RFP) that are available on the Massachusetts Department of Elementary and Secondary Education-Grants Information website at <http://finance1.doe.mass.edu/Grants/> for specific information on competitive RFPs. The Massachusetts Perkins IV Secondary Postsecondary Career/Vocational Technical Education Linkage Manual at <http://www.doe.mass.edu/cte/techprep/> provides information on the secondary postsecondary career/vocational technical education linkage initiative.

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

Note that this Manual will be updated as policy guidance on Perkins IV is developed and disseminated by the United States Department of Education. The contents including requirements set forth in this Manual are thus subject to change.

What is New? Perkins IV is new and with it comes change.

This Guide was last updated on October 9, 2008. The term FAUPL was deleted from the Guide.

PART II - STATE PLAN

The Massachusetts Department of Elementary and Secondary Education submitted a Perkins IV Five-Year State Plan to the United States Department of Education on April 1, 2008.

Public hearings on the **Draft** Perkins IV Five-Year State Plan were held as follows:

Assabet Valley Regional Technical School, Marlborough, MA on Monday, December 17, 2007 from 4:00-6:00

Smith Vocational Agricultural School in Northampton, MA on Wednesday, December 19, 2007 from 4:00-6:00

PART III - COMMUNICATION

The Massachusetts Department of Elementary and Secondary Education 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 Massachusetts Department of Elementary and Secondary Education-Career/Vocational Technical Education website at <http://www.doe.mass.edu/cte/>.

PART IV - TECHNICAL ASSISTANCE

The Massachusetts Department of Elementary and Secondary Education 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/ public two-year college/consortium with career and technical education programs that are assisted with Perkins IV funds has a staff person known as a liaison in the Massachusetts Department of Elementary and Secondary Education-Career/Vocational Technical Education unit. School district/public two-year college/consortium staff should contact their liaison for assistance in the development and implementation of 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 Massachusetts Department of Elementary and Secondary Education -Career/Vocational Technical Education website at www.doe.mass.edu/cte/ under “CVTE Staff.”

PART V - SELECTED DEFINITIONS under PERKINS IV and the ELEMENTARY and SECONDARY EDUCATION ACT, as amended by the NO CHILD LEFT BEHIND ACT

Note: Refer to Perkins IV Section 3 for additional definitions pertaining to Perkins IV.

Note: Refer to the Instructions for School Districts in Reporting Students Enrolled in Career/Vocational Technical Education Programs and the Instructions for the Massachusetts Perkins IV Public Two-Year College/Consortium Career and Technical Education Data Report for additional definitions pertaining to data reporting under Perkins IV.

Note: Refer to the applicable Massachusetts Perkins IV Accountability Workbook (Secondary) or (Postsecondary) for additional definitions pertaining to core indicators and accountability under Perkins IV.

Note: Refer to the Massachusetts Perkins IV Secondary Postsecondary Career/Vocational Technical Education Linkage Manual for additional definitions pertaining to linking secondary to postsecondary career/vocational technical education.

Academic and Technical Integration: Academic and technical integration means that academic knowledge and skills are included in the curriculum and taught in the technical program, and occupational safety and health, technical, employability, management & entrepreneurship, and technological knowledge and skills are included in curriculum and taught in academic courses to the extent that it is appropriate and feasible. Academic and technical integration may more likely happen when academic and technical teachers collaborate on curriculum, student projects, team teach, receive joint professional development on integration, review student work together, participate in internships in business and industry together, monitor cooperative education jointly, etc. Students benefit from academic and technical integration by simultaneously acquiring academic, occupational safety and health, technical, employability, management & entrepreneurship, and technological knowledge and skills as well as problem solving and critical thinking skills. Students benefit from integration by acquiring knowledge and skills in context and by experiencing connections among subjects.

Administration: The term administration, when used with respect to an allocation grant means activities necessary for the proper and efficient performance of the school district/college/consortium’s duties under Perkins IV, including the supervision of such activities and the bookkeeping associated with such activities. Such term does not include curriculum development activities or professional development activities. No more than five (5) percent of each allocation grant can be used for administration (administrative costs).

All Aspects of the Industry: This term means occupational safety & health, technical, embedded academic, employability, management & entrepreneurship (planning, finance, business ethics, labor relations, community and environmental) and technological knowledge and skills 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*.

Apprenticeship Program: refer to the definition of registered apprenticeship program.

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 Plan: A Career Plan is a comprehensive, formal written plan (that learners use alone or with the help of others) that relates learning to career goals. The Career Plan is based on both formal and informal assessment and should include areas in which a learner needs to increase knowledge and skills to reach documented goals. A Career Plan is designed to facilitate transition from high school to future learning and employment. The Career Plan may be thought of as both an instrument and a process for monitoring one's career development. As an instrument, a Career Plan provides a place to organize and record progress related to personal, educational, and career and labor market information. As a process, it encourages learners to use the past and present in goal setting and planning. In either case, a Career Plan should be revisited and modified periodically. The Career Plan would reference articulation agreements, which are connected to the plan. Additional information on Career Plans including Revised Massachusetts Career Plan Model is posted on the ESE-Career/Vocational Technical Education website under “Career Development” at <http://www.doe.mass.edu/cd/resources/>.

Career and Technical Education Program: Refer to Appendix A of this Manual for 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), FFA - An Organization for Students Studying Agriculture (FFA) and Skills USA. Perkins IV state leadership funds are used to support career/vocational technical student organizations, especially with respect to efforts to increase the participation and success of students who are members of special populations.

Career/Vocational Technical Education Graduate Follow-up Report (database): This report is required from school districts that have Chapter 74-approved vocational technical education programs and/or non-Chapter 74 career and technical education programs. Note that the Student Information Management System (SIMS) does not collect student-level data beyond grade 12, therefore this report is required. Note that the **Massachusetts Perkins IV Public Two-Year College/Consortium Career and Technical Education Data Report** captures follow-up data from public two-year colleges and the Perkins Postsecondary Consortium. The **Chapter 74 Vocational Technical Education Postsecondary and Postgraduate Report** captures follow-up data from school districts that have Chapter 74-approved vocational technical education programs on the postsecondary level

Chapter 74 Vocational Technical Education Postsecondary and Postgraduate Report: This report is required from school districts that have Chapter 74-approved vocational technical education programs on the postsecondary level. Note that the Student Information Management System (SIMS) does not collect student-level data beyond grade 12, therefore this report is required.

Chapter 74-Approved Vocational Technical Education Program: A Chapter 74-approved vocational technical education program is a program that is approved by the Massachusetts Department of Elementary and Secondary Education pursuant to Massachusetts General Law Chapter 74 and the Vocational Technical Education Regulations, and that meets the definition of career and technical education contained in the Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270 Perkins IV). The Chapter 74 Vocational Technical Education Program Directory at <http://www.doe.mass.edu/cte/programs/> lists the approved programs by district/school.

Core Academic Subjects: The core academic subjects are those contained in Section 9101 of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act: English, Reading or Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History, and Geography.

Core Indicators: Refer to Part VII of this Manual for the definitions. Refer also to the applicable MA Perkins IV Accountability Workbook (Secondary) or (Postsecondary) for additional definitions pertaining to core indicators and accountability under Perkins IV

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 (Guidelines): These federal *Guidelines* are applicable to all career/vocational technical programs in school districts/public two-year colleges/consortia that receive federal funds. The *Guidelines* also apply to the secondary postsecondary career/vocational technical education linkage initiative.

MA Perkins IV Public Two-Year College/Consortium Career and Technical Education Data Report:

This report is the annual data report that is required to be submitted to the Massachusetts Department of Elementary and Secondary Education by public two-year colleges and the Perkins Postsecondary /Consortium. Note that the Student Information Management System (SIMS) does not collect student-level data beyond grade 12, therefore this report is required.

Non-Chapter 74 Career and Technical Education Program: In Massachusetts, a program that is not a Chapter 74-approved vocational technical education program, but does meet the definition of career and technical education contained in the Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270 (Perkins IV) is a non-Chapter 74 career and technical education program.

Nontraditional by Gender Career: The term nontraditional by gender career means a career for which individuals from one gender comprise less than 25 percent of the individuals employed in the career. Under Perkins IV, Massachusetts uses the lists of nontraditional careers produced by the National Alliance for Partnerships Equity (NAPE) and the Massachusetts Supplement to the NAPE Nontraditional by Gender Lists. The lists and supplement are available on the Massachusetts Department of Elementary and Secondary Education-Career/Vocational Technical Education website at <http://www.doe.mass.edu/cte/ntbg/>.

Perkins Performance Years:

Perkins Performance Year 1 is 2007-2008

Perkins Performance Year 2 is 2008-2009

Perkins Performance Year 3 is 2009-2010

Perkins Performance Year 4 is 2010-2011

Perkins Performance Year 5 is 2011-2012

Perkins Performance Year 6 is 2012-2013

Postsecondary Career and Technical Education Program Concentrator: The term used to denote a career and technical education program participant who has earned 12 or more college credits.

Postsecondary Career and Technical Education Program Participant: The term used to denote a student who has been formally admitted (matriculated) into a specific career and technical education program and is enrolled in at least one for-credit course for the fall semester.

Registered Apprenticeship Program: A postsecondary program that is registered with the Massachusetts Division of Apprenticeship Training.

Program of Study: The program of study under Perkins IV must include (1) both secondary and postsecondary elements (2) coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; and may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits.

Program of Study Grid: A Program of Study Grid is a career-planning tool that outlines the recommended courses, work-based learning, and other activities leading to a degree or certificate, including a certificate from a registered apprenticeship program. Refer to the [MA Perkins IV Secondary Postsecondary Career/Vocational Technical Education Linkage Manual](#) at <http://www.doe.mass.edu/cte/techprep/> for a sample Program of Study Grid.

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

Rigorous and Challenging Academic and Technical Courses are:

- aligned with the Massachusetts Curriculum Frameworks and the Massachusetts Vocational Technical Education Frameworks to the maximum extent possible (this applies to secondary level)
- with integrated academic and technical knowledge and skills at the proficient level or above
- that expose students to advanced concepts
- have as a focus problem solving and critical thinking
- that expose students to **cognitive, affective and psychomotor skills development** as put forth in the Learning Domains of Bloom's Taxonomy to <http://www.nwlink.com/~donclark/hrd/bloom.html>
- with substantial homework assignments that require critical thinking skills and demonstration of achievement of learning goals
- for advanced placement (this applies to secondary level)
- that provide dual enrollment credit (this applies to secondary level)
- with provisions for counseling sessions that support the coursework.
- that are reviewed annually to ensure that coursework is, and continues to be rigorous and challenging
- that include knowledge and skills that students would encounter in the first year of college (this applies to secondary level)
- whose teachers engage in professional development that 1) maintains their connection with the latest developments in their technical field; 2) provide models for making coursework more rigorous for students, through integration with advanced academic standards; and 3) instruction in and implementation of new teaching techniques that allow students to better comprehend advanced concepts (including new techniques to provide rigorous instruction to special populations).

The following links provide information on rigorous and challenging academics courses, as well as links to additional resources:

<http://www.aypf.org/forumbriefs/2007/fb062207.htm>

Secondary Career and Technical Education Program Concentrator: The term used to denote a student at the secondary level who was enrolled in a career and technical education program for two years. In Massachusetts, the Student Information Management System (SIMS) is used to capture data on concentrators on the secondary level. The students reported in SIMS as enrolled in a career and technical education program for two consecutive years are concentrators.

Secondary Career and Technical Education Program Participant: The term used to denote a student at the secondary level who was enrolled for one year in any career and technical education program. In Massachusetts, the Student Information Management System (SIMS) is used to capture data on participants on the secondary level. The students reported in SIMS as enrolled in a career and technical education program in October and June of the same school year are participants.

Secondary Postsecondary CVTE Linkage means much more than developing articulation agreements. Secondary postsecondary linkages means coordination of career and technical programs between high schools, 2 and 4-year colleges and registered apprenticeship programs. It means more effectively and meaningfully illustrating to students (and parents/guardians) how inextricably secondary career and technical education (i.e., coursework and achievement) is tied to postsecondary career and technical education. Secondary postsecondary linkages are more likely to occur (and be understood and valued by students and parents/guardians) when secondary academic and technical teachers collaborate with school counselors and postsecondary and industry partners in establishing and promoting linkages. Such linkages go well beyond the development of articulation agreements and include but are not limited to:

- career exploration and planning activities as integral to students' secondary program of study so that students envision and prepare for transition from high school.
- utilizing program of study grids as postsecondary planning and decision making tools that provide students, parents and educators with a road map that clearly illustrates the connections/linkages while also highlighting options (i.e., jobs that require on the job training vs. an associates vs. a bachelors)
- secondary school counselor and teacher driven marketing and promotion (to students and parents) of the benefits of articulated credits including the time and cost savings of 2+2+2 college planning via joint admissions
- providing opportunities for students enrolled in career and technical education programs to enroll concurrently in secondary career and technical education and postsecondary education (dual credit courses)
- providing students enrolled in career and technical education programs with opportunity to enroll concurrently in secondary education and postsecondary education (dual credit courses)
- secondary and postsecondary teachers developing and enhancing curriculum together and team teaching
- working with postsecondary partners to collect and analyze data on the number of students from career and technical education programs who earn articulated credits and then planning interventions to improve outcomes

SIMS (Student Information Management System): Student-level data collection system that allows the Massachusetts Department of Elementary and Secondary Education to collect and analyze more accurate and comprehensive information, to meet federal and state reporting requirements, and to inform policy and programmatic decisions. Note that the Career/Vocational Technical Education Graduate Follow-up Report is used to report graduate follow-up data on students because SIMS does not collect student-level data beyond grade 12.

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.

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.

Sufficient Size, Scope and Quality:

Sufficient Size: the activities and services are appropriate in duration in order to achieve intended outcomes and produce measurable results

Sufficient Scope: the activities and services are appropriate in depth and sequence in order to achieve intended outcomes and produce measurable results

Sufficient Quality: the activities and services are selected and designed using the results of research, data analysis and evaluation, which provide evidence that the activities and services will achieve intended outcomes and produce measurable results.

Technical Course: a course that provides individuals with occupational safety and health, and/or technical, and/or embedded academic, and/or employability, and/or management & entrepreneurship, and/or technological knowledge and skills required for a specific career or cluster of careers.

Tech-Prep: an initiative that links secondary career and technical education to postsecondary career and technical education. The initiative has been renamed secondary postsecondary CVTE linkage initiative

PART VI - PROFESSIONAL DEVELOPMENT

Perkins IV Citations: Section 134 (b)(4), Section 135 (b)(5)

The Massachusetts Department of Elementary and Secondary Education is committed to providing with Perkins IV leadership funds professional development that meets the requirements for professional development set forth in Perkins IV.

Professional Development Set-aside in Perkins IV Local Plans (One-Year Transition and Five Year)

Section 135 (b) (5) of Perkins IV requires that Perkins allocation funds be used for professional development activities for technical teachers, academic teachers, administrators, career and guidance counselors who are involved in career and technical education programs. Perkins IV requires that the professional development include (A) in-service and pre-service training on (i) effective academic and technical integration provided jointly with academic and technical 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.

In Massachusetts, each school district/public two-year college/consortium that submits a Perkins IV Five-Year Local Plan must use a portion of the allocation grant for professional development consistent with the requirements contained in Section 135 (b) (5) of Perkins IV as follows:

- allocation funds shall be used for professional development activities for technical teachers, academic teachers, administrators, school counselors who are involved in career and technical education programs.
- professional development will cover (i) effective integration and use of challenging academic and technical knowledge and skills provided jointly with academic and technical 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; (v) all aspects of the industry; (v) internship programs that provide relevant business/industry experience; and (vi) training teachers in the effective use and application of technology to improve instruction.

The professional development provided with allocation funds must be high quality, sustainable, intensive, and focused in order to have a positive and lasting impact on instruction and learning. **One-day or short-term workshops or conferences without follow-up activities and/or deliverables are not fundable with Perkins IV allocation funds.**

PART VII - CORE INDICATORS

Perkins IV Citations: Section 3, Section 113, Section 134 (b)(2), Section 134 (b)(8), Section 134 (b)(9), Section 135 (b)(9); Title II Section 203 (e)

Secondary: The core indicators for students in career and technical education programs at the secondary level from Perkins IV Section 113 (b) (2) (A) are as follows:

1S1 and IS2 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

2S1 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

3S1 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).

4S1 student graduation rates (as described in section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act of 1965)

5S1 student placement in postsecondary education or advanced training, in military service, or in employment

6S1 student participation in career and technical education programs that lead to nontraditional careers

6S2 student completion of career and technical education programs that lead to nontraditional careers

Editor's Note: Refer to the Massachusetts Perkins IV Accountability Workbook – Secondary - for measurement definitions and other information pertaining to secondary core indicators and accountability under Perkins IV.

Postsecondary Core Indicators: The postsecondary core indicators from Perkins IV Section 113 (b) (2) (B) are as follows:

1P1 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

2P2 student attainment of an industry-recognized credential, a certificate, or a degree

3P1 student retention in postsecondary education or transfer to a baccalaureate degree program

4P1 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

5P1 student participation in career and technical education programs that lead to nontraditional careers

5P2 student completion of career and technical education programs that lead to nontraditional careers

Editor’s Note: Refer to the Massachusetts Perkins IV Accountability Workbook - Postsecondary - for measurement definitions and other information pertaining to postsecondary core indicators and accountability under Perkins IV.

Reporting on the Core Indicators:

Data on the secondary core indicators is contained in the Massachusetts Department of Elementary and Secondary Education Student Information Management System (SIMS) and in the Career/Vocational Technical Education Graduate Follow-up Report. The document titled SIMS Data Handbook available on the Massachusetts Department of Elementary and Secondary 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 Massachusetts Department of Elementary and Secondary Education - Career/Vocational Technical Education website at <http://www.doe.mass.edu/cte/data/>.

Data on the postsecondary core indicators is submitted by public two-year colleges and the Perkins Postsecondary Consortium in the Massachusetts Perkins IV Public Two-Year College/Consortium Career and Technical Education Data Report. The document titled Instructions for the Perkins IV Public Two-Year College/Consortium Career and Technical Education Data Report contains information on reporting and it is available at the Massachusetts Department of Elementary and Secondary Education - Career/Vocational Technical Education website at <http://www.doe.mass.edu/cte/data/>.

Adjusted Performance Levels for the Core Indicator(s):

Perkins IV contains a provision that allows the Massachusetts Department of Elementary and Secondary Education to negotiate State performance levels with the United States Department of Education for each core indicator. The performance levels that are agreed-upon are known as State Adjusted Performance Levels.

Perkins IV contains a provision that allows school districts/public two-year colleges/consortia to negotiate performance levels with the Massachusetts Department of Elementary and Secondary Education for each core indicator. The performance levels that are agreed-upon are known as Local Adjusted Performance Levels.

Refer to the applicable Massachusetts Perkins IV Accountability Workbook –Secondary - or - Postsecondary - for additional definitions and other information pertaining to core indicators and accountability under Perkins IV. Workbooks will be posted at <http://www.doe.mass.edu/cte/perkins/>.

State Perkins Improvement Plan:

If Massachusetts fails to meet at least 90 percent of the State Adjusted Performance Level for a core indicator, the Massachusetts Department of Elementary and Secondary Education will be required to develop and implement a State Perkins Improvement Plan for the core indicator that did not meet the State Adjusted Performance Level. The State Perkins Improvement Plan shall be developed in consultation with the appropriate agencies, individuals, and organizations. The State Perkins Improvement Plan shall give special consideration to performance gaps for students disaggregated by

race, ethnicity, gender, disability status, migrant status, English proficiency, and economically disadvantaged status.

Subsequent Action:

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 a State Perkins Improvement Plan;
- (ii) fails to make any improvement in meeting any of the State Adjusted Performance Levels for the core indicators within the first program year of implementation of its State Perkins Improvement Plan; or
- (iii) fails to meet at least 90 percent of an agreed-upon State Adjusted Performance Level for the same core indicator for 3 consecutive years.

Local Perkins Improvement Plan:

If a school district/public two-year college/consortium fails to meet at least 90 percent of the Local Adjusted Performance Level for a core indicator, the school district/public two-year college/consortium will be required to develop and implement a Local Perkins Improvement Plan for the core indicator that did not meet the Local Adjusted Performance Level. The Local Perkins Improvement Plan shall be developed in consultation with the appropriate agencies, individuals, and organizations. The Local Perkins Improvement Plan shall give special consideration to performance gaps for students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and economically disadvantaged status. The Local Perkins Improvement Plan shall be submitted to the Massachusetts Department of Elementary and Secondary Education.

Subsequent Action:

The Massachusetts Department of Elementary and Secondary 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 a Local Perkins Improvement Plan;
- (ii) fails to make any improvement in meeting any of the Local Adjusted Performance Level for the core indicators within the first program year of implementation of its Local Perkins Improvement Plan.; or
- (iii) fails to meet at least 90 percent of the Local Adjusted Performance Level for the same core indicator for 3 consecutive years.

PART VIII - GRANTS

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
Secondary Postsecondary CVTE	formula allocation	consortia led by community colleges

Category	Method of Distribution	Eligible Applicants
Linkage Grants	grants	

Requests for Proposals:

Massachusetts Department of Elementary and Secondary Education grant programs, including those under Perkins IV are announced through Requests for Proposals (RFP). The Massachusetts Department of Elementary and Secondary 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, Massachusetts Department of Elementary and Secondary Education contact person, submission, and required forms.

Standard Contract Form and Application for Program Grants: The Massachusetts Department of Elementary and Secondary Education Standard Contract Form and Application for Program Grants is the document used for submitting the 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 link to the 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 Elementary and Secondary 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 Elementary and Secondary 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, 2008 can legally claim expenses to the grant only from the date of final Massachusetts Department of Elementary and Secondary Education approval.”

PART IX - ALLOCATIONS

Perkins IV Citations: Section 131, Section 132

Formula for Perkins IV Allocation Funds

The Massachusetts Department of Elementary and Secondary 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 formulas reprinted below be used for computing allocations.

Perkins IV allows the Massachusetts Department of Elementary and Secondary Education to reserve a portion of the Perkins IV Title I funds that are available for distribution for Perkins IV allocation grants. ESE 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

Perkins IV Citation: Section 131

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 Elementary and Secondary 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 in the Massachusetts Department of Elementary and Secondary 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 **April 15** for the following school year.

Consortium Formation – Secondary

A request to form a consortium must be made in writing to the State Director of Career/Vocational Technical Education by **April 15** for the following school year. 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 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.

School districts that wish to transfer funds to another district should notify the State Director of Career/Vocational Technical Education in the Massachusetts Department of Elementary and Secondary Education by April 15 **for the following school year.**

School districts that anticipate receiving transferred funds from another district should notify the State Director of Career/Vocational Technical Education in the Massachusetts Department of Elementary and Secondary Education by April 15 **for the following school year.**

The form (Schedule A) to be used for fund transfer may be found on Massachusetts Department of Elementary and Secondary 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 Massachusetts Department of Elementary and Secondary Education 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 Massachusetts Department of Elementary and Secondary Education 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.

Appeals Procedure

Perkins IV Citation: Section 131 (e)(3)

Perkins IV Citation: Section 131 (e)(3) states: “*The eligible agency shall establish an appeals procedure for resolution of any dispute arising between a local educational agency and an area career and technical education school or an educational service agency with respect to the allocation procedures described in this section, including the decision of a local educational agency to leave a consortium or terminate a cooperative arrangement.*”

The appeals procedure established by ESE pursuant to Perkins IV Section 131 (e)(3) is as follows:

Level 1: Review

The superintendent of a school district may request a review of any dispute arising between a school district and a regional vocational technical school district with respect to the allocation procedures in Perkins IV section 131 (e)(3) including the decision by a school district to leave a consortium by sending a letter giving the details of the dispute to the State Director of Career/Vocational Technical Education in the Massachusetts Department of Elementary and Secondary Education within 30 days of receipt of the computed allocation amount. A letter to the school district with the results of the Level 1 Review will be issued within 30 days.

Level 2: Appeal

The superintendent of a school district may appeal the findings of the Level 1 Review within 60 days of receipt of the results of the Level 1 Review. A letter requesting an appeal hearing must be sent to the Commissioner of Elementary and Secondary Education, Massachusetts Department of Elementary and Secondary Education. The request must include:

- a statement of the issues being appealed alleging a violation of state or federal law, regulations or guidelines governing Perkins IV, 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 intends to introduce at the hearing to support the school district’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. The hearing officer will issue a written decision of the appeal, no later than ten calendar days after the hearing.

Perkins IV Allocation Funding Formula – Postsecondary

Perkins IV Citation: Section 131

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 Elementary and Secondary 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 in the Massachusetts Department of Elementary and Secondary 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 **April 15** for the following school year

Consortium Formation - Postsecondary

A request to form a consortium must be made in writing to the State Director of Career/Vocational Technical Education by **April 15** for the following school year. 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.

PART X - LOCAL PLANS

Perkins IV Citation: Section 134

School districts and public two-year colleges submitted a Perkins IV One-Year Transition Local Plan to the Massachusetts Department of Elementary and Secondary Education in the spring 2007 for 2007-2008. It is important to note that the Perkins IV One-Year Transition Local Plan captured certain information required by Perkins IV for the Local Plan to cover the entire six-year period of Perkins IV (2007-2013). The information submitted in the Perkins IV One-Year Transition Local Plan will be resubmitted in the Perkins IV Five-Year Local Plan, and it will be considered along with the Perkins IV Five-Year Local Plan, to cover 2007-2013, in effect making the two plans together the Perkins IV Six-Year Local Plan as required by 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 Improvement Plan Report 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).

Consequences of Failing to Submit Perkins Local Plan or Update on Time

Failure to file the Perkins IV Five-Year Local Plan, Annual Perkins Report and/or the Standard Contract Form and Application for Program Grants (or corrected/revised Plans, 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 ESE approval of the Standard Contract Form and Application for Program Grants.

Nine Required Uses of Perkins IV Allocation Grant Funds:

Perkins IV Citation: Section 135

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 Massachusetts Department of Elementary and Secondary Education. 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 Massachusetts Department of Elementary and Secondary Education.

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:

Perkins IV Citation: Section 135

After the **nine** required uses are appropriately addressed, Perkins allocation grant funds may be used for the following upon approval from the Massachusetts Department of Elementary and Secondary Education:

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 Massachusetts Department of Elementary and Secondary Education 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 Massachusetts Department of Elementary and Secondary Education-Career/Vocational Technical Education unit as there are additional expenditures prohibited by federal or state law, regulation or policy.

- administrative costs exceeding five (5) percent of an allocation grant
- any expenditure that would **supplant** local/state funds
- any expenditure that is **not related to improvement** of career and technical education programs or **improvement of the outcomes for students** enrolled
- any expenditure for professional development that does not meet the criteria set forth in Section VI of this Manual. **One-day or short-term workshops or conferences without follow-up activities and/or deliverables are not fundable with Perkins IV allocation 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/lease of **automobiles**
- **school construction**
- any expenditure for promotional items and memorabilia, including jackets, models, gifts, and souvenirs, etc.
- remedial courses
- the support of career/vocational technical student organizations shall **not** include:
 - lodging, feeding, conveying, or furnishing transportation to conventions;
 - purchase of supplies, jackets, and other effects for students' personal ownership;
 - cost of non-instructional activities such as athletic, social, or recreational events;
 - printing and disseminating non-instructional newsletters;
 - purchase of awards for recognition of students, advisors, and other individuals; or

- payment of individual student membership dues.
- any expenditure prohibited by federal or state law, regulation or policy

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 Massachusetts Department of Elementary and Secondary Education prior to implementation.

The following list includes, but is not limited to, expenditures for which the Massachusetts Department of Elementary and Secondary Education 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 Massachusetts Department of Elementary and Secondary Education-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 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 if all students benefit from services or activities that are instructional in nature and the expenditure is approved by the Massachusetts Department of Elementary and Secondary Education.

- **Transportation of Students:** Perkins IV allocation grant funds may not be used to pay by giving cash, credit card, voucher etc. to an individual student enrolled in a career/vocational technical education program to take a bus, plane, etc. to a cooperative education site, internship site, college, career/vocational technical education student organization event, etc.

Perkins IV allocation grant funds may not be used to transport students for career/vocational technical education student organization events.

Perkins IV allocation grant funds may be used to transport students enrolled in career/vocational technical education programs on field trips including college/registered apprenticeship program visits.

- **Stipends** for staff to attend meetings and/or professional development events are not allowable, unless there are follow-up activities and/or deliverables.

- **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.

- **Occupational Certifications and Licenses for Students:**

Perkins IV allocation grant funds may be used for occupational certifications and licenses granted to students enrolled in a career/vocational technical education programs only under the following conditions:

- the certification or license is preceded by a technical assessment, which the student passed, and
- the certification or license fee is not a separate fee i.e., the technical assessment fee and the certification or license fee are not separate fees (if the certification or license fee is a stand-alone fee, the student should cover that fee), and
- there is equitable and non-discriminatory criteria used by the district to determine which certifications and licenses with technical assessments are funded, and
- the use of Perkins allocation funds for this purpose have been pre-approval by the ESE-Career/Vocational Technical Education unit. In considering whether to approve such expenditure, the Massachusetts Department of Elementary and Secondary Education would consider whether the expenditure during one fiscal year would limit the funds remaining in the allocation grant that could be used for necessary program improvement and improvement of the core indicator outcomes for students enrolled.

- **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.

- **Vehicle Lease/Purchase and Lease to Purchase:**

Note that the lease/purchase or lease to purchase of automobiles for any purpose is an unallowable use of Perkins IV allocation grant funds.

Lease/purchase or lease to purchase of trucks may be an allowable use of Perkins allocation grant funds.

Note that for safety reasons students shall not be transported in the back of trucks. In considering whether to approve expenditure for the purchase of a truck, the Massachusetts Department of Elementary and Secondary Education would consider whether the purchase during one fiscal year would limit the funds remaining in the grant that could be used for other program improvement purposes. It may be that lease to purchase would be the approved option in that funds would be available for other approvable purposes during the fiscal year.

Vans/busses may not be leased/purchased or leased to purchase with Perkins allocation grant funds for the primary purpose of transporting students/staff to cooperative education sites.

Vans/busses may not be leased/purchased or leased to purchase with Perkins allocation grant funds for the primary purpose of transporting students/staff to career/vocational technical education student organization events.

Vans/busses/trucks purchased/leased or leased to purchase with Perkins allocation grant funds may be used for students not enrolled in the actual career/vocational technical education program (but enrolled in other career/vocational technical education programs) when the vehicle is not in use for students enrolled in the actual career/vocational technical education program for which the vehicle was intended to be used.

Vans/busses/trucks purchased/leased or leased to purchase with Perkins allocation grant funds may not be used for non-career/vocational technical education activities such as transportation of sport teams.

Vans/busses may be purchased/leased or leased to purchase with Perkins allocation grant funds when the van/bus is to be used to improve more than one career/vocational technical education program through more than one activity in order to make the expenditure cost-effective. Example: Van is leased to provide field trips, transportation to internship/job shadowing sites for students in multiple career/vocational technical education programs separately or together.

Supplement, Not Supplant Provision

Perkins IV Citation: Section 311

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, are 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 Massachusetts Department of Elementary and Secondary Education-Career/Vocational Technical Education unit as necessary.

PART XI - REQUIRED REPORTING

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 Massachusetts Department of Elementary and Secondary Education 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 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 Follow-up Report (Database)

School districts are required to submit data on graduates of career/vocational technical education programs through the Massachusetts Department of Elementary and Secondary Education Security Portal. The Report database and instructions are available at <http://www.doe.mass.edu/cte/data/>.

MA Perkins IV Public Two-Year College/Consortium Career and Technical Education Data Report

Public two-year colleges and the Perkins Postsecondary Consortium are required to submit this Report. It is available with instructions at <http://www.doe.mass.edu/cte/data/>. The instructions are contained in the document titled Instructions for the Massachusetts Perkins IV Public Two-Year College/Consortium Career and Technical Education Data Report at <http://www.doe.mass.edu/cte/data/>.

MA Perkins IV Career and Technical Education Pell Grant Report

Public two-year colleges are required to submit this Report.

MA Perkins IV Accountability Workbook –Secondary -

MA Perkins IV Accountability Workbook – Postsecondary -

The applicable workbook will be used to track and negotiate performance levels. Workbooks will be posted at <http://www.doe.mass.edu/cte/perkins/>.

Financial Reports

School districts/public two-year colleges/consortia that receive Perkins IV funds are required to submit Final Financial Report(s) to the Massachusetts Department of Elementary and Secondary Education-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 Massachusetts Department of Elementary and Secondary Education-Grants 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. Failure to submit required corrections to the Reports by the due date set by ESE may result in the school district/public two-year college/consortium not receiving Perkins IV allocation funds.

PART XII - MONITORING

The Massachusetts Department of Elementary and Secondary Education conducts onsite monitoring of Perkins IV assisted school districts/public two-year colleges/consortia to determine compliance with Perkins IV requirements. Technical assistance is simultaneously provided during onsite monitoring. For school districts, onsite monitoring is scheduled as part of the Massachusetts Department of Elementary and Secondary Education 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 in order to provide technical assistance and monitor. The Perkins monitoring criteria and additional information may be obtained at the Massachusetts Department of Elementary and Secondary Education Compliance/Monitoring Website at <http://www.doe.mass.edu/pqa/review/cpr/>.

The Massachusetts Department of Elementary and Secondary Education conducts onsite monitoring of Perkins IV assisted public two-year colleges using the criteria contained in the document titled: Massachusetts Department of Elementary and Secondary 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 Massachusetts Department of Elementary and Secondary Education-Career/Vocational Technical Education website at <http://www.doe.mass.edu/cte/monitoring/>.

The Massachusetts Department of Elementary and Secondary Education 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 Massachusetts Department of Elementary and Secondary Education-Career/Vocational Technical Education website at <http://www.doe.mass.edu/cte/monitoring/>.

The Massachusetts Department of Elementary and Secondary Education 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 (Secondary Postsecondary CVTE Linkage Initiative)

Tech-prep is an initiative that links secondary career and technical education and postsecondary career and technical education.

The Manual titled Massachusetts Perkins IV Secondary Postsecondary Career/Vocational Technical Education Linkage Manual contains information on secondary postsecondary career/vocational technical education linkages as a supplement to the Massachusetts Perkins IV Manual. It is available at <http://www.doe.mass.edu/cte/techprep/>.

PART XIV – ADDITIONAL COMPLIANCE INFORMATION

Amendments

Amendment to the Standard Contract Form and Application for Program Grants

Grant recipients must obtain pre-approval from the Massachusetts Department of Elementary and Secondary Education 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. Grant recipients must submit an Amendment Request Form (Form AM1) for the pre-approval. 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 Massachusetts Department of Elementary and Secondary Education -Grants Information website at <http://finance1.doe.mass.edu/Grants/>.

Minor Budget Changes and Local Plan/Update Programmatic Changes

Grant recipients must obtain pre-approval from the Massachusetts Department of Elementary and Secondary Education for all minor budget changes (minor budget changes are those not requiring an Amendment Request Form AM1). Grant recipients shall contact their liaison in the Massachusetts Department of Elementary and Secondary Education-Career/Vocational Technical Education unit regarding minor budget changes. The liaison will advise the district to file an email with her/him outlining the proposed change. The liaison will respond to the email by email with a determination of approval or disapproval. The liaison will file the email(s) in the district's electronic file in the

Massachusetts Department of Elementary and Secondary Education-Career/Vocational Technical Education unit. The district should retain a copy of the email(s).

Grant recipients must obtain pre-approval from the Massachusetts Department of Elementary and Secondary Education for all non-financial changes i.e. programmatic changes such as staffing, from that which was contained in the accepted Local Plan/Update or the approved proposal/competitive grant including the secondary postsecondary linkage plan/grant. Grant recipients shall contact their liaison in the Massachusetts Department of Elementary and Secondary Education -Career/Vocational Technical Education unit regarding such programmatic changes. The liaison will advise the district to file an email with her/him outlining the proposed change. The liaison will respond to the email by email with a determination of acceptance or non-acceptance. The liaison will file the email(s) in the district's electronic file in the Massachusetts Department of Elementary and Secondary Education - Career/Vocational Technical Education unit. The district should retain a copy of the email(s).

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. United States 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 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 Massachusetts Department of Elementary and Secondary Education-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 Lists

The official lists are posted at <http://www.doe.mass.edu/cte/ntbg/>. The Massachusetts Department of Elementary and Secondary Education has adopted the lists from the National Alliance for Partnerships in Equity (NAPE) for use under Perkins IV. The three lists are:

NAPE List of Nontraditional by Gender Careers for Females

NAPE List of Nontraditional by Gender Careers for Males

Massachusetts Supplement to the NAPE Nontraditional by Gender Lists

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 Massachusetts Department of Elementary and Secondary Education. The Massachusetts Department of Elementary and Secondary Education-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 of 1989 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

MA PERKINS IV CAREER AND TECHNICAL EDUCATION PROGRAM CHECKLIST			
<p>Perkins IV Citation: Section 3</p> <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 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. A technical course is a course that provides individuals with technical occupational knowledge and skills.*	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, are under development or are proposed 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) (existing, under development, proposed) Program of Study Program of Study Grid Minutes of Advisory Committee Meetings	
5. The program prepares students for careers in current or emerging professions.	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), and/or the local Workforce Investment Board (WIB).	Minutes of Advisory Committee Meetings WIB Documentation Program of Study Program of Study Grid	
6. The program provides students with technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree.	An 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 learning.	The knowledge and skills to be acquired by students are published.	Program of Study Program of Study Grid Lesson Plans	

MA PERKINS IV CAREER AND TECHNICAL EDUCATION PROGRAM CHECKLIST

		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	

* 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 or school district postsecondary certificate or other programs, the sequence of courses means at least two technical courses and at least one academic course or academic component within a technical course.

APPENDIX B – ADDITIONAL 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) <http://www.doe.mass.edu/pqa/review/cpr/instrument/cte.doc>.

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 the Massachusetts Perkins IV Public Two-Year College/Consortium Career and Technical Education Data Report <http://www.doe.mass.edu/cte/data/>

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 Perkins Accountability Workbook –Secondary - <http://www.doe.mass.edu/cte/perkins/>

Massachusetts Perkins IV Accountability Workbook –Postsecondary -
<http://www.doe.mass.edu/cte/perkins/>

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

Massachusetts Perkins IV Secondary Postsecondary CVTE Linkage Consortium Manual
<http://www.doe.mass.edu/cte/techprep/>

Massachusetts Supplement to the Nontraditional by Gender Lists at <http://www.doe.mass.edu/cte/ntbg/>

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

NAPE List of Nontraditional by Gender Careers for Females at <http://www.doe.mass.edu/cte/ntbg/>

NAPE List of Nontraditional by Gender Careers for Males at <http://www.doe.mass.edu/cte/ntbg/>

No Child Left Behind Act of 2001 at <http://www.ed.gov/policy/elsec/leg/esea02/index.html>

OMB CIRCULAR A – 87 at <http://www.whitehouse.gov/OMB/circulars/a087/a087-all.html>

SIMS Version 2.0 Data Handbook <http://www.doe.mass.edu/infoservices/data/sims/>.

Web Pages of the Massachusetts Department of Elementary and Secondary Education (Career/Vocational Technical Education) at <http://www.doe.mass.edu/cte/>

Web Pages of the Massachusetts Department of Elementary and Secondary Education (English Language Learners) at <http://www.doe.mass.edu/ell>

Web Pages of the Massachusetts Department of Elementary and Secondary Education (General Educational Development - GED) at <http://www.doe.mass.edu/ged/>

Web Pages of the Massachusetts Department of Elementary and Secondary Education (Education Laws and Regulations) at <http://www.doe.mass.edu/lawsregs/>

Web Pages of the Massachusetts Department of Elementary and Secondary Education (Massachusetts Comprehensive Assessment System - MCAS) at <http://www.doe.mass.edu/mcas/>

Web Pages of the Massachusetts Department of Elementary and Secondary Education (MassOne Online Network for Education) at <http://massone.mass.edu/>

Web Pages of the Massachusetts Department of Elementary and Secondary Education (No Child Left Behind) at <http://www.doe.mass.edu/nclb/>

Web Pages of the Massachusetts Department of Elementary and Secondary Education (Program Quality Assurance) at <http://www.doe.mass.edu/pqa/>

Web Pages of the Massachusetts Department of Elementary and Secondary Education (School and District Accountability) at <http://www.doe.mass.edu/sda/>

Web Pages of the Massachusetts Department of Elementary and Secondary Education (Special Education) at <http://www.doe.mass.edu/sped/>

Web Pages of the Massachusetts Department of Elementary and Secondary Education (Title One) at <http://www.doe.mass.edu/titlei/>