**Strengthening Career and Technical Education for the 21st Century Act**

**Public Law 115-224**

**Perkins V**

**MASSACHUSETTS**

**PERKINS V**

**TRANSITION MANUAL**

**Updated: June 30, 2019**

**Massachusetts Department of Elementary and Secondary Education**

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# PART I – INTRODUCTION

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Public Law 109-270) commonly known as Perkins IV was reauthorized on July 26, 2018. The new law is titled Strengthening Career and Technical Education for the 21st Century Act, and being referred to as Perkins V. In Massachusetts, the Department of Elementary and Secondary Education (DESE) administers Perkins V- Strengthening Career and Technical Education for the 21st Century Act.

**PLEASE NOTE: For purposes of this document, the terms Perkins V and the Strengthening Career and Technical Education Act for the 21st Century Act are interchangeable.**

Massachusetts has submitted a Perkins V Transition Plan for 2019-2020. Therefore, this manual addresses the requirements identified in Perkins V, and will also include elements of Perkins IV that are still in place for MA Perkins recipients, such as the Perkins IV Core Indicators of Performance.

School district, public two-year college, consortium, and correctional agency staff should review the [Strengthening Career and Technical Education for the 21st Century Act](https://legcounsel.house.gov/Comps/Carl%20D.%20Perkins%20Career%20And%20Technical%20Education%20Act%20Of%202006(not-in-effect).pdf)  in its entirety and not rely solely on excerpts contained in this Manual. This Transition Manual addresses Perkins V, Title I comprehensive local needs assessment, local applications and associated allocation grants for school districts, public two-year colleges, and consortia. However, information applicable to Perkins V Title I competitive grants, including those for rural school districts and correctional institutions is included. School district, public two-year college, consortium, and correctional agency staff should refer to the applicable Request for Proposals (RFP) that are available –on the [DESE Grants Information website](http://www.doe.mass.edu/grants/) for specific information.

Communication between all stakeholders in career and technical education is key for the successful implementation of Perkins V. Quality technical assistance for each school district, public two-year college, consortium, and correctional institutions with career and technical education programs is necessary and being planned.

* **For programmatic questions, please contact the DESE Office for College, Career, and Technical Education (CCTE)** which oversees High Quality College and Career Pathways. Please contact the CCTE Office at 781-338-3910 or go to the [list of CCTE district liaisons](http://www.doe.mass.edu/cte/liaisons.html).
* **For Perkins Fund Code 400 & 401 grant questions, please contact the Office for Resources, Allocation and Strategic Planning (RASP)** which oversees federal grants at or go to the [list of DESE Federal Grant Liaisons by District.](http://www.doe.mass.edu/federalgrants/)
* **For programmatic and grant questions related to** correctional agencies**, please contact Karen DeCoster, Corrections Education Specialist in the Office for Adult & Community Learning Services (ACLS)** at 781-338-3815 [kdecoster@doe.mass.edu](mailto:kdecoster@doe.mass.edu).

**Important Notes:**

(1) Several other documents related to the implementation of Perkins V in Massachusetts are referenced herein. However, this manual is the ‘umbrella manual’ for Strengthening Career and Technical Education for the 21st Century Act-Perkins V in Massachusetts and as such, should be read first.

(2) This manual will be updated as policy guidance on Strengthening Career and Technical Education for the 21st Century Act-Perkins V is developed and disseminated by the United States Department of Education. The contents including requirements set forth in this manual are therefore subject to change.

(3) The DESE has not endorsed or approved any non-DESE products or services referenced in this Manual.

# PART II - STATE PLAN

On July 26, 2018, the President signed the Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224), also referred to as Perkins V, which reauthorized and amended the Carl D. Perkins Career and Technical Education Act of 2006. The U. S. Department of Education’s Office of Career, Technical, and Adult Education (OCTAE) recognizes that a transition process is necessary for States to align to Perkins V.

Therefore, Massachusetts has selected to submit a 1-Year Transition Plan for FY 2020, which is the first fiscal year following enactment of the law, to allow for a smooth shift from Perkins IV to Perkins V. Under this option, Massachusetts will submit its Perkins V State Plan in 2020 covering state FY’s 2020-2024.

The Strengthening Career and Technical Education for the 21st Century Act requires Massachusetts to prepare and submit a State plan to OCTAE. Massachusetts has formed the High Quality College Career Pathways (HQCCP) group, representative of key stakeholders for regular consultation in the development of the State plan. The DRAFT State Plan will be provided to all through the public comment process.

Since Massachusetts has elected to submit a 1-Year Transition Plan in FY 2019, secondary and postsecondary institutions will not be required to conduct and describe the results of the *comprehensive local needs assessment (CLNA)* in the local application for FY 20 funds, ***nor*** will institutions be required to submit *local determined performance levels (LDPL),* until FY 2020 for FY 2021.

Neither the State nor institutions shall be held accountable for levels of performance in FY20. The State recommends institutions use FY 2020 as a time to re-align data systems and collect baseline data.

Massachusetts’ One Year Transition Plan will be available on the Department’s website, once approved by OCTAE.

Table below provides a timeline of the Transition Process – Under Development

|  |
| --- |
| **Overview of Strengthening Career and Technical Education for the 21st Century Act -Perkins V State Plan** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year / Action** | **Submission of State Plan** | **Submission Revision of Performance Levels (Part of MA State Plan)** | **Receipt of Grant Award** |
| **State FY2020** (7/1/19 -6/30/20) | Spring 2019  Massachusetts ESE submits 1 Yr. Transition Plan  Secondary and Postsecondary Institutions are ***NOT*** required to submit a 1 Yr. Transition Plan | Not Applicable | Secondary and Postsecondary institutions submit Grant application, and receive awards, as approved by Resource Allocation and Strategic Planning Office (RASP)  Notation: Grant recipients will **NOT** be required to complete CLNA or Program Application. |
| **State FY2021** (7/1/20 – 6/30/2021) | Spring 2020 MA ESE submits 4 Year Plan covering FY 2020 – 2023 | MA ESE submits State Determined Performance Levels (SDPL’s), including baseline levels  LEA’s submit Local Determined Performance Levels (LDPL’s) | Spring Secondary and Postsecondary institutions complete Comprehensive Local Needs Assessment (CLNA, Local Application and Grant Application  Comprehensive Local Needs Assessment (CLNA, Local Application and Grant Application are reviewed and approved by RASP office. |
| **State FY 2022 (**7/1/21 – 6/30/22) |  | Under Development |  |
| **State FY 2023** (7/1/22 – 6/30/23) |  | Under Development |  |
| **State FY 2024 (**7/1/23 – 6/30/24) |  | Under Development |  |

**The Purpose of the Act**

The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary and postsecondary education students who elect to enroll in career and technical education programs and program of study, by –

1. Building on efforts to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or in-demand occupations in current or emerging profession;
2. Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;
3. Increasing flexibility in providing services and activities designed to develop, implement, and improve career and technical education;
4. Conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs and programs of study, services, and activities;
5. Providing technical assistance that –
   1. Promotes leadership, initial preparation, and professional development at the State and local levels; and
   2. Improves the quality of career and technical education teachers, faculty, administrators, and counselors;
6. Supporting partnerships amongst secondary schools, postsecondary institutions, baccalaureate degree granting institutions, career and technical education schools, local workforce investment boards, business and industry, and intermediaries;
7. Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive; and
8. Increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of the foster care system, and homeless individuals.

# PART III - SELECTED DEFINITIONS

**Definitions**

• Refer to *Perkins V, Section 3* for additional definitionspertaining to this Act*.*

• For additional definitions pertaining to data reporting refer to the booklet entitled Instructions for the Massachusetts Strengthening Career and Technical Education for the 21st Century Act -Perkins V Public Two-Year College/Postsecondary Consortium Career and Technical Education Data Report for additional definitions pertaining to data reporting under Strengthening Career and Technical Education for the 21st Century.

Both documents are posted under ‘Reporting/Data’ at [http://www.doe.mass.edu/cte/data/.](http://www.doe.mass.edu/cte/data/)

• For additional definitions pertaining to data accountability measures refer to the applicable Massachusetts Strengthening Career and Technical Education for the 21st Century Act-Perkins V Accountability Workbooks for both secondary and postsecondary education for additional definitions pertaining to core indicators, performance indicators and accountability under Strengthening Career and Technical Education for the 21st Century Act.

These documents are posted under ‘Perkins Act’ at [http://www.doe.mass.edu/cte/perkins/.](http://www.doe.mass.edu/cte/perkins/)

**Source of Definitions:** Except where specifically indicated, the source of all definitions is the ***Strengthening Career and Technical Education for the 21st Century Act,* P.L. 115-224 (also referred to as Perkins V), Part 3, Definitions.**

***Academic and Technical Integration***: The term academic and technical integration means that academic knowledge and skills are embedded in the technical curriculum and instruction. The challenge is for educators to identify, appropriately teach, and assess student acquisition of the academic knowledge and skills that are embedded.

*(See Strand 3****:*** *Embedded Academic Knowledge and Skills in each of Massachusetts Vocational Technical Education Frameworks* [*http://www.doe.mass.edu/cte/frameworks*](http://www.doe.mass.edu/cte/frameworks) *.*

**Strand Three** is a crosswalk between the VTE Technical standards and the Academic Curriculum Frameworks located in the Appendix of each VTE Framework.

***Administration:*** means activities necessary for the proper and efficient performance of the grant including the supervision of such activities*.* The United States Department of Education requires that the **combined expenditures proposed for both indirect and direct administrative costs** in a Perkins (Title I) Grant when taken together not exceed **5%** of the total grant amount. The administrative cost categories (**functions** that should be considered as a direct administrative cost in calculating the **5%** ceiling) are:

* Developing the Local Application.
* Supervising Local Application activities.
* Supervising Perkins-funded staff.
* Assuring compliance with applicable Federal laws.
* Supporting and developing local data systems for Perkins. (This does not include data collection and analysis.)

***All Aspects of the Industry***: The term “all aspects of an industry” means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter. In Massachusetts, this term means occupational safety & health, technical, embedded academic, employability, management & entrepreneurship, *and* technological knowledge and skills that should be included in curricula for career and technical education programs under Perkins V. The Massachusetts Vocational Technical Education Frameworks <http://www.doe.mass.edu/cte/frameworks/> are based on all aspects of industry.

***Apprenticeship Program***: Refer to the definition of **Registered Apprenticeship Program.**

***Articulation Agreement***: In Perkins V, the term ‘articulation agreement’ means a written commitment:

1. that is agreed-upon at the State level or approved annually by the lead administrators of—
   1. a secondary institution and a postsecondary educational institution; or
   2. a sub-baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and
2. linked to a program that is:
   1. designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and
   2. linked through credit transfer agreements between the two institutions described in clause (i) or (ii) of subparagraph (A) (as the case may be).

***Career Pathway:*** *The term ‘‘career pathways’’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).*

The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

1. aligns with the skill needs of industries in the economy of the State or regional economy involved;
2. prepares an individual to be successful in a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 ((commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171))
3. Includes counseling to support an individual in achieving the individual’s education and career goals;
4. Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster

***Career Plan*** A Career Plan is a **tool designed to allow students to develop a comprehensive plan for post-secondary success where current learning is matched with career goals.** The Career Plan is based on both formal and informal assessments, student’s self-identified interests and goals, and identification of areas in which a learner needs to increase knowledge and skills to reach documented goals. A Career Plan is designed to facilitate the transition from high school to future learning and employment. When the Career Plan is implemented through an online tool, it may be thought of as both a process and an instrument. As an instrument, a Career Plan captures and records the achievement of learning objectives at each grade level. The instrument may also act as an e-Portfolio capturing artifacts that demonstrate student growth and success. As a process, it provides guidance for students in developing academic plans, demonstrating personal/social growth, and engaging in career development activities consistent with the student’s unique, self-identified interests, needs and goals for the attainment of post-secondary success. **The Career Plan would reference articulation agreements, which are connected to the plan. Additional information on Career Plans including the** Revised Massachusetts Career Plan Model, posted on the –[DESE Career/Vocational Technical Education website](http://www.doe.mass.edu/cd/plan/) under ‘Career Development’. The Career Plan is aligned with My Career and Academic Plan (MyCAP) which is the name for the individual planning tool that the state strongly encourages schools to implement for all students.

***Career and Technical Education Program***:

Organized educational activities that offer a sequence of courses that –

1. at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and
2. at the postsecondary level, a student enrolled in an eligible recipient who has—
   1. earned at least 12 credits within a career and technical education program or program of study; or
   2. completed such a program if the program encompasses fewer than;
   3. 12 credits or the equivalent in total.
   4. Include competency-based work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical sills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual;
3. to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and
4. may include career exploration at the high school level or as early as the middle grades (grade 5), (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965).

Also refer to the Massachusetts Perkins V Career and Technical Education Program Checklist found in Appendix A of this manual for a Program Self -Assessment aligned to the Strengthening Career and Technical Education for the 21st Century Act.

***Career/Vocational Technical Student Organizations (CVTSO):*** These organizations serve students enrolled in career and technical education programs by engaging students in a variety of career development and leadership activities. They are assisted with Perkins V (Title I) funds especially with respect to increasing the participation and success of students who are members of special populations. The CVTSO’s in Massachusetts are Business Professionals of America (BPA), Distributive Education Clubs of America (DECA), Future Farmers of America (FFA), Health Occupations Students of America (HOSA), and SkillsUSA.

***Career Guidance and Academic Counseling:*** The term “career guidance and academic counseling” means guidance and counseling that—

1. provides access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities and planning with respect to an individual’s occupational and academic future;
2. provides information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and
3. may provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.

***Career/Vocational Technical Education Graduate Follow-up Report (database):*** This report is required from school districts that receive Perkins V funds. 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 V Public Two-Year College/Postsecondary Consortium Career and Technical Education Data Report captures graduate follow-up data from public two-year colleges and the Perkins Postsecondary Consortium.

***Chapter 74 Vocational Technical Education Postsecondary and Postgraduate Report:*** This report is required from school districts that have Chapter 74 state-approved vocational technical education programs at 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 State-Approved Vocational Technical Education Program:*** A Chapter 74 state-approved vocational technical education program is a program that is approved by DESE pursuant to Massachusetts General Law Chapter 74 and the Vocational Technical Education Regulations (see <http://www.doe.mass.edu/cte/programs/>), and that meets the definition of career and technical education contained in the *Strengthening Career and Technical Education for the 21st Century Act* P.L. 115-224. Refer to the program directory at <http://www.doe.mass.edu/cte/programs/>, which lists the approved programs by district/school. In addition, individual School Profiles on the DESE website (<http://www.doe.mass.edu/cte/programs/directory.html>) list Chapter 74 state-approved vocational technical education programs by district.

***Charter School:*** The term “charter school” has the meaning given the term in section 4310 of the Elementary and Secondary Education Act of 1965, which is a public school that—

(A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;

(For a full description see Law at: [**www.doe.mass.edu**/**charter**](http://www.doe.mass.edu/charter) **)**

***Cooperative Education –***Cooperative Education per the “Strengthening Career and Technical Education for the 21st Century Act”, PL 115-224, means a method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous technical education instruction, by alternation of study in school with a job in any occupational field, which alternation—

1. shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual; and
2. may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.”

***Massachusetts Cooperative Education - per M.G.L. Chapter 74, Section 1:***

***(****Chapter 74 Manual for Vocational Technical Cooperative Education, Page 3)*

A program of vocational technical education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational technical instruction, by the alternation of study in school with a job in any occupational field.

Such instruction shall be planned and supervised by the school and the employer so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half-days, full days, weeks or other coordinated periods of time. Editor’s Note: Cooperative education is always paid as inherent in the definition’s use of the term “employer.”

***Cooperative Education per M.G.L. Chapter 149, Section 1 (MA Child Labor Laws)*** *“*Co-operative courses'', courses approved as such by DESE and conducted in public schools or any approved vocational school where technical or related instruction is given in conjunction with practical experience by employment in co-operating factories, manufacturing, mechanical or mercantile establishments or workshops or other co-operating employments.

***Cooperative Education per The Code of Federal Regulations Title 29 (CFR 29) Part 570.50 (c) (1) (2)*** defines student learners:

1. The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local educational authority or in a course of study in a substantially similar program conducted by a private school and;
2. Such student-learner is employed under a written agreement, which provides:
3. That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to his/her training;
4. That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person;
5. That safety instructions shall be given by the school and correlated by the employer with on-the-job training; and
6. That a schedule of organized and progressive work processes to be performed on the job shall have been prepared. Each such written agreement shall contain the name of student-learner and shall be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer*.*

This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed there under. A high school graduate may be employed in an occupation in which he/she has completed training as provided in this paragraph as a student-learner, even though he/she is not yet 18 years of age.

***Core Indicators:*** Indicators of performance under Perkins V. Refer to Part VI of this manual for the definitions. Also refer also to the applicable Massachusetts Strengthening Career and Technical Education for the 21st Century Act-Perkins V Accountability Workbook (Secondary) or (Postsecondary) for additional definitions pertaining to core indicators and accountability.

***Credit Transfer Agreement:*** The term ‘credit transfer agreement’ means a formal agreement, such as an articulation agreement, among and between secondary and postsecondary education institutions or systems that grant students transcripted postsecondary credit, which may include credit granted to students in dual or concurrent enrollment programs, early college high school, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.

***CTE Concentrator:***

The term ‘CTE concentrator’ means—

(A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and

(B) at the postsecondary level, a student enrolled as an eligible recipient who has—

(i) earned at least 12 credits within a career and technical education program or program of study; or

(ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

***CTE Participant:***

The term ‘CTE participant’ means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.

***Early College***

As it is defined in ESSA, the term ‘‘early college high school’’ means a partnership between at least one local educational agency and at least one institution of higher education that allows participants to simultaneously complete requirements toward earning a regular high school diploma and earn not less than 12 credits that are transferable to the institutions of higher education in the partnership as part of an organized course of study toward a postsecondary degree or credential at no cost to the participant or participant’s family.

***English Learner***

The term ‘English learner’ means—

1. a secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965; or an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and—
2. whose native language is a language other than English; or
3. who lives in a family environment or community in which a language other than English is the dominant language.

***Grant Application*** is the last section contained in the local application, which identifies the specific dollar amounts of how Perkins allocation funds will be spent.

***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 federal *Vocational Guidelines* are applicable to career and technical education programs in school districts/public two-year colleges/consortia that operate career and technical education programs. All entities serving CTE students are subject to periodic *Vocational Guidelines* (Methods of Administration – MOA) review.

***Individual with disability* –**

1. In general.—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))

***In-Demand Industry Sector or Occupation:***

(A) The term ‘‘in-demand industry sector or occupation’’ means—

* 1. an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or
  2. an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional or local economy, as appropriate.

1. The determination of whether an industry sector or occupation is in-demand under this paragraph shall be made by the State board or local board, as appropriate, using State and regional business and labor market projections, including the use of labor market information.

**Innovation Pathways**

***Non-Chapter 74 Career and Technical Education Program:*** In Massachusetts, a program that is not a Chapter 74 state-approved vocational technical education program, but does meet the definition of career and technical education contained in Strengthening Career and Technical Education for the 21st Century Act-Perkins V. PL. 115-224 is a non-Chapter 74 career and technical education program.

***Nontraditional Fields:*** The term nontraditional fields means occupations or fields of work such as careers in computer science, technology and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25% of individuals employed in each such occupation or field of work. 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 at <http://www.doe.mass.edu/cte/ntbg/>

***Out of School Youth:***

New definition: Term as it is defined in WIOA, which is: “out-of-school youth means an individual who is—

1. not attending any school (as defined under State law);
2. not younger than age 16 or older than age 24; and
3. one or more of the following:
   1. A school dropout.
   2. A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.
   3. A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is—

(aa) basic skills deficient; or

(bb) an English language learner.

* 1. An individual who is subject to the juvenile or adult justice system. An individual who is subject to the juvenile or adult justice system.
  2. A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C.)

***Paraprofessional*** as defined in ESSA, which is also known as a “para-educator,” includes an education assistant and instructional assistant.

***Perkins Performance Years:***

Perkins Performance Year 1 is 2019-2020 (Transition Year)

Perkins Performance Year 2 is 2020-2021

Perkins Performance Year 3 is 2021-2022

Perkins Performance Year 4 is 2023-2024

Perkins Performance Year 5 is 2024-2025

***Postsecondary Educational Institution:***The term “postsecondary educational institution” means—

1. an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree;
2. a tribally controlled college or university; or
3. a nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

***Program of Study:***‘Program of study’ means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that—

1. incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
2. addresses both academic and technical knowledge and skills, including employability skills;
3. is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
4. progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
5. has multiple entry and exit points that incorporate credentialing; and
6. culminates in the attainment of a recognized postsecondary credential.

***Professional Development:***The term ‘professional development’ means activities that—

1. are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary levels; and
2. are sustained (not stand-alone, 1 day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based, and may include activities that –
3. improve and increase educators’ - (I) knowledge of the academic and technical subjects; (II) understanding of how students learn; and (III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;
4. are an integral part of eligible recipients’ improvement plans;
5. allow personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback;
6. support the recruitment, hiring, and training of effective educators, including educators who became certified through State and local alternative routes to certification;
7. advance educator understanding of— [I.] effective instructional strategies that are evidence based; and strategies for improving student academic and technical achievement or substantially increasing the knowledge and teaching skills of educators;
8. are developed with extensive participation of educators, parents, students, and representatives of Indian Tribes (as applicable), of schools and institutions served under this Act;
9. are designed to give educators of students who are English learners in career and technical education programs or programs of study the knowledge and skills to provide instruction and appropriate language and academic support services to those students, including the appropriate use of curricula and assessments;
10. as a whole, are regularly evaluated for their impact on increased educator effectiveness and improved student academic and technical achievement, with the findings of the evaluation used to improve the quality of professional development;
11. are designed to give educators of individuals with disabilities in career and technical education programs or programs of study the knowledge and skills to provide instruction and academic support services to those individuals, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;
12. include instruction in the use of data and assessments to inform and instruct classroom practice;
13. include instruction in ways that educators may work more effectively with parents and families;
14. provide follow-up training to educators who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the educators are implemented in the classroom;
15. promote the integration of academic knowledge and skills and relevant technical knowledge and skills including programming jointly delivered to academic and career and technical education teachers; or
16. increase the ability of educators providing career and technical education instruction to stay current with industry standards.

***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.

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

Recognized Postsecondary Credential:

The term ‘‘recognized postsecondary credential’’ means a credential consisting of an industry recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

***Registered Apprenticeship Program:*** A postsecondary program that is registered with the Massachusetts Division of Apprentice Training or an approved Registered Apprenticeship program through the MA Division of Professional Licensure.

Resource Allocation Strategy and Planning (RASP): provides administration for the Perkins 400 (secondary) and Perkins 401 (postsecondary) grants. Questions regarding the Perkins 400 and 401 grants can be forwarded to that office’s main email box  [grants@doe.mass.edu;](mailto:%20grants@doe.mass.edu;%20) or can be sent directly to the assigned grant reviewer. The reviewer assignments are located at the webpage: <http://www.doe.mass.edu/federalgrants/> The link to liaisons/reviewers is to the right in the “Contact Us” box, under [DESE federal grant liaisons by district](http://www.doe.mass.edu/federalgrants/liaisons.xlsx)

Secondary School:

The term “secondary school” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

***Specialized Instructional Support Personnel and Service:***   
The term ‘‘specialized instructional support personnel’’ means—

(i) school counselors, school social workers and school psychologists and

(ii) other qualified professional personnel, such as school nurses, speech language pathologists and school librarians, involved in providing assessment, diagnosis, counseling, educational, therapeutic and other necessary services (including related services as that term is defined in section 602 of IDEA (20 U.S.C. 1401)) as part of a comprehensive program to meet student needs.

***SIMS (Student Information Management System):*** Student-level data collection system that allows the Department 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. <http://www.doe.mass.edu/infoservices/data/sims>

***Special Populations*** - The special populations identified in Strengthening Career and Technical Education for the 21st Century Act-Perkins V Title I are:

***A. individuals with disabilities:*** 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)). REFER TO DEFINITION OF INDIVIDUALS WITH DISABILITIES ABOVE.

***B. individuals from economically disadvantaged*** ***families, including low-income youth and adults***. 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.

***C. 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.

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

***E. out-of-workforce Individuals:*** The term ‘“Out-of-workforce Individuals 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.

***F. English Learners***: The term ‘“English Learners 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—

* 1. whose native language is a language other than English; or
  2. who lives in a family or community environment in which a language other than English is the dominant language.

***G. homeless individuals*** described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);

***H. youth who are in, or have aged out of, the foster care system,*** and

***I. youth with a parent who—***

***(i) is a member of the armed forces*** *(as such term is defined in section 101(a)(4) of title 10, United States Code); and*

*(ii)* ***is on active duty*** *(as such term is defined in section 101(d)(1) of such title).*

**Strengthening Career and Technical Education for the 21st Century Act. PL. 115-224 Title 1:**is the source of funds for Perkins allocation grants and other grants to improve career and technical education programs on the secondary and postsecondary levels. It is also the source of Perkins State leadership funds that are used to improve career and technical education programs in correctional agencies, support career/vocational technical education student organizations, especially with respect to increasing the participation of students who are members of special populations, and support activities and services to increase the enrollment of programs that prepare students for careers nontraditional for their gender. Statewide professional development, technical assistance and data collection, and analysis are funded from The Strengthening Career and Technical Education for the 21st Century Act.

***Strengthening Career and Technical Education for the 21st Century Act - Title II:*** (‘General Provisions’): Strengthening Career and Technical Education for the 21st Century Title II contains Federal and State administrative provisions.

***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 *e*mployability*,* and/or management & entrepreneurship, and/or technological knowledge and skills required for a specific career or cluster of careers.

*Universal Design for Learning:*

ESSA, references the definition in the Higher Education Opportunity Act, means a scientifically valid framework for guiding educational practice that—

(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and

(B) reduces barriers in instruction, provides appropriate accommodations, supports and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

*Vocational Technical Education Advisory Council to the Massachusetts Board of Elementary and Secondary Education*: This Council is mandated by Massachusetts law (Chapter 15: Section 1G). The role of the Council is to advise the Commissioner of Elementary and Secondary Education, the Board of Elementary and Secondary Education, and the Commissioner of Higher Education for the purpose of enhancing efforts to improve public vocational technical education under Massachusetts General Law Chapter 74 and the Strengthening Career and Technical Education for the 21st Century Act-Perkins V.

***Work-Based Learning:*** The term ‘work-based learning’ means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.

# PART IV - PERKINS V ALLOCATION COMPUTATIONS

PART IV - STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT – PERKINS V ALLOCATION COMPUTATIONS

(Secondary and Postsecondary)

Part C, Section 131, Section 132

**Allocation Computations for Secondary and Postsecondary**

The formulas used for calculating Perkins V allocations for school districts and public two-year institutions are set forth in detail in The Strengthening Career and Technical Education for the 21st Century Act -Perkins V Title I, Part C – Local Provisions, Section 131 Distribution of Funds to Secondary Education Programs and Section 132 Distribution of Funds for Postsecondary Education Programs. Massachusetts’ Perkins V Allocation Formula will be created and included in the four-year State Plan, submitted in calendar year 2020, for approval with U. S. Department of Education’s Office of Career, Technical, and Adult Education (OCTAE).

**The funding formula for FY 20 will be the same as that used under Perkins IV.**

Pursuant to Perkins V, DESE distributes by formula allocations a minimum of 85 percent of Perkins V funds to school districts and public two-year institutions with programs that meet the definition of career and technical education contained in Perkins V and, starting in FY 21, have an approved Perkins V Local Grant Application submitted.

*The funds must be used to improve career and technical education programs.*

**Secondary Allocations**

In order to submit a Perkins V Local Grant Application to apply for a secondary allocation grant, a district must have been computed by DESE 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 shall be granted by the Director of Federal Grant Programs and Administrator of the Office for College, Career, and Technical Education if the school district is:

* is located in a rural, sparsely populated area; or
* is a public charter school operating secondary - level career and technical education programs; and
* 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 Director of Federal Grant Programs by June 1st. (this deadline may be waived because of unforeseen events or through special written appeals) for the following school year.

**Consortium Formation - Secondary**

As stated above, the request to form a consortium must be made in writing to the Director of Federal Grant Programs by June 1st. (this deadline may be waived because of unforeseen events or through special written appeals) for the following school year. Perkins V funds provided to a consortium shall be used only for activities and services that are mutually beneficial to all members of the consortium. Funds shall not be provided to individual members of the consortium (as a ‘pass-through’) for purposes and programs benefiting one member of the consortium. In FY 20, the consortium will develop a single allocation Local Grant Application.

**Schedule A-Transfer of Allocation - Secondary**

A school district may use a *Schedule A* to transfer its allocation to another school district that provides program(s) that meet the Perkins V definition of career and technical education and that are of sufficient size, scope, and quality to be effective. While a school district may choose to transfer their funds to a district in which their students have enrolled in previous years, the transfer of funds does not obligate the school district receiving the funds to enroll students from the district providing the funds.

By July 2, 2019 *(this deadline may be waived because of unforeseen events or through special written appeals),* school districts that wish to transfer funds to another district may notify DESE of their intent to submit a Schedule A form.

The Schedule A form is a part of the FY20 Local Grant Application.

**Charter Schools - Secondary**

A charter school or any other school may request a review by DESE for the purpose of determining whether the school’s programs meet the Perkins V definition of career and technical education. School administrators should contact the Administrator of the Office for College, Career, and Technical Education in writing by January 15th, if they wish to have their programs reviewed to determine whether their programs meet the Perkins V definition of career and technical education for subsequent fiscal year allocation computations. The Massachusetts Perkins V Career and Technical Education Program Checklist in the Appendices of this Manual would be used to determine whether the program(s) meet the definition of career and technical education.

**Minimum Amount - Postsecondary**

In order to submit a Perkins V postsecondary Local Grant Application, a public two-year college or school district must have been allocated at least $50,000. A public two-year college or school district that is allocated 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 only if the college or school district is located in a rural, sparsely populated area. If the Postsecondary Consortium allocations to each participating institution is less than $50,000, these institutions must submit a Schedule A allocating their funding to a designated lead district to allow the Postsecondary Consortium to meet the $50,000 minimum allocation requirement and to submit a grant application

The request for a waiver of the $50,000 minimum must be made in writing to the Director of Federal Grant Programs by June 1 (this deadline may be waived by because of unforeseen events or through special written appeals) for the following school/college year.

**Appeals Procedure**

The appeals procedure established by DESE 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 above specified allocation procedures, including the decision by a school district to leave a consortium by sending a letter giving the details of the dispute to the Director of Federal Grant Programs and the Administrator of the Office for College, Career and Technical 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. The request must include a statement of the issues being appealed alleging a violation of state or federal law, regulations or guidelines governing the Perkins V, 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.

**Reserve Funds**

Reserve funds are considered part of the Perkins allocation formula under Perkins V. Up to 15% of Perkins Allocation funds can be spent for special activities authorized under reserve. Reserve funds can be spent for secondary and/or postsecondary activities.

The Department may award grants to eligible recipients for career and technical education activities described in

* rural areas;
* areas with high percentages of CTE concentrators or CTE participants;
* areas with high numbers of CTE concentrators or CTE participants; and
* areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II);

in order to:

* foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or
* promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

**Consortium Formation - Postsecondary**

As stated above, the request to form a consortium must be made in writing to the Director of Federal Grant Programs by June 1 (this deadline may be waived by because of unforeseen events or through special written appeals) for the following school/college year. Perkins V funds provided to a consortium shall be used only for activities and services 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 V Local Single Grant Application.

Currently, Schedule A’s are only used for members of the Perkins Postsecondary Consortium to allocate their funding to the lead institution of the Consortium so the lead institution can submit a common application to the Commonwealth.

# PART V - COMPREHENSIVE LOCAL NEEDS ASSESSMENT, LOCAL APPLICATION, AND ALLOCATION GRANTS

(1) To be eligible to receive financial assistance, an eligible recipient shall—

1. *conduct a comprehensive local needs assessment* related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and
2. not less than once every 2 years, update such comprehensive local needs assessment.

*REQUIREMENTS*.

The comprehensive local needs assessment described in paragraph (1) shall include each of the following:

(c) COMPREHENSIVE NEEDS ASSESSMENT.—

(1) IN GENERAL.--To be eligible to receive financial assistance under this part, an eligible recipient shall—

(A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection(a); and

(B) not less than once every 2 years, update such comprehensive local needs assessment.

(2) REQUIREMENTS.--The comprehensive local needs assessment described in paragraph (1) shall include each of the following:

(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

(B) A description of how career and technical education programs offered by the eligible recipient are—

(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and

(ii) are also--

1. aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111)(referred to in this section as the `State board') or local workforce development board, including career pathways, where appropriate; or
2. designed to meet local education or economic needs not identified by State boards or local workforce development boards.

(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—

(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;

(ii) providing programs that are designed to enable special populations to meet the local levels of performance; and

(iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

(d) CONSULTATION.—In conducting the comprehensive needs assessment under subsection(c), and developing the local application described in subsection(b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—

(1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;

(2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;

(3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;

(4) parents and students;

(5) representatives of special populations;

(6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);

(7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and

(8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

(e) CONTINUED CONSULTATION.--An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in subsection(d) on an ongoing basis, as determined by the eligible agency. This may include consultation in order to—

(1) provide input on annual updates to the comprehensive needs assessment required under subsection (c)(1)(B);

(2) ensure programs of study are—

(A) responsive to community employment needs;

(B) aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection(d), which may include in-demand industry sectors or occupations identified by the local workforce development board;

(C) informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));

(D) designed to meet current, intermediate, or long-term labor market projections; and

(E) allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;

(3) identify and encourage opportunities for work-based learning; and

(4) ensure funding under this part is used in a coordinated manner with other local resources.

Perkins V has introduced a new requirement for local eligible recipients to conduct a comprehensive local needs assessment and update the needs assessment *every two years.*

Needs assessments are common elements in most grant processes, especially in competitive applications. Perkins V is not a competitive application, but a justification of need and a local needs assessment is usually the foundation for almost all grant awards.

The needs assessment is a foundation for Perkins V implementation at the local level, as it drives local application development and future spending decisions. The recipient can: analyze and evaluate the entire local Career and Technical Education system; identify targeted improvements that lead to increased opportunities for student success; and engage local stakeholders in designing CTE locally.

Local needs assessment implementation requires evaluation, working with a range of stakeholders, as to how overall CTE programs and initiatives address: 1) Performance on federal accountability indicators; 2) Alignment to labor market needs; 3) Scope, size and quality of programs offered; 4) Progress toward implementing programs and programs of study; 5) Recruitment, retention and training of faculty and staff; and 6) Progress toward improving access and equity.

During the Perkins V implementation process (between 2019 and 2020), the Department will develop a template for the local needs assessment and provide guidance.

One way to address local needs assessment is to consult other federal program representatives in your community (such as those responsible for implementation of ESEA and WIOA) to gain ideas and best practices related to how they have approached their required needs assessments.

This does not mean the programs have to be redesigned and redeveloped. Local eligible institutions can also leverage many activities in which you are already engaged in order to prepare for the needs assessment. The information collection and consultation activities for the assessment could be what you are already doing. Date, industry and community partners, and the curriculum development and revision and program approval processes are all relevant foundations for the needs assessment.

A needs assessment can be scaled to fit your situation. The needs assessment process will consist of a more formal shift from collecting information to using information to ensure your local CTE programs help create success for students and employers. The local needs assessment process should become a regular part of your overall districts or institution’s data-driven decision-making and program improvement cycles, not an additional activity every two years. Fully integrating this new Perkins V needs assessment into routine activities will help develop better program strategies in line with your student and area’s needs.

**FOR FY20, Institutions will not be required to do a CLNA;**

**for FY21, local recipients will be required to provide a CLNA with direction provided by the Department.**

# PART VI – SECONDARY AND POSTSECONDARY ALLOCATION GRANTS

In response to a Request for Proposals (RFP)\* posted on the Department’s [Grants Management website](http://www.doe.mass.edu/grants/), a school district, public two-year college, or consortium calculated for Perkins V allocation funds shall submit a Perkins V grant application to the Federal Grant Programs Office. The RFP provides specific information on each grant program, including but not limited to eligibility, purpose, priorities, available funding, grant duration, due date, contact person, submission, and required forms. Districts and postsecondary institutions are required to submit a Perkins grant application for FY 21. School districts and postsecondary institutions must submit 2-year local Perkins applications to DESE covering the years FY 21 and FY 22 in the 2020 grant application. The required elements of each grant application are contained in Perkins V Section 134.

School districts, public two-year colleges, consortia with Perkins V allocations annually submit a grant application (including any revisions to the local needs assessment) to the Department in response to the Request for Proposals (RFP). The materials required for the EdGrants application form are provided on the Grant Funding Opportunities page under grant numbers 400 (Perkins Secondary Education) and 401 (Perkins Postsecondary Education).

For FY20, applicants *will not* be required to do a comprehensive local need assessment (CLNA);

for FY21, applicants *will be* required to provide a CLNA with technical assistance provided by the Department.

The Department reviews Perkins V grant applications for compliance prior to approving and issuing grant awards.

Beginning in 2020, School districts, public two-year colleges, and consortia with Perkins V Local Grant Applications must submit amendments for Local Grant Applications as applicable, local improvement plans as required, the Annual Perkins Report on local improvement plans, enrollment and accountability data, and set core indicator performance levels with the Department. School districts, public two-year colleges, and consortia are provided technical assistance and monitoring by the Department.

**ISA CONVERSION PROCESS**

State postsecondary and state correctional institutions are considered state agencies and funding is provided to these institutions through an Interdepartmental Service Agreement (ISA). The providers submit a grant application subject to review and approval. When approved, for correctional facilities and other state institutions the grant is converted to an ISA so grant funds can be moved from one state account to another. These agreements are subject to the same audit and oversight requirements as any grant, but the transfer of payments is more direct. The conversion from grant to ISA adds approximately 4-6 weeks to the grant process.

NOTE: This year community colleges will not use the ISA to set up or access their funds in the state accounting system (MMARS), as EdGrants will be used for accessing community college funds. but Community colleges must still complete ISA’s. Community colleges eligible to receive Perkins Postsecondary funds are required to sign an Interdepartmental Service Agreement (ISA). Please complete the crosswalk on the EdGrants page to expedite execution of any community college ISAs.

**Legal Claim of Expenses under Perkins V**

Each RFP includes a statement to the effect that expenses can only be charged to the grant from the date of final Department approval the grant application.

Expenditures of grant funds must be detailed in the Local Grant Application and any subsequent Amendment(s), and any grants or amendments must be approved by the Department prior to implementation.

School districts, public two-year colleges, and consortia can legally claim expenses to a grant only from the date of final Department approval of the grant application.

**Consequences of Failing to File Information and Data on Time**

Failure to file any Perkins V required documents, such as Local Grant Applications, Improvement Plans, Annual Perkins Report, enrollment and accountability data, and set core indicator performance levels with the Department (or corrected/revised applications, supplementary materials or application) by the due date(s) may result in the school district, public two-year college, or consortium not receiving allocation funds.

**Uses of Perkins V Grant Funds**

The United States Department of Education requires that the combined expenditures proposed for both indirect and direct administrative costs in a Perkins allocation grant when taken together not exceed 5% of the total grant amount. The administrative cost categories (functions that should be considered as a direct administrative cost in calculating the 5% ceiling) are:

* Developing the Local Application.
* Supervising Local Application activities.
* Supervising Perkins-funded staff.
* Assuring compliance with applicable Federal laws.
* Supporting and developing local data systems for Perkins. (This does not include data collection and analysis.)

School district/public two-year college/consortium staff are advised to discuss questions related to *expenditures* with their Federal Grant Program liaison. Additional information, including quick reference guides on allowable and unallowable costs, can be found here: <http://www.doe.mass.edu/federalgrants/perkins/>.

If school staff have *programmatic questions*, they should contact their liaison in the Department’s Office for College, Career and Technical Education. The list of liaisons by district is accessible from a link on the homepage of the Office for College, Career and Technical Education. The direct link to the list is <http://www.doe.mass.edu/cte/liaison.html>.

**REQUIREMENTS FOR USES OF FUNDS**

Perkins V allocation grant funds shall be used to improve career and technical education programs and must reflect how this usage will address the needs of the educational institution as identified in the comprehensive local needs assessment, commencing with FY 21. **A comprehensive local needs assessment is not required for the FY 20 grant application.**

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

Upon approval from the Department, Perkins V requires that school districts/public two-year colleges/consortia use allocation grant funds (or other funds) for the following uses detailed below (as outlined in Section 135 of the Act).

***LOCAL USES OF FUNDS. (Section 135)***

(a) GENERAL AUTHORITY.--Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).

(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 are of sufficient size, scope, and quality to be effective and that**—

(1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—

(A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;

(B) readily available career and labor market information, including information on—

* + - 1. occupational supply and demand;
      2. educational requirements;
      3. other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and
      4. employment sectors;

(C) programs and activities related to the development of student graduation and career plans;

(D) career guidance and academic counselors that provide information on postsecondary education and career options;

(E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or

(F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;

(2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—

1. professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;
2. professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 49l-2(e)(2)(C));
3. providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;
4. supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;
5. supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
6. providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;
7. training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;
8. training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or
9. training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;
10. provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
11. support integration of academic skills into career and technical education programs and programs of study to support—
12. CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and
13. CTE participants at the postsecondary level in achieving academic skills;

(5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—

1. a curriculum aligned with the requirements for a program of study;
2. sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;
3. where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;
4. appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;
5. a continuum of work-based learning opportunities, including simulated work environments;
6. industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;
7. efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;
8. where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;
9. expanding opportunities for students to participate in distance career and technical education and blended-learning programs;
10. expanding opportunities for students to participate in competency-based education programs;
11. improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
12. supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
13. supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
14. providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
15. supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;
16. making all forms of instructional content widely available, which may include use of open educational resources;
17. supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;
18. partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;
19. support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or
20. other activities to improve career and technical education programs; and

(6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

(c) POOLING FUNDS.--An eligible recipient may pool a portion of funds received under this Act with a portion of funds received under this Act available to one or more eligible recipients to support implementation of programs of study through the activities described in subsection(b)(2).

(d) ADMINISTRATIVE COSTS.--Each eligible recipient receiving funds under this part shall not use more than 5 percent of such funds for costs associated with the administration of activities under the Act.

**Unallowable Uses of Perkins V Allocation Grant Funds**

All proposed expenditures of Perkins V allocation grant funds must be detailed in the grant application and be approved by the Department 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 Federal Grants Program and/or CCTE liaison, as there are additional expenditures prohibited by federal or state law, regulation or policy.

* indirect and direct administrative costs that when taken together exceed 5%
* any expenditure that would supplant local/state funds
* required programs and services (e.g., new teacher induction program)
* any expenditure that is not related to improvement of career and technical education programs or improvement of the outcomes for students enrolled in those programs
* any expenditure for professional development that does not meet the criteria set forth in Section XIII of this Manual.
  + One-day or short-term workshops or conferences without follow-up activities and/or deliverables are not fundable with Perkins V allocation funds.
* any unnecessary or unreasonable expenditures
* 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.
* Routine office/program supplies (such as books, pens, paper, workbooks, 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.
* remedial courses
* 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;
* payment of individual student membership dues
* any expenditure prohibited by federal or state law, regulation, or policy
* out-of-state travel (without Office for College, Career and Technical Education approval)

Additional information, including quick reference guides on allowable and unallowable costs, can be found here: <http://www.doe.mass.edu/federalgrants/perkins/>.

**Frequently Asked Expenditure Topics**

The following list includes, but is not limited to, expenditures that the Department receives the most questions.

**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 V 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 V funds may be used as described in the grant application 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 V funded computer equipment at a summer computer camp or an after-school program.
* Using a Perkins V 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.

Equipment purchased with Perkins V funds with a market value less than $5,000 however has a useful life of more than 1 year such as computers, IT equipment, Smartboards, photography equipment must also have the following:

* 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

For more information about the use and disposition of equipment, contact a liaison in the Office for College, Career, and Technical Education.

**Food**

* Food may be an allowable expenditure 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**

* 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 Department.

**Transportation of Students**

* 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 educations site, internship site, college, career/vocational technical education student organization event, etc.
* Grant funds may not be used to transport students for career/vocational technical education student organization events.
* 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**

* 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’s 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 comply with applicable school district/public two-year college policies and include provisions for equal opportunity.

**Professional Development Training or Courses**

* Improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors; such as a course or Professional Development training which deliverables and follow up outcome activities benefit (a) CVTE students and (b) CVTE programs is allowable even though it might incidentally provide the educator with credits towards certification or licensing;
* A course or PD training in which outcomes only benefit the individual teacher is not allowable
* Example: A plumbing teacher at a district, which has no plans or purchased no equipment to upgrade its plumbing program with new technologies, would not be funded to receive course or PD training in plumbing new technologies to upgrade his/her own skills
* Perkins funds may not be used to supplant local or state funds normally designated for course work or professional development.
* Course descriptions may be requested as part of the determination as to whether the proposed expenditure is allowable
* The final determination as to whether the proposed cost is allowable is at the discretion of the state administrator.
* Occupational Certifications and Licenses for Students:
* Perkins V 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 has passed, and
* 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)
* there is equitable and non-discriminatory criteria used by the district to determine which certifications and licenses are funded, and
* funding for this purpose has been pre-approval by the Office for College, Career and Technical Education. (Note: In considering whether to approve such expenditure, the Department 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.)

**Staff**

* New technical education teaching positions may be allowable only for a new program or program component. A program or program component is considered new for up to three years. After that time, the teacher must be paid with non-Perkins V funds.
* Staff funded partially with 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 V) or between more than one Perkins V grant, provided that records of the time distribution between grant projects are kept.

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

* The lease/purchase or lease to purchase of automobiles for any purpose is an unallowable use of grant funds.
* Lease/purchase or lease to purchase of trucks may be an allowable use of 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 Department 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 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 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 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 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 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**

Funds made available under Perkins V shall supplement, and shall not supplant, local/state funds. Perkins V 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.

Some examples of example of supplanting might include:

* a school district/public two-year college moving the salary of a teacher from the local payroll to the Perkins V payroll
* purchase of textbooks with Perkins V 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 and public two-year colleges the costs are recovered by indirect costs in grants.

Perkins V 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 V, 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.

Each situation is different and there is no one size fits all test for supplanting. School district, public two-year college, and consortium staff should discuss supplanting issues internally, and seek technical assistance from their liaisons in the Department as necessary.

\*CLNA’s will be required of secondary and postsecondary institutions *beginning calendar year 2020*.

Legal Claim of Expenses under Strengthening Career and Technical Education for the 21st Century Grants:

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

All expenditures of Perkins V allocation grant funds must be detailed in the Local Application/Programmatic Amendment and applicable Program Grants/Amendment must and be approved by the Department prior to implementation.

School districts, public two-year colleges and consortia can legally claim expenses to a grant only from the date of final Department approval of the Local Application Grants.

**Consequences of Failing to File Information and Data on Time**

Failure to file the Perkins V Grant Applications, Improvement Plans, Annual Perkins Reports, enrollment and accountability data, local determined performance levels, and all other requirements may lead to the state withholding the allocation.

**ISA CONVERSION PROCESS**

State postsecondary and state correctional institutions are considered state agencies and funding is provided to these institutions through an Interdepartmental Service Agreement (ISA). The providers submit a grant application subject to review and approval. When approved, for correctional facilities and other state institutions’, the grant is converted to an ISA, so grant funds move from one state account to another. These agreements are subject to the same audit and oversight requirements as any grant, but the transfer of payments is more direct. The conversion from grant to ISA adds approximately 4-6 weeks to the grant process.

NOTE: This year community colleges will not use the ISA to set up or access their funds in the state accounting system (MMARS), as EdGrants will be used for accessing community college funds. Community colleges must still complete ISA’s. Community colleges eligible to receive Perkins Postsecondary funds are required to sign an Interdepartmental Service Agreement (ISA) agreement. Please complete the crosswalk on the EdGrants page to expedite execution of any community college ISAs.

# PART VII – PERKINS V PERFORMANCE INDICATORS

Perkins V requires State and local performance accountability systems. To assess the effectiveness of State and local activities in achieving statewide progress in career and technical education and optimize return on investment of Federal funds in career and technical education activities, outcomes are measured through core indicators of performance at the secondary and postsecondary levels.

**Secondary Level Core Indicators**

*Perkins V Title I: Section 113 (b)(2)(A),* are as follows:

| **Perkins IV/Perkins V**  **Transition Year**  **(through June 30, 2020)** | **Secondary Core Indicators**  **Perkins IV** | **Secondary Core Indicators**  **Perkins V** | **Strengthening Career and Technical Education for the 21st Century Act**  **Perkins V**  **(beginning July 1, 2020)** |
| --- | --- | --- | --- |
| 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. | **1S1**  **1S2** | **1S1**  **1S2** | The percentage of CTE concentrators who graduate high school as measured by:  The four-year adjusted cohort graduation rate (defined in section 1111 of the Elementary and Secondary Education Act of 1965), and at the State’s discretion, the extended-year adjusted cohort graduation rate defined in such section 1111.  *1S1 Four – Year Graduate Rate*  *1S2 Extended Graduation Rate (At State’s Discretion)* |
| 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 | **2SI** | **2S1**  **2S2**  **2S3** | CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 111(b)(1) of the Elementary and Secondary Education Act of 1965 as measured by the academic assessments described in section 1111(b)(2) of such act.  2S1 – MCAS English Language Arts  2S2 – MCAS Mathematics  2S3\* – Science (New indicator) |
| 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). | **3S1** | **3S1** | The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title 1 of the National and Community Service Act of 1990 (42 U.S.C 12511), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C 2504(a), or are employed. |
| Student graduation rates (as described in section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act of 1965) | **4S1** | **4S1** | The percentage of CTE concentrators in career and technical education programs and program of study that lead to non-traditional fields. |
| Student placement in postsecondary education or advanced training, in military service, or in employment | **5S1** | **5S1**  **5S2**  **5S3**  **5S4** | Indicators of career and technical education program quality as follows:  (At least 1 of the following):  5S1 – Percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.  5S2 – Percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment program or another credit transfer agreement.  5S3 – Percentage of CTE concentrators graduating from high school having participated in work-based learning.  5S4 – Any other measure of student success in career and technical education that is statewide, valid, reliable, and comparable across the State. |
| Student participation in career and technical education programs that lead to nontraditional careers | **6S1** |  |  |
| Student completion of career and technical education programs that lead to nontraditional careers | **6S2** |  |  |

\* Strengthening Career and Technical Education for the 21st Century Act

**Note:** Refer to the *Massachusetts* Strengthening Career and Technical Education for the 21st Century Act-Perkins V *Accountability Workbook - Secondary* for measurement definitions and other information pertaining to secondary core indicators and accountability.

**Postsecondary Level Core Indicators**

*Perkins V, Title I: Section 113 (b)(2)(B),* are as follows*:*

| **Perkins IV/Perkins V**  **Transition Year**  **(through June 30, 2020)** | **Postsecondary Core Indicators**  **Perkins IV** | **Postsecondary Core Indicators**  **Perkins V** | **Strengthening Career and Technical Education for the 21st Century Act**  **Perkins V (beginning July 1, 2020)** |
| --- | --- | --- | --- |
| Studentattainment of challenging career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate. | **1P1** | **1P1** | 1P1 - Percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title 1 of the National and Community Service Act of 1990 (42 U.S.C 12511), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C 2504(a)), or are placed or retained in employment.  (Retention & Placement) |
| Student attainment of an industry-recognized credential, a certificate, or a degree. | **2P1** | **2P1** | The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion. |
| Student retention in postsecondary education or transfer to a baccalaureate degree program. | **3P1** | **3P1** | 3P1 – Percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. |
| 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. | **4P1** |  |  |
| Student participation in career and technical education programs that lead to nontraditional careers. | **5P1** |  |  |
| Studentcompletion of career and technical education programs that lead to nontraditional careers. | **5P2** |  |  |

**Note**: Refer to the Massachusetts Strengthening Career and Technical Education for the 21st Century Act-Perkins V Accountability Workbook - Postsecondary for measurement definitions and other information pertaining to postsecondary core indicators and accountability.

**Reporting on the Core Indicators**

*Strengthening Career and Technical Education for the 21st Century Title I: Section 113*

Data on the secondary core indicators are 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 [SIMS Version 9.2 Data Handbook](file:///C:\Users\ggomes\Documents\(http:\www.doe.mass.edu\infoservices\data\sims\) (updated December 2018) contains information on reporting in SIMS. The document [Instructions for School Districts in Reporting Student - Level Data for Career/Vocational Technical Education](http://www.doe.mass.edu/cte/data/) (updated April 2019) contains information on reporting as a supplement to the SIMS Data Handbook.

Data on the postsecondary core indicators is submitted by public two-year colleges and the Strengthening Career and Technical Education for the 21st Century Act-Perkins V Postsecondary Consortium in the Massachusetts Strengthening Career and Technical Education for the 21st Century Act-Perkins V Public Two-Year College/Postsecondary Consortium Career and Technical Education Data Report. The document [Instructions for the Massachusetts Strengthening Career and Technical Education for the 21st Century Act-Perkins V Public Two - Year College/Postsecondary Consortium Career and Technical Education Data Report 2020 Submission](http://www.doe.mass.edu/cte/data/) contains information on reporting.

**Adjusted Performance Levels for the Core Indicator(s)**

*Perkins V: Title 1, Section 113 Accountability*

Perkins V requires the Department to determine State performance levels with the United States Department of Education for each core indicator, referred to as *State Determined Performance Levels (SDPL’s).*

*Perkins V: Title 1, Section 113 Accountability*

Perkins V requires eligible recipients to determine local performance levels with the State for each core indicator, referred to as *Local Determined Performance Levels (LDPL’s).* The local determined performance levels that are agreed-upon are also referred to as Local Adjusted Performance Levels.

Refer to the [Massachusetts Strengthening Career and Technical Education for the 21st Century Act Accountability Workbook - Secondary](http://www.doe.mass.edu/cte/perkins/) and the [Massachusetts Strengthening Career and Technical Education for the 21st Century Accountability Workbook - Postsecondary](http://www.doe.mass.edu/cte/perkins/) for additional definitions and other information pertaining to core indicators and accountability under Perkins V.

**State Perkins Improvement Plan**

*Strengthening Career and Technical Education for the 21st Century - Title I: Section 123*

SEC. 123. 20 U.S.C. 2343 IMPROVEMENT PLANS.

(a) STATE PROGRAM IMPROVEMENT.—

(1) PLAN.—If a State fails to meet at least 90 percent of the State determined level of performance for any of the core indicators of performance described in 113(b)(2) for all CTE concentrators, the eligible agency shall develop and implement a program improvement plan (that includes an analysis of the performance disparities or gaps identified under section 113(b)(3)(C)(ii)(II), and actions that will be taken to address such gaps) in consultation with the appropriate agencies, individuals, and organizations during the first program year succeeding the program year for which the eligible agency failed to so meet the State determined level of performance for any of the core indicators of performance.

(2) TECHNICAL ASSISTANCE.— If the Secretary determines that an eligible agency is not properly implementing the eligible agency’s responsibilities under section 122, or is not making substantial progress in meeting the purposes of this section, including after implementation of the improvement plan described in paragraph (1), based on the State determined levels of performance, the Secretary shall work with the eligible agency to implement the improvement activities consistent with the requirements of this Act.

(3) SUBSEQUENT ACTION.—

(A) IN GENERAL.—The Secretary may, after notice and opportunity for a hearing, withhold from an eligible agency all, or a portion, of the eligible agency’s allotment under paragraphs (2) and (3) of section 112(a) if the eligible agency—

* + 1. fails to implement an improvement plan as described in paragraph (1); or

with respect to any specific core indicator of performance that was identified in a program improvement plan under paragraph

fails to meet at least 90 percent of a State determined level of performance for such core indicator for 2 consecutive years after the eligible agency has been identified for improvement under such paragraph.

(B) WAIVER FOR EXCEPTIONAL CIRCUMSTANCES. —The Secretary may waive the sanction in subparagraph (A) due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State.

(4) FUNDS RESULTING FROM REDUCED ALLOTMENTS.—The Secretary shall use funds withheld under paragraph (3) for a State served by an eligible agency to provide technical assistance, to assist in the development of an improved State improvement plan, or for other improvement activities consistent with the requirements of this Act for such State.

(5) ADJUSTMENTS PROHIBITED. —An eligible agency shall not be eligible to adjust performance levels while executing an improvement plan under this section.

(b) LOCAL PROGRAM IMPROVEMENT.—

(1) LOCAL EVALUATION. —Each eligible agency shall evaluate annually, using the local levels of performance described in section 113(b)(4), the career and technical education activities of each eligible recipient receiving funds under this title.

(2) PLAN.—If, after reviewing the evaluation in paragraph (1), the eligible agency determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local level of performance for any of the core indicators of performance described in section 113(b)(4) for all CTE concentrators, the eligible recipient shall develop and implement a program improvement plan (that includes an analysis of the performance disparities or gaps identified under section 113(b)(3)(C)(ii)(II), and actions that will be taken to address such gaps) in consultation with local stakeholders described in section 134(d)(1), the eligible agency, and appropriate agencies, individuals, and organizations during the first program year succeeding the program year for which the eligible recipient failed to so meet any of the local levels of performance for any of the core indicators of performance.

(3) TECHNICAL ASSISTANCE.—If the eligible agency determines that an eligible recipient is not properly implementing the eligible recipient’s responsibilities under section 134, or is not making substantial progress in meeting the purposes of this Act, based on the local levels of performance, the eligible agency shall work with the eligible recipient to implement improvement activities consistent with the requirements of this Act.

(4) SUBSEQUENT ACTION.—

(A) IN GENERAL. —The eligible agency may, after notice and opportunity for a hearing, withhold from the eligible recipient all, or a portion, of the eligible recipient’s allotment under this title if the eligible recipient—

(i) fails to implement an improvement plan as described in paragraph (2); or

(ii) with respect to any specific core indicator of performance that was identified in a program improvement plan under paragraph (2), fails to meet at least 90 percent of the local level of performance for such core indicator for 2 consecutive years after the eligible recipient has been identified for improvement under such paragraph.

(B) WAIVER FOR EXCEPTIONAL CIRCUMSTANCES. —In determining whether to impose sanctions under subparagraph (A), the eligible agency may waive imposing sanctions—

(i) due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the eligible recipient;

(ii) based on the impact on the eligible recipient’s reported performance of the small size of the career and technical education program operated by the eligible recipient; or

(iii) in response to a public request from an eligible recipient, if the eligible agency determines that the requirements described in clause (i) or (ii) have been met.

(5) FUNDS RESULTING FROM REDUCED ALLOTMENTS—The eligible agency shall use funds withheld under paragraph (4) from an eligible recipient to provide (through alternative arrangements) services and activities to students within the area served by such recipient to meet the purposes of this Act.

(6) ADJUSTMENTS PROHIBITED. —An eligible recipient shall not be eligible to adjust performance levels while executing an improvement plan under this section.

# PART VIII - CORRECTIONAL INSTITUTION GRANTS

PART VIII - STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT- PERKINS V - CORRECTIONAL INSTITUTION GRANTS

Section 112, Section 124

Perkins V Section 112 requires that an amount equal to not more than two (2) percent of the amount allotted to Massachusetts for Strengthening Career and Technical Education for the 21st Century Act be made available each year to improve career and technical education that serves individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities per Strengthening Career and Technical Education for the 21st Century Act - Section 124.

In response to a competitive Request for Proposals (RFP) titled ‘Strengthening Career and Technical Education for the 21st Century Act - Correctional Institutions’ (Fund Code 452) posted on the Department’s – [Grants Information website](http://www.doe.mass.edu/Grants/) under ‘Competitive Requests for Proposals’ a state, county correctional agency including the Massachusetts Department of Youth Services seeking Perkins V funds may submit an Application for Program Grants to the Department. The RFP provides specific information including, but not limited to eligibility, purpose, priorities, available funding, grant duration, due date, Department contact person, submission, and required forms.

Funds shall not be requested to supplant state or local funds.

The Department will convene a review team to score proposals including the Application for Program Grants and makes recommendations for approval/disapproval. The Department will notify successful and unsuccessful applicant agencies.

NOTE: The United States Department of Education requires that the combined expenditures proposed for both indirect and direct administrative costs in a Perkins V correctional institution grant when taken together not exceed 5% of the total grant amount. The administrative cost categories (functions that should be considered as a direct administrative cost in calculating the 5% ceiling) are:

1. Developing the Proposal.  
2. Supervising Perkins V grant activities.   
3. Supervising Perkins V funded staff.  
4. Assuring compliance with applicable Federal laws.

Supporting and developing local data systems for Perkins V. (This does not include data collection and analysis.)

# PART IX - GENDER EQUITY INITIATIVE

PART IX - STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT - GENDER EQUITY INITIATIVE

Section 112, Section 124

Perkins V requires that the Department use not less than $60,000 and not more than $150,000 for services that increase the enrollment and retention in career and technical education programs that prepare students for careers that would be nontraditional for their gender. 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 V, 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 Department’s [Career/Vocational Technical Education website](http://www.doe.mass.edu/cte/ntbg/).

**Outreach to Special Populations**

Perkins V requires that the Department use at least $50,000 or 1 percent of its leadership funds, whichever is less - to target outreach to special populations. The Department has not yet determined how it will disseminate these funds for maximum effectiveness. This will be addressed in Massachusetts’ State Plan.

Additional Resources: Visit <http://www.napequity.org/>

# PART X - STUDENT ORGANIZATIONS

PART X - STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT CAREER/VOCATIONAL TECHNICAL EDUCATION - STUDENT ORGANIZATIONS

Section 124

Perkins V permits the Department to use leaderships funds to assist in supporting career/vocational technical student organizations (CVTSOs), especially with respect to increasing the participation and success of students who are who are members of special populations.

Special populations are:

***•*** individuals with disabilities

• individuals from economically disadvantaged families, including foster children

• individuals preparing for nontraditional careers

• single parents, including single pregnant women

• displaced homemakers

• individuals with limited English proficiency

The organizations assisted in Massachusetts are:

Business Professionals of America (BPA)

Distributive Education Clubs of America (DECA)

FFA - An Organization for Students Studying Agriculture (FFA)

Health Occupations Students of America (HOSA)

SkillsUSA

Under a competitive Request for Proposals (RFP) titled ‘Strengthening Career and Technical Education for the 21st Century Act-Perkins V Career/Vocational Technical Education Student Organization’ (Fund Code 414) posted on the Department’s Grants Information website <http://www.doe.mass.edu/Grants/> under ‘Competitive Requests for Proposals’, the Department provides State leadership funds to one district or agency per CVTSO for the coordination of statewide activities. Pursuant to the Code of Federal Regulations (CFR) Title 34, Chapter IV, Part 400, Section 403.71 (c) (1) <http://www.doe.mass.edu/cte/fedreg_code.html>,

Strengthening Career and Technical Education for the 21st Century Act funds shall not be requested or used for:

• 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;

• payment of student membership dues;

• anything that would supplant non-Federal funds; and

• mini grants.

Career/vocational student organizations also provide technical assistance and professional development for educators.

NOTE: The United States Department of Education requires that the combined expenditures proposed for both indirect and direct administrative costs in a Perkins V CVTSO grant when taken together not exceed 5% of the total grant amount. The administrative cost categories (functions that should be considered as a direct administrative cost in calculating the 5% ceiling) are

[1.] Developing the Proposal.  
[2.] Supervising Perkins V grant activities.  
[3.] Supervising Perkins V funded staff.  
[4.] Assuring compliance with applicable Federal laws.  
[5.] Supporting and developing local data systems for Perkins V. (This does not include data collection and analysis.)

# PART XI - PROGRAMS OF STUDY

PART XI - STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT - PROGRAMS OF STUDY

Section 3, Section 122, Section 134, Section 135

Perkins V Section 134 requires that each school district, public two-year college, and consortium with a Local Grant Application have at least one Program of Study.

Under Perkins V the term *‘‘program of study’’* means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

(A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

(B) addresses both academic and technical knowledge and skills, including employability skills;

(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;

(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

(E) has multiple entry and exit points that incorporate credentialing; and

(F) culminates in the attainment of a recognized postsecondary credential.

Note that Perkins V definition of Program of Study uses some of the language from the Perkins IV definition.

The Program of Study may also include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits.

Under Perkins V, each school district’s and secondary-level consortium’s four-Year Local (Plan) Application Grant describe how the district (if a consortium, each district within the consortium) will, in partnership with at least one postsecondary institution, develop Program of Study Grids for career and technical education programs within the district.

During the Perkins V transition year, school districts and secondary-level consortiums existing local plans will remain in place.

Under Perkins V, an eligible recipient will submit a local application to the Department.

# PART XII - TECHNICAL ASSISTANCE

PART XII - STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT - TECHNICAL ASSISTANCE

Section 112, Section 124

The Department is committed to providing quality technical assistance for each school district, public two-year college, consortium, and correctional agency with career and technical education programs. Each school district, public two-year college, consortium, and correctional agency with career and technical education programs that are improved with Perkins V funds has been assigned a liaison in the Department - Office for College, Career, and Technical Education. School districts, public two-year colleges, consortium, and correctional agency staff should contact their liaison for information and assistance.

As noted in Part IX of this manual, the Gender Equity Initiative and various career/vocational student organizations supported with Perkins V funds provide both technical assistance and professional development.

**Additional Technical Assistance**

**• The Massachusetts Department of Public Health** provides technical assistance and professional

development for schools with career and technical education programs concerning the occupational

safety and health strand of “all aspects of the industry” and the Massachusetts Vocational Technical

Education Frameworks, in coordination with the Office for College, Career and Technical Education.

• The federal[**Occupational Safety and Health Administration (OSHA) Alliance Program**](https://www.osha.gov/dcsp/alliances/index.html)provides resources for teachers in career and technical education programs concerning the occupational safety and health strand of “all aspects of the industry” and the Massachusetts Vocational Technical Education Frameworks.

# PART XIII - PROFESSIONAL DEVELOPMENT

PART XIII - STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT - PROFESSIONAL DEVELOPMENT

Section 134, Section 135,

The Department is committed to providing professional development that meets the requirements for professional development set forth in Strengthening Career and Technical Education for the 21st Century Act. In addition, the Department collaborates with other agencies and organizations on professional development for educators in career and technical education.

**Professional Development Set-aside in Perkins V Local Applications (One-Year Transition and Five Year)**

Perkins V requires that 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 V requires that the professional development include –

(A) in-service and pre-service training on

1. effective academic and technical integration provided jointly with academic and technical teachers to the extent practicable;
2. effective teaching skills based on research that includes promising practices;
3. effective practices to improve parental and community involvement; and
4. 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 V Five-Year Local Application must use a portion of the allocation grant for professional development consistent with the requirements contained in Section 135 of Strengthening Career and Technical Education for the 21st Century Act, as follows**:

* allocation funds shall be used for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals who are involved in career and technical education programs;
* funds may be used for any of the following professional development activities:
  1. professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;
  2. professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 49l-2(e)(2)(C));
  3. providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;
  4. supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;
  5. supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
  6. providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;
  7. training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;
  8. training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or
  9. training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries.

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 V allocation funds.

**Grants for Professional Development:**

Section 112, Section 124

Perkins V requires that Massachusetts conduct State leadership activities to improve career and technical education, including support for recruitment, preparation, or retention of career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, by supporting preservice, professional development, or leadership development programs, State leadership funds.

**Perkins V Leadership Academies**: A Request for Proposals (RFP) titled ‘Strengthening Career and Technical Education for the 21st Century Act-Perkins V Leadership Academy One’ (Fund Code 411 and ‘Strengthening Career and Technical Education for the 21st Century Act-Perkins V Leadership Academy Two (Fund Code 411-C) are posted annually on the Department [Grants Information webpage](http://www.doe.mass.edu/Grants/grants.aspx?sortby=fundcode&direction=asc). Each RFP provides specific information including but not limited to eligibility, purpose, priorities, available funding, grant duration, due date, the Department contact person, required forms and submission instructions.

The purpose of the Leadership Academy grants is to provide high quality, intensive, and focused professional development for aspiring leaders in career and technical education, and by doing so, to:

* prepare participants for initial vocational technical administrator licensure and leadership positions in career/vocational technical education;
* expand the network of educators in career/vocational technical education, and to provide career-long mentoring and support for those educators; and, therefore,
* enhance career/vocational technical education for students, including those in special populations.

**Secondary Postsecondary Linkages:** In partnership with the [Executive Office of Education](https://www.mass.gov/orgs/executive-office-of-education), DESE will provide professional development for educators from high schools and public two-year colleges to develop comprehensive local needs assessments and local applications, including the expansion of existing secondary-postsecondary linkages in career and technical education programs of study. Supports will include seminars to assist administrators, instructors, and school guidance counselors in the development, implementation and evaluation of strategies, activities and interventions that improve preparation, advisement and support for postsecondary readiness and success.

For additional information, contact your CCTE liaison in the Office for College, Career and Technical Education.

**Vocational Technical Education Framework Professional Development:** The Department understands the necessity of keeping the Vocational Technical Education Frameworks current. The Department undertook a comprehensive Frameworks revision project in FY 2012-2014 and will commence another revision cycle in FY2020. DESE will assemble teams of highly qualified educators and business and industry partners to revise each Framework following a prioritized ranking.

**Additional Professional Development:** The Department may issue additional competitive requests for proposals (RFPs) using Perkins V State leadership funds. Any such RFPs will be posted on the DESE [Grants Information webpage](http://www.doe.mass.edu/grants/current.html).

DESE may also issue competitive Requests for Responses (RFRs) using Perkins V State leadership funds. The RFRs would be posted on the [Commonwealth Procurement Webpage](http://www.commbuys.com).

# PART XIV– REPORTING

PART XIV - STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT - REPORTING

Section 113

## 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 SIMS Data Handbook is the required resource, available at <http://www.doe.mass.edu/infoservices/data/sims/>.

The document titled Instructions for School Districts in Reporting Student - Level Data for Career/Vocational Technical Education <http://www.doe.mass.edu/cte/data/> is a supplement to the SIMS Data Handbook.

## 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 <http://www.doe.mass.edu/cte/data/>.

The document titled Instructions for School Districts in Reporting Student - Level Data for Career/Vocational Technical Education <http://www.doe.mass.edu/cte/data/> contains applicable information.

## 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. Directions are provided in the Instructions for School Districts in Reporting Student - Level Data for Career/Vocational Technical Education <http://www.doe.mass.edu/cte/data/>.

Massachusetts Strengthening Career and Technical Education for the 21st Century Act-Perkins V Public Two-Year College/Consortium Career and Technical Education Data Report

Public two-year colleges and the Strengthening Career and Technical Education for the 21st Century Act-Perkins V Postsecondary Consortium are required to submit this Report. It is available with instructions at [http://www.doe.mass.edu/cte/data/.](http://www.doe.mass.edu/cte/data/)  Instructions are contained in the document titled Instructions for the Massachusetts Strengthening Career and Technical Education for the 21st Century Act-Perkins V Public Two-Year College/Postsecondary Consortium Career and Technical Education Data Report at [http://www.doe.mass.edu/cte/data/.](http://www.doe.mass.edu/cte/data/)

## Perkins V - Career and Technical Education Pell Grant Report

Public two-year colleges and school districts with postsecondary career and technical education programs are required to submit this Report by December 31st of each year if they wish to be computed for a Perkins V allocation.

**Massachusetts *Strengthening Career and Technical Education for the 21st Century Act-Perkins V*** **Accountability Workbook - Secondary**

MassachusettsStrengthening Career and Technical Education for the 21st Century Act-Perkins V **Accountability Workbook - Postsecondary**

<http://www.doe.mass.edu/cte/Perkins/> Must be checked

These Workbooks will be used to track and negotiate performance levels.

## Financial Reports

School districts/public two-year colleges/consortia that receive funds are required to submit Final Financial Report(s) to the Department - Grants Management unit. Final Financial Reports are due sixty (60) days after the grant end date. If the grant included Massachusetts Teachers Retirement (MTR), FR – 1 (A) form reconciling the MTR must also be returned to the Grants Management unit. These forms are available on the Department’s Grants Information website at <http://www.doe.mass.edu/grants/>.

**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 V allocation funds. Failure to submit required corrections to the Reports by the due date set by DESE may result in the school district/public two-year college/consortium not receiving Perkins V allocation funds.

# PART XV - MONITORING

The Department conducts onsite monitoring of Perkins V assisted school districts/public two-year colleges/consortia to determine compliance. Technical assistance is simultaneously provided during onsite monitoring. For school districts, onsite monitoring is scheduled in coordination with other DESE offices. The Perkins V monitoring criteria and additional information may be obtained at <http://www.doe.mass.edu/cte/monitoring/>.

The Department conducts onsite monitoring of Perkins V assisted public two-year colleges using the criteria contained in the document found at <http://www.doe.mass.edu/cte/monitoring/>.

The Department monitors school districts/public two-year colleges/consortia for civil rights compliance based on the Federal 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 on the Department’s website at [http://www.doe.mass.edu/cte/monitoring/.](http://www.doe.mass.edu/cte/monitoring/)

The Department may contract with an independent certified public accounting firm or use staff from the Department’s Audit Office to conduct financial and data reviews. 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, or apart from other reviews.

# PART XVI - ADDITIONAL COMPLIANCE INFORMATION

## Amendments

All amendments must be submitted through EdGrants. Amendment requests should 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. Grant recipients seeking to amend an approved Perkins V 400 or 401 grant must contact their RASP [liaison in the Federal Grants Program Office](http://www.doe.mass.edu/federalgrants/).

## Programmatic Changes

For all **non-financial changes**, i.e. programmatic changes or changes to the accepted Perkins V Local Grant Application, grant recipients shall contact their [liaison in the Office for College, Career, and Technical Education](http://www.doe.mass.edu/cte/liaisons.html). The liaison will advise the grant recipient to submit an email outlining the proposed change(s). The liaison will respond to the request by email with a determination of acceptance or non-acceptance.

## Education Department General Administrative Regulations (EDGAR)

Perkins V grant recipients are advised to review and comply with these regulations, as applicable for Perkins V grants ([www.ed.gov/policy/fund/reg/edgarReg/edgar.html](http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html)).

## Nontraditional by Gender Lists

The Department adopted the lists from the National Alliance for Partnerships in Equity (NAPE) for use under Perkins V. The lists are:

* NAPE List of Nontraditional by Gender Careers for Females and Males

<http://www.napequity.org/nontraditional-career-preparation/>

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

## [2 CFR Part 200 Subpart F Audit Requirements](https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=bd8db6e1d93db6d5837aa0dd98777979&mc=true&n=sp2.1.200.f&r=SUBPART&ty=HTML)

Recipients of Perkins V funds are subject to 2 CFR Part 200 Subpart F Audit Requirements which states that a non-Federal entity that expends $750,000 or more during the non-Federal entity's fiscal year in Federal awards must have a single audit conducted in accordance with §200.514 Scope of audit except when it elects to have a program-specific audit conducted in accordance with paragraph (c) of this section 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 V funds must have filed a Uniform Statement of Assurances with the Department. Recipients must sign and file the assurances with their Title I grant application. Post-Secondary institutions should submit the signed assurances with their 401 grant application.

## 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.

# APPENDICES UNDER CONSTRUCTION:

### Appendix A: Career and Technical Education Program Checklist

### Appendix B: Additional Selected References

### Appendix C: Timelines for School Districts & Secondary Consortia

### Appendix D: Timelines for Public Two-Year Colleges and Postsecondary Consortium

### Appendix E: Timelines for Correctional Institutions

### Appendix F: Comprehensive Local Needs Assessment - Under construction