



**MASSACHUSETTS**  
**DEPARTMENT of**  
**EDUCATION**

**Carl D. Perkins Career and Technical  
Education Improvement Act of 2006  
Five-Year Local Plan Package  
- Postsecondary Level -  
for Program Years 2009-2013  
(Fiscal Years 2009 - 2013)**

**August 2007**



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**Massachusetts Department of Education**

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8-20-07NYM

### **Disclaimers**

The official Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270 (Perkins IV) is implemented by the Massachusetts Department of Education (MADOE). A link to the official Perkins IV is posted at <http://www.doe.mass.edu/cte/perkins/>. Postsecondary institution staff should review Perkins IV in its entirety and not rely solely on excerpts contained in this package.

The United States Department of Education - Office of Vocational and Adult Education (OVAE) may issue regulations and guidance that would affect the Perkins IV Five-Year State Plan and Perkins IV Five-Year Local Plans. While the requirements set forth in this document reflect that which may be required by OVAE, MADOE does not represent that the requirements will not change. MADOE may request additional information beyond what is required to be submitted in the Perkins IV Five-Year Local Plan when policy guidance and regulations are released. The expectation is that postsecondary institutions will submit the information per the timelines that will be announced.

### **Perkins IV Five-Year State Plan**

MADOE will submit a Perkins IV Five-Year State Plan to OVAE in early 2008. The Perkins IV Five-Year State Plan will be developed with the involvement of the Perkins IV State Plan Consultation Committee, which is comprised of individuals and organizations as required by Perkins IV. The committee membership list will be posted at <http://www.doe.mass.edu/cte/perkins/>. The **Draft** Perkins IV Five-Year State Plan will be posted at <http://www.doe.mass.edu/cte/perkins/>.

Public hearings on the Draft Plan will be held as follows:

Assabet Valley Regional Technical School, Marlborough, MA on Monday, December 17, 2007 from 4:00 –6:00 p.m. with a snow date of Tuesday, December 18, 2007 from 4:00 – 6:00 p.m.

Smith Vocational Agricultural School in Northampton, MA on Wednesday, December 19, 2007 from 4:00 – 6:00 p.m. with a snow date of Thursday, December 20, 2007 from 4:00 – 6:00 p.m.

### **Getting Started on the Perkins IV Five-Year Local Plan**

Prior to developing the Perkins IV Five-Year Local Plan, it is important for postsecondary institution staff to read the entire Carl D. Perkins Career and Technical Education Improvement Act of 2006 Public Law 109-270 (Perkins IV), as well as the Perkins IV Manual, which are both available at <http://www.doe.mass.edu/cte/perkins/>. Postsecondary institution staff should follow the instructions contained herein in order to avoid having to make revisions. Standard Contract Forms and Applications for Program Grants can legally claim expenses to the grant only from the date of final MADOE approval. Therefore, it is important to have postsecondary institution staff that can be reached in July and August 2008 to respond to questions, as needed. MADOE cannot retroactively approve Perkins IV Five-Year Local Plans or Standard Contract Forms and Applications for Program Grants.

### **Perkins IV Section 134 (b)**

The requirements for the Perkins IV Five-Year Local Plan are set forth in Section 134 (b) the law itself. Section 134 (b) is reprinted below (in italics) in its entirety. MADOE crafted this Carl D. Perkins Career and Technical Education Improvement Act of 2006 Five-Year Local Plan Package to correspond with the requirements set forth in the law.

#### **Section 134 (b) states:**

- (1) describe how the career and technical education programs required under section 135(b) will be carried out with funds received under this title;*
- (2) describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance established under section 113;*
- (3) describe how the eligible recipient will—(A) offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A);*

- (B) improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in—*
- (i) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and*
- (ii) career and technical education subjects;*
- (C) provide students with strong experience in, and understanding of, all aspects of an industry;*
- (D) ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and*
- (E) encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);*
- (4) describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);*
- (5) describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study;*
- (6) provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs;*
- (7) describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;*
- (8) describe how the eligible recipient will—*
- (A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;*
- (B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and*
- (C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;*
- (9) describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;*
- (10) describe how funds will be used to promote preparation for non-traditional fields;*
- (11) describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities; and*
- (12) describe efforts to improve—*
- (A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and*
- (B) the transition to teaching from business and industry.*

### **Eligibility**

In order to be eligible to prepare and submit Perkins IV Five-Year Local Plan for the postsecondary level, public two-year colleges and school districts must have programs that meet the Perkins IV definition of career and technical education and have a secondary estimated allocation computed by MADOE to be at least \$50,000.

Eligible postsecondary institutions that anticipate an estimated allocation of less than \$50,000 may address a letter to the State Director of Career/Vocational Technical Education at MADOE to request a waiver of the minimum, or request authorization to form or join a consortium to meet the minimum. The letter should be mailed to Margie Roberts - MADOE - Career/Vocational Technical Education Unit, 350 Main Street, Malden, MA 02148-5023 by **Friday, March 14, 2008.**

#### **Request for Proposals**

The Request for Proposals titled Perkins Act Allocation Grant Program FY09 - Postsecondary (Fund Code 401) applicable to the Perkins IV Five-Year Local Plan will be posted at <http://finance1.doe.mass.edu/Grants/>.

#### **Technical Assistance**

Each postsecondary institution has a liaison in the MADOE Career/Vocational Technical Education unit who will provide technical assistance, upon request. The list of liaisons is posted at [www.doe.mass.edu/cte/](http://www.doe.mass.edu/cte/) under "Contact CVTE Staff."

MADOE will provide one technical assistance session for postsecondary institutions regarding the Perkins IV Five-Year Local Plan - Postsecondary in at a date a time to be announced.

#### **Allocation Dollar Amounts**

Allocation dollar amounts will not be available until late spring 2008. Postsecondary institution staff should complete the **Draft Budget Summary** using their FY08 allocation dollar amount. The liaison for the postsecondary institution in the Career/Vocational Technical Education unit will notify the postsecondary institution contact person listed in Part 1 regarding the FY09 allocation dollar amount.

#### **Format for Submissions**

The **Perkins IV Five-Year Local Plan Form** must be submitted electronically by email. Name the electronic file with LP, fiscal year, postsecondary institution name and date. Example: **LP09\_Massasoit\_4-13-08**. Note that Part 1 – Information and Certification Page must be submitted by regular mail due to the fact that original signatures are required.

The **Standard Contract Form and Application for Program Grants** will be submitted until the when postsecondary institution contact person is notified by her/his liaison that the **Perkins IV Five-Year Local Plan Form** is acceptable.

#### **Due Dates and Submittal Information**

The **Perkins IV Five-Year Local Plan Form** must be submitted electronically by email to Margie Roberts at [mroberts@doe.mass.edu](mailto:mroberts@doe.mass.edu). The due date is Friday April 11, 2008. Name the electronic file with LP, fiscal year, district/consortium name and date. Example: **LP09\_Massasoit\_4-11-08**. Note that Part 1 – Information and Certification Page must be submitted by regular mail because original signatures are required. Submit Part 1 to Margie Roberts - MADOE - Career/Vocational Technical Education Unit, 350 Main Street, Malden, MA 02148-5023 by Friday April 11, 2008.

- The **Standard Contract Form and Application for Program Grants** must be submitted by regular mail to Margie Roberts - MADOE - Career/Vocational Technical Education Unit, 350 Main Street, Malden, MA 02148-5023. The due date will be given by the liaison when she/he notifies the postsecondary institution contact person listed in Part 1 that the **Perkins Five-Year Local Plan** is acceptable.

- **Local Plans and Standard Contract Forms and Application for Program Grants can legally claim expenses to the grant only from the date of final MADOE approval**

- **NOTE Failure to file an acceptable Perkins IV Five-Year Local Plan Form and/or the Standard Contract Form and Application for Program Grants (including requested revisions and/or supplementary materials) by the due dates may result in the postsecondary institution not receiving Perkins IV allocation funds.**

## Definitions

The definitions applicable to Perkins IV are contained in the Act itself that is available at [www.doe.mass.edu/cte/perkins](http://www.doe.mass.edu/cte/perkins). Note that widely referenced definitions such as that for career and technical education and those for special populations are also in the Perkins IV Manual at [www.doe.mass.edu/cte/perkins](http://www.doe.mass.edu/cte/perkins)

- For this document, school year 2007-2008 is from 9/1/07-8/31/08
- For this document, school year 2008-2009 is from 9/1/08-8/31/09
- For this document, school year 2009-2010 is from 9/1/09-8/31/10
- For this document, school year 2010-2011 is from 9/1/10-8/31/11
- For this document, school year 2011-2012 is from 9/1/11-8/31/12
- For this document, school year 2012-2013 is from 9/1/12-8/31/13

**Concentrator (Postsecondary)**: A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry recognized credential, a certificate, or a degree.

**FAUPL (Final Agreed-Upon Performance Levels)**: The term used to denote the performance levels for the Core Indicators of Performance. The form used to record final agreed-upon performance levels is known as a FAUPL FORM.

**Participant (Postsecondary)**: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

## References

Additional References are contained in the Perkins IV Manual <http://www.doe.mass.edu/cte/perkins/>

Carl D. Perkins Career and Technical Education Improvement Act Public Law 109-270 (Perkins IV) at <http://www.doe.mass.edu/cte/perkins/>

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

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

Web Pages of the Career/Vocational Technical Education unit at <http://www.doe.mass.edu/cte/>

## Review Process

Phase 1: The liaison in the Massachusetts Department of Education Career/Vocational Technical Education unit for the postsecondary institution will review the Perkins IV Five-Year Local Plan. During this phase, the liaison will be in contact with the postsecondary institution contact person for the Plan regarding any questions that she/he may have and any refinements that need to be made. During this phase, the liaison will consult with the supervisor in the Career/Vocational Technical Education unit responsible for local plans.

Phase 2: The supervisor will review the Plan with the liaison, and if necessary the liaison will contact with the postsecondary institution contact person for the Plan regarding any questions that arise and any refinements that need to be made.

Phase 3: The Plan will be deemed acceptable when all requirements are met. Acceptable means that the Plan has met the minimum requirements for acceptance. Note that the Plan will not be approved and that by deeming the

Plan to be acceptable, the Massachusetts Department of Education Career/Vocational technical Education unit is not endorsing or approving any elements of the Plan or the products or services referenced therein.

Phase 4: The postsecondary institution/consortium will submit the Standard Contract Form and Application for Program Grants, which will be reviewed by the liaison in the Career/Vocational Technical Education unit. During this phase, the liaison will be in contact with the postsecondary institution/consortium contact person for the Plan regarding any questions that she/he may have and any refinements that need to be made. During this phase, the liaison will consult with the supervisor in the Career/Vocational Technical Education unit responsible for local plans/grants.

Phase 5: The Standard Contract Form and Application for Program Grants will be deemed approved when all requirements are met. Approved means that the Standard Contract Form and Application for Program Grants has met the minimum requirements for approval. Note that by approving the Standard Contract Form and Application for Program Grants, the Massachusetts Department of Education Career/Vocational Technical Education unit is not endorsing any of the products or services referenced therein.

MADOE reserves the right to grant conditional acceptance of a Perkins IV Five-Year Local Plan and/or conditional approval of the Standard Contract Form and Application for Program Grants so that initial grant funds may be released to the postsecondary institution to improve programs and outcomes for students. MADOE will specify the conditions (including timelines) that must be met in order for additional grant payments to be made. Postsecondary institutions that fail to meet the conditions (including timelines) may be subject to the discontinuation of grant payments by MADOE.

**Perkins IV  
Five-Year Local Plan  
Form  
- Postsecondary -**

## INSTRUCTIONS

1. Review the following:
  - Carl D. Perkins Career and Technical Education Improvement Act of 2006 Public Law 109-270
  - Perkins IV Manual at [www.doe.mass.edu/cte/perkins](http://www.doe.mass.edu/cte/perkins)
  - Perkins IV One-Year Transition Local Plan (2006-2007)
  - Results of most recent Perkins Program Review
  - Results of most recent Civil Rights Review
  - Results of most recent New England Association of Schools and Colleges Review
  - Postsecondary Institution's Professional Development Plan
  - Minutes of all Career/Vocational Advisory Committee Meetings
  - Results of Local Reviews/Evaluations of Career/Vocational Technical Education Programs
  - Results for Financial Reviews and Audits of Perkins Act Grants
  - Career/Vocational Technical Education Report Data
  - Grants for Schools: Getting Them and Using Them. A Procedural Manual on the DOE's Grants: Information website at <http://finance1.doe.mass.edu/Grants/>
2. Analyze all applicable data.
3. Complete the Perkins IV Five-Year Local Plan Form according to the directions given on the form.
4. Submit the Perkins IV Five-Year Local Plan Form on or before the due date.
5. Complete the Standard Contract Form and Application for Program Grants when the liaison provides the postsecondary institution contact person with the allocation amount and the Perkins IV Five-Year Local Plan is deemed acceptable.
6. Submit the Standard Contract Form and Application for Program Grants on or before the due date to be provided by the liaison when the allocation dollar amount is provided and the Perkins IV Five-Year Local Plan Form is deemed acceptable.

# PERKINS IV FIVE-YEAR LOCAL PLAN FORM

## Part 1 – Information and Certification Page

School Postsecondary Institution/Consortium:

\_\_\_\_\_

School Postsecondary institution/Consortium Contact Person for this Plan: \_\_\_\_\_ Title \_\_\_\_\_

Telephone: (\_\_\_\_\_) \_\_\_\_\_ E-Mail: \_\_\_\_\_

Note: If a consortium, each member postsecondary institution shall have the appropriate officials certify below – add additional lines to accommodate consortium members as necessary or submit an individual page for each member postsecondary institution. Plans without required signatures will be rejected.

We certify under our Massachusetts Educator License (if applicable) that we have been involved in the development of this Perkins IV Five-Year Local Plan and that we will be involved in the implementation of the Plan. We provide assurances that the postsecondary institution/consortium will provide activities and services with Perkins IV funds that are of such size, scope and quality to bring about improvement in the quality of career and technical education.

President/Superintendent: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Applicable Dean: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Postsecondary Institution Official for Guidance and Counseling: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Postsecondary Institution Official for Students with Disabilities: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Postsecondary Institution Official for Limited English Proficiency: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Postsecondary Institution Official for Student Financial Aid: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Postsecondary Institution Official for Title IX: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Postsecondary institution/Consortium Contact Person for this Plan: \_\_\_\_\_ Date: \_\_\_\_\_

## Part 2 – Planning, Coordination and Collaboration

Perkins IV Citation: Section 134 (b)(5)

**Directions:** (1) Read the language contained in the citation in Perkins IV at <http://www.doe.mass.edu/cte/perkins/>. (2) Provide the names of all the individuals that were involved with the development of the Perkins IV Five-Year Local Plan. Include individuals listed on the Information and Certification Page as well as academic and technical faculty, administrators, career counselors, guidance counselors and other stakeholders as appropriate. Summarize the extent to which all the individuals were involved with the development of the Perkins IV Five-Year Local Plan and how they will be involved with the implementation of the Plan.

## Part 3 – Size, Scope and Quality

Perkins IV Citations: Section 134 (b)(6), Section 135 (b)(8)

**Directions:** (1) Read the language contained in the citations in Perkins IV at <http://www.doe.mass.edu/cte/perkins/>. (2) Describe how the postsecondary institution (if a consortium, each postsecondary institution within the consortium) will ensure that will all programs, activities and services assisted with Perkins IV funds are of the size, scope and quality necessary to improve the career and technical education programs of the postsecondary institution/consortium.

## Part 4 – Program of Study Grids

Perkins IV Citations: Section 122 (c)(1)(A)(i)(ii)(iii)(iv), Section 134 (b)(3)(A)

Perkins IV as implemented in Massachusetts, requires that at a minimum, each postsecondary institution and school district with a Perkins Local Plan have at least one career/vocational technical education program \* with a **Program of Study Grid**. \*\*

\* The career/vocational technical education program must meet the Perkins IV definition of career and technical education (refer to the Perkins IV Manual at <http://www.doe.mass.edu/cte/perkins/> for the definition.)

\*\* The **Program of Study Grid** would include the following (from Perkins IV Section 122 (C) (1) (A) (i – iv):

- incorporate secondary education and postsecondary education elements;
- include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
- lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

(refer to the Massachusetts Tech-Prep Manual for Consortia and Site Coordinators, Superintendents and Principals at <http://www.doe.mass.edu/cte/techprep/> for a sample Program of Study Grid)

**Directions:** (1) Read the language contained in the citations in Perkins IV at <http://www.doe.mass.edu/cte/perkins/>. (2) Describe how the postsecondary institution (if a consortium, each postsecondary institution within the consortium) will develop a Program of Study Grid for at least one career/vocational technical education program within the postsecondary institution (and each postsecondary institution that is a member of the consortium, if applicable) during the 2007-2008 school year in partnership with at least one secondary institution. Note that postsecondary institutions

and public high schools with Perkins IV Local Plans and/or Chapter 74-approved vocational technical education programs are members of Tech-Prep Consortia (see the official membership list at <http://www.doe.mass.edu/cte/techprep/consortia.html>, which will be updated by October 1, 2007 for the 2007-2008 school year. Tech-Prep Consortia will assist school postsecondary institutions and school districts with the development of Program of Study Grids in 2007-2008.

## **Part 5 – Academic and Technical Integration**

Perkins IV Citations: [Section 134 \(b\)\(3\)\(B\)](#), [Section 135 \(b\)\(1\)](#)

**Directions:** (1) Read the language contained in the citations in Perkins IV at <http://www.doe.mass.edu/cte/perkins/>. (2) Describe how the postsecondary institution (if a consortium, each postsecondary institution within the consortium) will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic and technical education standards to ensure learning in (i) core academic courses and the technical education courses.

## **Part 6 – Secondary - Postsecondary Linkages**

Perkins IV Citations: [Section 122 \(c\)\(1\)](#), [Section 134 \(b\)\(3\)](#), [Perkins IV Title II](#)

**Directions:** (1) Read the language contained in the citations in Perkins IV at <http://www.doe.mass.edu/cte/perkins/>. (2) Describe how the postsecondary institution (if a consortium, each postsecondary institution within the consortium) will more effectively link secondary career and technical education to postsecondary education including registered apprenticeship programs during the period covered by the Perkins IV Five-Year Local Plan. Note that it is not sufficient to merely indicate “through Tech-Prep.”

## **Part 7 – Initiate, Improve, Modernize and Expand Career and Technical Education Programs including Adding Relevant Technology**

Perkins IV Citation: [Section 135 \(b\)\(4\) & \(7\)](#)

**Directions:** (1) Read the language contained in the citation in Perkins IV at <http://www.doe.mass.edu/cte/perkins/>. (2) Describe how the postsecondary institution (if a consortium, each postsecondary institution within the consortium) will initiate, improve and/or expand career and technical education programs (including adding relevant technology, which may include providing students enrolled in career and technical education with the academic and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields. (3) Describe how the postsecondary institution (if a consortium, each postsecondary institution within the consortium) will, if feasible, collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students.

## **Part 8 – All Aspects of the Industry**

Perkins IV Citations: [Section 134 \(b\)\(3\)\(C\)](#), [Section 135 \(b\)\(3\)](#)

**Directions:** (1) Read the language contained in the citation in Perkins IV at <http://www.doe.mass.edu/cte/perkins/>. (2) Read the definition of all aspects of the industry in the [Perkins IV Manual](#) at <http://www.doe.mass.edu/cte/perkins/>. (3) Review the Vocational Technical Education Frameworks, which are based on all aspects of the industry. The Frameworks are available at <http://www.doe.mass.edu/cte/frameworks.html>. (4) Describe how the postsecondary

institution (if a consortium, each postsecondary institution within the consortium) will incorporate all aspects of the industry in career and technical education programs.

## **Part 9 – Nontraditional by Gender Career Preparation**

Perkins IV Citation: Section 134 (b)(10)

*Directions:* (1) Read the language contained in the citations in Perkins IV at <http://www.doe.mass.edu/cte/perkins/>. (2) Describe the process that the postsecondary institution (if a consortium, each postsecondary institution within the consortium) will use to identify and adopt strategies to overcome barriers to students enrolling in, and retained in, career and technical education programs that would prepare them for careers that would be nontraditional for their gender.

## **Part 10 – Career and Academic Counseling**

Perkins IV Citation: Section 134 (b)(11)

*Directions:* (1) Read the language contained in the citations in Perkins IV at <http://www.doe.mass.edu/cte/perkins/>. (2) Describe how the postsecondary institution (if a consortium, each postsecondary institution within the consortium) will provide career guidance and academic counseling to students enrolled in career and technical education.

## **Part 11 – Recruitment and Retention of Faculty, Career Guidance and Academic Counselors**

Perkins IV Citations: Section 134 (b)(12), Section 135 (5)(B)

*Directions:* (1) Read the language contained in the citations in Perkins IV at <http://www.doe.mass.edu/cte/perkins/>. (2) Describe the efforts that the the postsecondary institution (if a consortium, each postsecondary institution within the consortium) will make to improve the recruitment and retention of technical faculty and career guidance and academic counselors, including individuals in groups underrepresented in the postsecondary teaching profession; and the transition to teaching from business and industry.

## **Part 12 – Rigorous and Challenging Courses**

Perkins IV Citation: Section 134 (b)(3)(D)(E)

*Directions:* (1) Read the language contained in the citations in Perkins IV at <http://www.doe.mass.edu/cte/perkins/>. (2) Describe how the postsecondary institution (if a consortium, each postsecondary institution within the consortium) will ensure that students enrolled in career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards that are taught to all other students.

## **Part 13 – Professional Development**

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

*Directions:* (1) Read the language contained in the citations in Perkins IV at <http://www.doe.mass.edu/cte/perkins/>. (2) Read the section on professional development in the Perkins IV Manual. Note the requirement for a minimum of 15% or \$50,000 (whichever is less) of the Perkins IV allocation grant to be used for professional development.

(3) Describe each professional development activity that was provided as part of the Perkins IV One-Year Transition Local Plan with Perkins IV allocation funds between 9/1/07 and 2/1/08. Include the number and type of staff that participated. Include the outcomes of the professional development.

(4) Describe how the postsecondary institution(if a consortium, each postsecondary institution within the consortium) will plan comprehensive pre-service i.e., induction programs, and in-service professional development for staff who are involved in career and technical education programs (technical faculty, academic faculty, administrators, career and guidance counselors) for the period covered by the Perkins IV Five-Year Local Plan. Include a description of how the postsecondary institution (if a consortium, each postsecondary institution within the consortium) will ensure that the professional development provided over the five-year period will cover (i) effective integration and use of challenging academic and technical knowledge and skills provided jointly with academic and technical faculty to the extent practicable; (ii) effective teaching skills based on research that includes promising practices; (iii) effective practices to improve parental and community involvement; and (iv) effective use of scientifically based research and data to improve instruction; (v) knowledge and skills in all aspects of the industry i.e., health & safety, technical, embedded academic, employability, management & entrepreneurship (*planning, finance, business ethics, labor relations, community and environmental*), and technological; (v) internship programs that provide relevant business/industry experience; and (vi) training faculty in the effective use and application of technology to improve instruction, which may include distance learning. (5) Describe how the postsecondary institution (if a consortium, each postsecondary institution within the consortium) will ensure that all professional development funded with Perkins IV funds (allocation and competitive) during the entire period covered by the Perkins IV Five-Year Local Plan will be high quality, sustainable, intensive, and focused order to have a positive and lasting impact on instruction and learning. (6) Describe how the postsecondary institution (if a consortium, each postsecondary institution within the consortium) will ensure that all professional development funded with Perkins IV funds (allocation and competitive) during the entire period covered by the Perkins IV Five-Year Local Plan will include follow-up activities and/or deliverables. (7) Describe each professional development activity that would be funded with Perkins IV allocation funds for school year 2008-2009 (FY09).

## Part 14 – Status of Improvement Plans Developed for 2007-2008

Perkins IV Citations: [Section 113](#), [Section 123 \(b\)](#)

**Directions:** (1) Read the language contained in the citation in Perkins IV at <http://www.doe.mass.edu/cte/perkins/>. (2) Evaluate the results to date of each improvement plan in Part 6 of the Perkins IV One-Year Transition Local Plan for School Year 2007-2008 that postsecondary institution submitted in the spring 2007. (3) Report on the results of the evaluations in Table 1. Add additional Table 1’s labeled Part 3 - Table 1A, Part 3 - Table 1B, etc. so that each improvement plan is in a separate Table. Expand tables as needed to include full descriptions.

Part 14 - Table 1 - Status of Improvement Plans Developed for 2007-2008

## Part 15 – Special Populations and Core Indicators of Performance

Perkins IV Citations: [Section 3](#), [Section 113](#), [Section 134 \(b\) \(2\)](#), [Section 134 \(b\) \(8\)](#), [Section 134 \(b\) \(9\)](#), [Section 135 \(b\) \(9\)](#)

In the Perkins IV One-Year Transition Local Plan, postsecondary institutions described how individuals who are members of special populations would be provided with equal access to activities assisted under the Perkins IV, and how individuals who are members of special populations would not be discriminated against on the basis of their status as members of special populations. In addition, postsecondary institutions described how individuals who are members of each individual special population would be provided with services designed to enable the special population to meet or exceed each Core Indicator.

**Directions:** (1) Read the language contained in the citations in Perkins IV at <http://www.doe.mass.edu/cte/perkins/> including the Perkins IV definition for each special population. (2) Read the measurement definition for each Core Indicator in Part 16. (3) Describe in the tables in Part 15, how individuals who are members of each individual special population in the postsecondary institution (if a consortium, each postsecondary institution within the consortium) will be provided with services designed to enable the special population to meet or exceed the accountability requirements for each Core Indicator under Perkins IV. Expand tables as necessary to include full descriptions.

<b>Part 15 - Table 1 - Students with Disabilities - Core Indicator 1P1 (Technical Attainment)</b>

<b>Part 15 - Table 2 - Students with Limited English Proficiency - Core Indicator 1P1 (Technical Skill Attainment)</b>

<b>Part 15 - Table 3 - Students from Economically Disadvantaged Families including Foster Children - Core Indicator 1P1 (Technical Skill Attainment)</b>

<b>Part 15- Table 4 - Students who are Single Parents or Single and Pregnant - Core Indicator 1P1 (Technical Skill Attainment)</b>

<b>Part 15 - Table 5 – Displaced Homemakers - Core Indicator 1P1 (Technical Skill Attainment)</b>

<b>Part 15 - Table 6 - Students Preparing for a Career that would be Nontraditional for their Gender - Core Indicator 1P1 (Technical Skill Attainment)</b>

**Part 15 -Table 7- Students with Disabilities - Core Indicator 2P1 (Credential, a certificate, or a degree)**

**Part 15 -Table 8 - Students with Limited English Proficiency - Core Indicator 2P1 (Credential, a certificate, or a degree)**

**Part 15 -Table 9 - Students from Economically Disadvantaged Families including Foster Children - Core Indicator 2P1 (Credential, a certificate, or a degree)**

**Part 15 -Table 10 -Students who are Single Parents or Single and Pregnant - Core Indicator 2P1 (Credential, a certificate, or a degree)**

**Part 15 -Table 11 – Displaced Homemakers - Core Indicator 2P1 (Credential, a certificate, or a degree)**

**Part 15 - Table 12 - Students Preparing for a Career that would be Nontraditional for their Gender - Core Indicator 2P1 (Credential, a certificate, or a degree)**

**Part 15 - Table 13 - Students with Disabilities - Core Indicator 3P1 (Student Retention or Transfer)**

**Part 15 - Table 14 - Students with Limited English Proficiency - Core Indicator 3P1 (Student Retention or Transfer)**

**Part 15 -Table 15 -Students from Economically Disadvantaged Families including Foster Children - Core Indicator 3P1 (Student Retention or Transfer)**

**Part 15 -Table 16 - Students who are Single Parents or Single and Pregnant - Core Indicator 3P1 (Student Retention or Transfer)**

**Part 15 -Table 17 - Displaced Homemakers - Core Indicator 3P1 (Student Retention or Transfer)**

**Part 15 -Table 18 - Students Preparing for a Career that would be Nontraditional for their Gender - Core Indicator 3P1 (Student Retention or Transfer)**

**Part 15 -Table 19 - Students with Disabilities - Core Indicator 4 (Student Placement)**

**Part 15 -Table 20 - Students with Limited English Proficiency - Core Indicator 4 (Student Placement)**

**Part 15 -Table 21 - Students from Economically Disadvantaged Families including Foster Children - Core Indicator 4 (Student Placement)**

**Part 15 - Table 22 - Students who are Single Parents or Single and Pregnant - Core Indicator 4 (Student Placement)**

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<b>Part 15 -Table 23 – Displaced Homemakers - Core Indicator 4 (Student Placement)</b>

<b>Part 15 -Table 24 - Students Preparing for a Career that would be Nontraditional for their Gender - Core Indicator 4 (Student Placement)</b>

<b>Part 15 -Table 25 - Preparing for a Career that would be Nontraditional for their Gender – Core Indicator 5P1 (<u>Retention</u> in Programs that would Prepare them for Careers that would be Nontraditional for their Gender)</b>

<b>Part 15 -Table 26 - Preparing for a Career that would be Nontraditional for their Gender - Core Indicator 5P2 (<u>Completion</u> of Programs that would Prepare them for Careers that would be Nontraditional for their Gender)</b>

## Part 16 – Evaluation

Perkins IV Citations: Section 134 (b)(7), (8)(A), Section 135 (b)(6)

**Directions:** (1) Read the language contained in the citations in Perkins IV at <http://www.doe.mass.edu/cte/perkins/>. (2) Describe the process that the postsecondary institution (if a consortium, each postsecondary institution within the consortium) will use to evaluate and continuously improve its performance regarding career and technical education. (3) Describe the process that the postsecondary institution (if a consortium, each postsecondary institution within the consortium) will use to identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations.

## Part 17 – FAUPL (Final Agreed-Upon Performance Levels) Forms

Perkins IV Citations: Section 113, Section 123

**Background Information:** FAUPL stands for Final Agreed-Upon Performance Levels. The United States Department of Education-Office of Vocational and Adult Education coined the term. Perkins IV, unlike its predecessor Perkins III, contains a provision that allows for school postsecondary institutions to negotiate performance levels for each Core Indicator. During late winter - early spring 2008, the Massachusetts Department of Education

Career/Vocational Technical Education unit and the school postsecondary institution shall reach agreement on the postsecondary institution's level of performance for each of the Core Indicators for the first two (2) program years covered by the Perkins IV Five-Year Local Plan. The levels of performance agreed to shall be considered to be the Final Agreed-Upon Performance Levels for the postsecondary institution for the two (2) years.

Prior to the third and fifth program years covered by the Perkins IV Five-Year Local Plan, the Massachusetts Department of Education Career/Vocational Technical Education unit postsecondary institution shall reach agreement on the postsecondary institution's level of performance for each of the Core Indicators for the subsequent program years covered by the Perkins IV Five-Year Local Plan. The levels of performance agreed to shall be considered to be the Final Agreed-Upon Performance Levels for the postsecondary institution for the three (3) years.

The agreement on the postsecondary institution's level of performance for each of the Core Indicators will take into account how the proposed level of performance compared with the Final Agreed-Upon Performance Levels established for other postsecondary institutions in Massachusetts, taking into account factors including the characteristics of students when the students entered career and technical education and the services or instruction to be provided; and the extent to which the Final Agreed-Upon Performance Levels promote continuous improvement on the Core Indicators by the postsecondary institution. If unanticipated circumstances arise with respect to a postsecondary institution that result in a significant change in the factors, the postsecondary institution may request that the Final Agreed-Upon Performance Levels be revised using objective criteria and methods developed by the MADOE for making such revisions.

**Directions:** (1) Read the language contained in the citations in Perkins IV at <http://www.doe.mass.edu/cte/perkins/>. (2) Read the background information above. (3) Review the postsecondary institution's (if a consortium, each postsecondary institution within the consortium) data regarding the Perkins IV Core Indicators. (4) Become familiar with the FAUPL FORMS below as they will be used in the spring 2008 for negotiating performance levels (5) **Wait** for the MADOE to provide the district in late winter - early spring 2008 additional information including instructions regarding FAUPL negotiations. (6) Negotiate FAUPLS with the MADOE in late spring 2008.

**Part 17 – Table 1 – FAUPL FORM – 1P1 Technical Skill Attainment**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (2006-2007)	Year One 7/1/07-6/30/08	Year Two 7/1/08- 6/30/09
<p><b>1P1 Technical Skill Attainment</b></p> <p>Perkins Citation: <u>Section 113(b)(2)(B)(i)</u></p>	<p><b>Numerator:</b> Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who took technical skills assessment during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p><b>State Baselines:</b> 1.all students in CTE) % 2.students w/disabilities % 3.students w/LEP % 4.students from econ.dis.fam. % 5.students who are single parents % 6. students who are displaced homemakers % 7.students preparing for nontrad.by gender careers %</p> <p><b>Local Baselines:</b> 1.all students in CTE % 2.students w/disabilities % 3.students w/LEP % 4.students from econ.dis.fam.. % 5.students who are single parents% 6. students who are displaced homemakers % 7.students preparing for nontrad.by gender careers %</p>	<p><b>State FAUPL</b> for all students in CTE %</p> <p><b>Proposed Local FAUPL:</b> for all students in CTE %</p>	<p><b>State FAUPL</b> all students in CTE %</p> <p><b>Proposed Local FAUPL:</b> for all students in CTE %</p>



<b>Part 17 – Table 3 – FAUPL FORM – 3P1 Student Retention or Transfer</b>					
<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>	<b>Column 5</b>	<b>Column 6</b>
<b>Indicator &amp; Citation</b>	<b>Measurement Definition</b>	<b>Measurement Approach</b>	<b>Baseline (2006-2007)</b>	<b>Year One 7/1/07-6/30/08</b>	<b>Year Two 7/1/08-6/30/09</b>
<b>3P1 Student Retention or Transfer</b>  Perkins Citation: <u>Section 113(b)(2)(B)(iii)</u>	<p><b>Numerator:</b>            Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4- year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p><b>Denominator:</b>            Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	State and Local Administrative Records	<p><b>State Baselines:</b></p> <ol style="list-style-type: none"> <li>1.all students in CTE %</li> <li>2.students w/disabilities %</li> <li>3.students w/LEP %</li> <li>4.students from econ.dis.fam. %</li> <li>5.students who are single parents %</li> <li>6. students who are displaced homemakers %</li> <li>7.students preparing for nontrad.by gender careers %</li> </ol> <p><b>Local Baselines:</b></p> <ol style="list-style-type: none"> <li>1.all students in CTE %</li> <li>2.students w/disabilities %</li> <li>3.students w/LEP %</li> <li>4.students from econ.dis.fam. %</li> <li>5.students who are single parents%</li> <li>6. students who are displaced homemakers %</li> <li>7.students preparing for nontrad.by gender careers %</li> </ol>	<p><b>State FAUPL</b> for all students in CTE %</p> <p><b>Proposed Local FAUPL:</b> for all students in CTE %</p>	<p><b>State FAUPL</b> for all students in CTE %</p> <p><b>Proposed Local FAUPL:</b> for all students in CTE %</p>

**Part 17 – Table 4 – FAUPL FORM – 4P1 Student Placement**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (2006-2007)	Year One 7/1/07-6/30/08	Year Two 7/1/08- 6/30/09
<p><b>4P1 Student Placement</b></p> <p>Perkins Citation: <u>Section 113(b)(2)(B)(iv)</u></p>	<p><b>Numerator:</b> Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2<sup>nd</sup> quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p><b>Denominator:</b> Number of CTE concentrators who left postsecondary education during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p><b><u>State Baselines:</u></b>                      1.all students in CTE %                      2.students w/disabilities %                      3.students w/LEP %                      4.students from econ.dis.fam. %                      5.students who are single parents%                      6. students who are displaced homemakers %                      7.students preparing for nontrad.by gender careers %</p> <p><b><u>Local Baselines:</u></b>                      1.all students in CTE %                      2.students w/disabilities %                      3.students w/LEP %                      4.students from econ. dis.fam. %                      5.students who are single parents %                      6. students who are displaced homemakers %                      7.students preparing for nontrad.by gender careers %</p>	<p><b><u>State FAUPL</u></b> for all students in CTE %</p> <p><b><u>Proposed Local FAUPL:</u></b> for all students in CTE %</p>	<p><b><u>State FAUPL</u></b> for all students in CTE %</p> <p><b><u>Proposed Local FAUPL:</u></b> for all students in CTE %</p>

**Part 17 – Table 5A – FAUPL FORM – 5P1 Nontraditional by Gender Participation**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (2006-2007)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p><b>5P1 Nontraditional by Gender Participation</b></p> <p>Perkins Citation: <u>Section 113(b)(2)(B)(v)</u></p>	<p><b>Numerator:</b> Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p><b>State Baselines:</b></p> <ol style="list-style-type: none"> <li>1.all students in CTE %</li> <li>2.students w/disabilities %</li> <li>3.students w/LEP %</li> <li>4.students from econ.dis fam. %</li> <li>5.students who are single parents %</li> <li>6. students who are displaced homemakers %</li> <li>7.students preparing for nontrad.by gender careers %</li> </ol> <p><b>Local Baselines:</b></p> <ol style="list-style-type: none"> <li>1.all students in CTE %</li> <li>2.students w/disabilities %</li> <li>3.students w/LEP %</li> <li>4.students from econ.dis.fam. %</li> <li>5.students who are single parents %</li> <li>6.students who are displaced homemakers %</li> <li>7.students preparing for nontrad.by gender careers %</li> </ol>	<p><b>State FAUPL</b> for all students in CTE %</p> <p><b>Proposed Local FAUPL:</b> for all students in CTE %</p>	<p><b>State FAUPL</b> for all students in CTE %</p> <p><b>Proposed Local FAUPL:</b> for all students in CTE %</p>

**Part 17 – Table 5B – FAUPL FORM – 5P2 Nontraditional by Gender Completion**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (2006-2007)	Year One 7/1/07-6/30/08	Year Two 7/1/08- 6/30/09
<p><b>5P2 Nontraditional by Gender Completion</b></p> <p>Perkins Citation: <u>Section 113(b)(2)(B)(v)</u></p>	<p><b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p><b><u>State Baselines:</u></b>                      1.all students in CTE %                      2.students w/disabilities %                      3.students w/LEP %                      4.students from econ.dis.fam. %                      5.students who are single parents %                      6. students who are displaced homemakers %                      7.students preparing for nontrad.by gender careers %</p> <p><b><u>Local Baselines:</u></b>                      1.all students in CTE %                      2.students w/disabilities %                      3.students w/LEP %                      4.students from econ.dis.fam. %                      5.students who are single parents %                      6. students who are displaced homemakers %                      7.students preparing for nontrad.by gender careers %</p>	<p><b><u>State FAUPL</u></b> for all students in CTE %</p> <p><b><u>Proposed Local FAUPL:</u></b> for all students in CTE %</p>	<p><b><u>State FAUPL</u></b> for all students in CTE %</p> <p><b><u>Proposed Local FAUPL:</u></b> for all students in CTE %</p>

## Part 18 – Budget Summaries

### Fund Use Codes for the Required Uses of Funds and Permissive Uses of Funds

Perkins IV Citation: [Section 135](#).

**Directions:** Read the language contained in Perkins IV [Section 135](#) at <http://www.doe.mass.edu/cte/perkins/>. Section 135 contains the complete description of the required and permissive uses of funds. Excerpts are provided below. Postsecondary institution staff are advised to read the complete descriptions in Perkins IV [Section 135](#) or in the [Perkins IV Manual](#) at <http://www.doe.mass.edu/cte/perkins/>.

#### Fund Use Code

#### Nine Required Uses of Funds

- 1R. strengthening the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs ...
- 2R. linking career and technical education at the secondary level and career and technical education at the postsecondary level ...
- 3R. providing students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences ...
- 4R. developing, improving, or expanding the use of technology in career and technical education ...
- 5R. providing professional development to teachers, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs ...
- 6R. developing and implementing evaluations of career and technical education programs, including an assessment of how the needs of special populations are being met ...
- 7R. initiating, improving, expanding, and modernizing quality career and technical education programs, including relevant technology ...
- 8R. providing activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency ...
- 9R. Note: All services and activities provided with Perkins IV funds must be of sufficient size, scope and quality to be effective.

#### Fund Use Code

#### Twenty Permissive Uses of Funds

- 1P. involving parents, businesses and labor organizations in the design, implementation and evaluation of programs ...
- 2P. providing career guidance and academic counseling for students ...
- 3P. developing local education and business partnerships ...

- 4P. providing programs (services) for special populations ...
- 5P. assisting career/vocational technical student organizations ...
- 6P. providing mentoring and support services ...
- 7P. leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications ...
- 8P. providing teacher preparation programs that address the integration of academic and career and technical education ...
- 9P. developing and expanding postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education ...
- 10P. developing initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs ...
- 11P. providing activities to support entrepreneurship education and training ...
- 12P. improving or developing new career and technical education courses ...
- 13P. developing and supporting small, personalized career-themed learning communities ...
- 14P. providing support for family and consumer sciences programs ...
- 15P. providing career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts ...
- 16P. providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job ...
- 17P. supporting training and activities (such as mentoring and outreach) in nontraditional fields ...
- 18P. providing support for training programs in automotive technologies ...
- 19P. to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives ...
- 20P. support other career and technical education activities that are consistent with the purpose of this Act ...
- A. administrative funds (limited to 5% of grant) ...

**SCHOOL YEAR 2007-2008 (FY 08) BUDGET SUMMARY SECTION**

**Directions:** Use school year 2007-2008 (FY 08)) Standard Contract Form and Application for Program Grants – Part II Project Expenditures – Budget Detail Pages approved by the Career/Vocational Technical Education unit as a guide. In column 1, record each school year 2006-2007 expenditure made through February 28, 2008 (except fringe benefits and indirect costs). In column 2, record each school year 2006-2007 expenditure planned to be made after February 28, 2008 (except fringe benefits and indirect costs). In column 3, record the applicable Fund Use Code. In column 4, record the core indicator(s) impacted as a result of the expenditure(s). In column 5, provide a description of the outcomes achieved (or to be achieved) as a result of the expenditure.

<b>Budget Item</b>	<b>Col. 1 Expenditure through 2/28/07</b>	<b>Col. 2 Expenditure planned between 3/1 &amp; 8/31/07</b>	<b>Col. 3 Fund Use Code</b>	<b>Col. 4 Core Indicator(s)</b>	<b>Col. 5 Outcomes</b>
1. Administrators:					
Supervisor/Director					
Project Coordinator					
Stipends					
5. Instructional/ Professional Staff:					
Stipends					
3. Support Staff:					
Aides/Paraprof.					
Secretary/Bookkeeper					
Other					
4. Fringe Benefits:					
5. Contractual Services:					
Consultants					
Specialists					
Teachers					
Speakers					

**SCHOOL YEAR 2007-2008 (FY 08) BUDGET SUMMARY SECTION**

Other					
Substitutes					
<b>6. Supplies and Materials:</b>					
Textbooks & Instructional Materials					
Instructional Technology including Software					
Non-Instructional Supplies					
<b>7. Travel:</b>					
Supervisory Staff					
Instructional Staff					
Other					
<b>8. Other Costs:</b>					
Advertising					
Maintenance Repairs					
Memberships/ Subscriptions					
Printing/Repro.					
Transportation of Students					
Telephone/Utilities					
Rental of Space					
Rental of Equipment					
<b>9. Indirect Costs:</b>					
<b>10. Equipment:</b>					
Instructional Equipment					
Non-Instructional Equipment					
<b>TOTAL:</b>					

**SCHOOL YEAR 2008-2009 (FY 09) DRAFT BUDGET SUMMARY**

**Directions:** Use the Standard Contract Form and Application for Program Grants - Part II Project Expenditures - Budget Detail Pages as a guide. In **Col. 1**, record each proposed college/school year 2007-2008 budget amount. In **Col. 2**, record the Fund Use Code. In **Col. 3**, record the core indicator(s) that would be impacted as a result of the expenditure(s). In **Col. 4**, record the amount of funds applicable to professional development. In **Col. 5**, provide a brief summary indicating how the expenditures would impact the core indicator(s).

Proposed Budget Item	<u>Col. 1</u> Proposed Budget Amount	<u>Col. 2</u> Fund Use Code	<u>Col. 3</u> Core Indicator	<u>Col. 4</u> PD	<u>Col. 5</u> Impact on Core Indicators
1. Administrators:					
Supervisor/Director					
Project Coordinator					
Stipends					
2. Instructional/ Professional Staff:					
Stipends					
3. Support Staff:					
Aides/Paraprof.					
Secretary/Bookkeep					
Other					
4. Fringe Benefits:					
5. Contractual Services:					
Consultants					
Specialists					
Teachers					
Speakers					
Other					
Substitutes					

**SCHOOL YEAR 2008-2009 (FY 09) DRAFT BUDGET SUMMARY**

6. Supplies and Materials:					
Textbooks & Instructional Materials					
Instructional Technology including Software					
Non-Instructional Supplies					
7. Travel:					
Supervisory Staff					
Instructional Staff					
Other					
8. Other Costs:					
Advertising					
Maintenance Repairs					
Memberships/ Subscriptions					
Printing/Repro.					
Transportation of Students					
Telephone/Utilities					
Rental of Space					
Rental of Equipment					
9. Indirect:					
10. Equipment:					
Instructional Equipment					
Non-Instructional Equipment					
<b>TOTAL</b>					

**JUSTIFICATION FOR NOT USING PERKINS IV FUNDS for the REQUIRED USES in SCHOOL YEAR 2008-2009**

If the proposed budget items (as outlined above) do not include all of the required uses of funds, an explanation/justification must be provided below. For example, the postsecondary institution may be devoting non-Perkins funds for the use. *(Add additional lines as needed.)*

Required Use by Fund Use Code	Non-Perkins \$ Amount	Explanation/Justification
1R.		
2R.		
3R.		
4R.		
5R.		
6R.		
7R.		
8R.		
9R. Note: All services and activities provided with Perkins IV funds must be of sufficient size, scope and quality to be effective.		