

**Career/Vocational Technical Education
Massachusetts
Carl D. Perkins Vocational & Technical Education Act
Performance Report Narrative for Program Year 2004-2005 (FY05)**

Introductory Overview

The Career/Vocational Technical Education (CVTE) unit of the Massachusetts Department of Education (MADOE) continues to document progress in the development and delivery of the State's secondary and postsecondary career/vocational technical programs. In FY 05, Massachusetts supported the implementation of policies, practices and rigorous accountability-based programs to ensure that students enrolled in CVTE programs are prepared to succeed in postsecondary education (including registered apprenticeship programs) and in the workplace.

Policy decisions and innovation continued to focus on establishing a data driven accountability system, rigorous standards for academic/technical curricula and teacher quality, and documentation of student achievement gains. FY 05 monitoring efforts were reinforced through increased interdepartmental collaboration and standardization of monitoring tools and practices. Key initiatives and improvement strategies initiated in 2004 gained momentum in FY05. In particular, forty (43) draft Vocational Technical Education Curriculum Frameworks (VTECF) were posted to the Department's website to ensure statewide feedback. A Workforce Symposium was held to promote dialogue between educators and industry representatives who were asked to review the Vocational Technical Education Curriculum Frameworks (VTECF). This review process was designed to ensure that Massachusetts' students have the necessary knowledge and skills to meet current and future workplace demands and needs. Efforts were also undertaken in 2005 to enhance the State's Tech-Prep delivery system through increased monitoring and statewide accountability measures. A focus on eliminating Perkins Core Indicator achievement gaps for special populations was maintained through strategic monitoring and technical support with districts' corrective action planning. The key initiatives that are summarized above and additional improvement strategies carried out under the Carl D. Perkins Vocational & Technical Education Act (Perkins III), are believed to have contributed not only to increases in student enrollment in CVTE program and in student performance levels in FY 05, but to expanded statewide support and positive recognition for CVTE.

I. State Administration [Section 121]

A. Sole State Agency and Governance Structure

Whereas the sole state agency responsible for administration of the Carl D. Perkins Vocational & Technical Education Act is the MADOE and whereas, within the Department, the CVTE unit is responsible for oversight and delivery of Perkins, the attached unit's organizational chart, with responsibilities, outlines the governance structure.

B. Organization of Vocational and Technical Education Programs

In Massachusetts, public career/vocational technical education is provided in programs that are known as Chapter 74-approved vocational technical education programs, and non-Chapter 74 career and technical education programs. Career and technical education (CTE) Programs are those programs that meet the definition of vocational & technical education contained in the Carl D. Perkins Vocational and Technical Education Act of 1998. Chapter 74-approved vocational technical education programs are those programs that meet the definition of vocational technical education contained in Chapter 74 of the Massachusetts General Laws, and are approved by the Department of Education pursuant to Chapter 74 and the Vocational Technical Education Regulations. Such approved programs are known as "Chapter 74-approved vocational technical education programs."

Note that all Chapter 74-approved vocational technical education programs meet the Perkins Act definition of vocational & technical education and therefore, they may also be known as career & technical education (CTE) programs.

Note that Massachusetts uses the term career/vocational technical education as an umbrella term for both Chapter 74-approved vocational technical education programs and non-Chapter 74 career & technical education programs.

Career/vocational technical education in Massachusetts is organized around ten career occupational clusters. The new Vocational Technical Education Curriculum Frameworks have been developed around these ten clusters.

In program year 2004-2005, Perkins allocation funds were awarded to 41 secondary local eligible agencies, 29 area vocational and technical education agencies, 4 consortia and 17 postsecondary agencies.

Under the leadership of the State Director of Career/Vocational Technical Education, administration of Perkins III and M.G.L. Chapter 74, 603 CMR 4.00 (the state law and regulations governing vocational technical education) was conducted with a commitment to equity and consistency. Coordination and collaboration within the MADOE continues to provide the CVTE unit with the necessary support to implement the No Child Left Behind (NCLB) Act and the Massachusetts Education Reform Act.

In program year 2004-2005, the State Director guided and managed the work of eleven (11) CVTE unit staff, including two unit supervisors (with a third hired in August 2005). This year, one unit supervisor was assigned to assist the State Tech-Prep Coordinator in enhancing the planning and implementation efforts of twelve (12) Tech-Prep consortia.

In 2005, the CVTE unit was again responsible for: (1) review/approval of Perkins Local Plan updates and grant applications; (2) technical assistance to secondary schools/districts, public two-year colleges, correctional institutions, Tech-Prep consortia, nontraditional by gender grant recipients, Perkins Leadership grant and contract recipients and CVTE student organizations. (Additional technical assistance was provided to sub-grantees that did not meet the State accountability system's performance goals or Perkins Core Indicator goals); (3) program monitoring via the MADOE's onsite Coordinated Program Review (CPR) system for federal and state regulated CVTE programs, as well as individual onsite Perkins and civil rights program monitoring; (4) technical assistance and onsite monitoring conducted by [High Schools That Work](#); and (5) collaboration with MADOE's grants management and budget offices for grant and fiscal administration.

II. State Leadership Activities [Section 124]

A. Required Use of Program Funds

- **Assessment**

The MADOE CVTE unit works in collaboration with both the Massachusetts Comprehensive Assessment System (MCAS) unit and the Student Information Management System (SIMS) unit in collecting and analyzing data. In addition, the CVTE unit has continued to utilize a data specialist in collecting essential data not otherwise gathered in SIMS. Such collaboration has been effective in gathering quality data for analysis and subsequent use in improving CVTE programs in Massachusetts.

The Student Information Management System (SIMS) is a student-level data collection system that allows the MADOE to collect and analyze accurate and comprehensive information and to inform policy and programmatic decisions. In program year 2004-2005, all CVTE data except for the graduate one-year follow-up and postsecondary were submitted through SIMS. There are five SIMS elements specific to CVTE data (e.g., program type, such as Cooperative education or Tech-Prep; program participation, such as Chapter 74-approved vocational technical education programs, and special populations), and six additional elements (e.g., enrollment status, gender) that are used to analyze Perkins Core Indicators. An additional CVTE element, Technical Competency Attainment, was added this year. Previously, districts had reported this data in their local plan updates. Several features make the SIMS system valuable for CVTE data collection. For example, districts must report SIMS data via a security portal and the system provides summary reports that can be utilized by districts in reviewing their data and making corrections.

The CVTE Graduate One Year Follow-up Report is now a separate report submitted to the Career/Vocational and Technical Education unit by districts with CVTE programs that meet the Perkins program definition. SIMS cannot collect follow-up data because it does not extend data collection beyond high school graduation. This year the CVTE unit worked collaboratively with the MADOE Information Services and Technology unit to set up a portal through which districts may upload their CVTE Graduate One Year Follow-up database. For program year 2005-2006, districts will use this portal or submit their graduate one-year follow up data on disc as they did for program year 2004-2005. The Department is considering including the one-year follow up survey results in future SIMS reporting.

Annual Perkins Local Plan Updates are completed by school districts and public two-year colleges receiving Perkins allocation funds. (Visit www.doe.mass.edu/CVTE/perkins/ for a copy of the instruments.) In preparing the update, districts must use their core indicator data to evaluate previous strategies and in planning new ones to improve core indicator outcomes, when necessary. In addition to the Perkins four core indicators, districts and public two-year colleges must report on such outcomes as student placement in cooperative education programs and the number of CVTE programs aligned with National Program Standards. (As noted above, SIMS now gathers data on student certificates and identifies students enrolled in cooperative education.)

In program year 2004-2005, *the Massachusetts Certificate of Occupational Proficiency Project* funded in part with Perkins Leadership funds, focused on finalizing the draft Vocational Technical Education Curriculum Frameworks which can be found on the "Frameworks Web" at <http://www.mccte.org/frameworks/>.

Concurrently, two CVTE staff positions were created to support this effort. One staff member was hired to plan, coordinate and deliver professional development to teachers and administrators on the new frameworks. The other staff person was hired to ensure alignment of the VTECF with national standards and state licensing in order to increase the number of students earning licenses/certifications leading to positive employability outcomes. In FY 2005, various professional development workshops and seminars were conducted. Statewide, these content institutes, seminars and workshops were well attended and received; many more are planned for FY 2006.

In FY 2005, the CVTE unit also collaborated with educators to develop and implement an assessment plan for the Vocational Technical Education Curriculum Frameworks (VTECF) and to ensure that all schools were using these frameworks. The intended outcome of such statewide implementation is to further identify and validate skills to be acquired by students and to authenticate methods for documenting and reporting skill attainment.

In program year 2004-2005, *The Vocational Technical Teacher Testing Program* funded in part with Perkins Leadership funds, administered written tests to 237 candidates and performance tests to 173 candidates in 31 of the 34 technical areas. Four test development workshops were held to revise the test development process and prepare written and performance examinations that will be aligned with the Massachusetts Vocational Technical Educator Curriculum Frameworks (VTECF). All test development activities and revisions were focused on the alignment of written and performance exams with the Massachusetts VTECF's and the strands of the Certificate of Occupational Proficiency. Currently, five-percent of each revised test comprises math questions that are aligned with the grade 10 Mathematics Curriculum Frameworks Standards.

Alignment of written and performance exams were completed in the following areas: Auto Collision Repair & Refinishing, Carpentry, and Culinary Arts. Written exams were developed and validated for educator licensure in the areas of Medical Assistant and Health Assistant. Alignment revisions continue in the following six areas: Baking, Computer Programming & Software Development, Office Technology, Hospitality Management, Network Systems, and Information Support & Services. Development continues in the area of License Practical Nursing, which is being aligned to the National Council Licensure Examination for Registered Nurses (NCLEX).

A Vocational Technical Literacy Skills Test (VTLST) developed by National Evaluation Systems, Inc. for administration to prospective vocational technical education teachers and supervisor/directors, was field-tested in program year 2003-2004. As of November 20, 2004, prospective vocational technical education teachers are required to pass the VTLST in addition to meeting other requirements in order to be licensed as vocational technical teachers. Prospective vocational technical superintendents and principals are required to pass the

Massachusetts Communication and Literacy test, as do all other superintendents and principal candidates in Massachusetts. Additional information is available at www.mtel.nesinc.com.

As of October 30, 2004 all vocational technical staff are registered online via the *Vocational Technical Education Staff Register*. The system has enabled the CVTE unit to better document and monitor districts for appropriate credentials. This database will also be used to contact CVTE teachers in specific program areas for professional development.

Tech-Prep students and the Accuplacer. In FY 2005, statewide, Tech-Prep students were given the opportunity to take a practice ACCUPLACER College Placement test in their junior or senior years. The purpose of this statewide intervention was to provide students and parents with information regarding placement in appropriate college courses and to determine the need for developmental coursework where applicable. Aggregate results were also shared with schools and the Tech-Prep consortia office for the purpose of providing remedial services and so that programs might be modified.

Financial and Data Audits

In program year 2004-2005, MADOE used Perkins Leadership funds to contract with K.P. Martin Associates to audit the Perkins financial and data records of four (4) secondary school districts and two (2) public two-year colleges. The auditors' reports revealed that the majority of the school districts and public two-year colleges complied with state financial accounting requirements. Modest variances noted between the actual versus reported numbers are expected to diminish due to the use of SIMS in collecting secondary CVTE data, as well as due to improvements in the Public Two Year College CVTE Report and both the secondary and postsecondary One Year Follow Up Surveys. The CVTE unit will continue to audit a similar number of Perkins allocation recipients next year, in tandem with scheduled Coordinated Program Reviews, to ensure compliance and identify financial and data issues.

In FY 05, DOE also conducted safety audits through a contract with the Massachusetts Division of Occupational Safety. Safety audit reports called for immediate attention to address serious safety concerns, and longer term strategies to address less serious safety issues. The CVTE staff works with the districts to address safety findings and assist districts with inadequate safety plans. Additional safety audits have been scheduled for FY 06. CVTE staff will receive safety training in 2006, as well.

• Developing, Improving and Expanding Technology

In program year 2004-2005, the Career/Vocational Technical Education (CVTE) unit supported a number of initiatives designed to develop, improve and expand the use of technology in career/vocational technical education programs.

In August 2004, a new staff member joined the CVTE unit as Director of the *Certificate of Occupational Proficiency Project*. (The new project director was an Information Technology teacher/administrator in a vocational technical school, thus bringing practical technological knowledge and experience to the CVTE unit.) This extensive project includes the development of the Vocational Technical Education Curriculum Frameworks (VTECF) and the assessment system for the award of the Certificate of Occupational Proficiency to students. Each VTECF is comprised of six strands based on "all aspects of the industry." *Strand Six, "Principals of Technology"* includes the technological knowledge and skills that are currently required by the specific industries associated with each framework.

During 2004-2005, Massachusetts began planning the *Certificate of Occupational Proficiency Competency Tracking System*, a statewide online competency tracking system for student-candidates for the Certificate of Occupational Proficiency. The backbone of the system will be the skills and knowledge in the Vocational Technical Education Curriculum Frameworks. The Department of Education envisions that this system, when fully developed, will engage teachers and parents with students in supporting their technical skill achievement.

During 2004-2005, the Department of Education completed the full incorporation of specific *career/vocational technical education data elements into SIMS*. This state-of-the-art security protected online system provides for collection of student data for 53 data elements at several points during the school year. (Previously, the collection of this data was done with a separate paper report.) The newly added career/vocational technical data elements are based on the Perkins Core Indicators of Performance and include:

DOE031 Career/Vocational Technical Education – Technical Competency Attainment

DOE035 Career/Vocational Technical Education – Type of Program

DOE042 Career/Vocational Technical Education – Special Population

DOE043 Career/Vocational Technical Education – Chapter 74 Approved Vocational Technical Education Program Participation

DOE044 Career/Vocational Technical Education – Non-Chapter 74 Career & Technical Education Program Participation

(Note: The collection of graduate follow-up data is not collected through SIMS because SIMS collects student data through grade 12 only. Thus, the Career/Vocational Technical Education unit has developed a customized database with the graduates from SIMS included for each school district. Districts submit the follow-up data through the DOE security portal into an exclusive drop box.)

During 2004-2005, the *Educator Licensure and Recruitment System (ELAR)* became fully operational for career/vocational technical education with the full utilization by school districts of the Vocational Technical Education Staff Register. This state-of-the-art security protected online system provides for online educator licensure, license renewal, and job and resume posting. This Register allows districts to enter their staff information online, facilitating the Department of Education’s monitoring of licensure status to ensure that educators are working in appropriately licensed areas.

The Career/Vocational Technical Education unit is working directly with the team developing and supporting the *Massachusetts Online Network for Education (MassONE)*. Through MassONE, teachers, students, administrators, and other interested parties will be able to participate in discussion boards, search through Academic and Vocational Frameworks standards, create and share lesson plans and teaching resources, and offer support for student learning. Currently, the draft versions of the Vocational Technical Education Curriculum Frameworks are searchable in MassONE and teachers can create, store, and share online lesson plans. The CVTE unit intends to create discussion forums for teachers, grant recipients, coordinators and interested parties in each occupational area.

During 2004-2005, the *Massachusetts Career/Vocational Technical Education Resource Center* completed the online listing of its entire resource collection cross-walked to the draft Vocational Technical Education Frameworks. Additionally the development of the “Frameworks Web” occurred during 2004-2005.

In FY 2005, Worcester Polytechnic Institute (WPI) served as Massachusetts’s postsecondary institution for *Project Lead the Way* and offered two courses (i.e., Digital Electronics/Intro to Engineering Design) to PLTW teachers. WPI also hosted a statewide seminar attended by 35 secondary and post secondary representatives. The Tech-Prep consortia brokered the enrollment of three additional schools in FY 2005 bringing the number of high schools implementing PLTW to 21 (including 11 vocational high schools). In FY 2005, the committees working on the development of the Vocational Technical Education Curriculum Frameworks (VTECF) reviewed Project Lead the Way curricula against the draft frameworks.

The development of a *statewide articulation agreement in Information Technology* was undertaken in 2004-2005. Representatives from the eight community colleges that convened in FY 2004 continued to refine the Information Technology Foundations courses and secure approval for this course at their respective colleges. Representatives from the remaining seven community colleges met in 2005 to review the competencies, identify curriculum and develop course assessments. A draft statewide articulation model was presented to the Community College Presidents at their quarterly meeting in the spring of 2005. In FY 2006, Tech-Prep coordinators will work with the

community colleges in their consortia to support the implementation of the statewide Information Technology articulation agreement.

The National Science Foundation *Power Up Project grant*, developed in collaboration with the Tech-Prep consortia and the Museum of Science, promotes the development of 2+2 programs in power and energy technology, focusing on improved recruitment and retention outcomes. In FY 2005, forty (40) college and high school teachers participated in a four-day seminar series on power and energy curriculum resources for implementation in the science or technical classroom. Teachers and college faculty are establishing course of study options for students leading from high school to a two-year degree in the engineering and technology field areas.

• **Professional Development**

Through Perkins funding and interdepartmental efforts, MADOE sponsored numerous professional development opportunities for career and technical educators in program year 2004- 2005. The CVTE unit’s commitment to professional development is also evident in professional development workshops offered at staff meetings and in the unit’s increased data collection efforts regarding professional development outcomes. The CVTE unit was able to provide additional professional development through the Massachusetts Career /Vocational Technical Education Resource Center (MCVTERC) that is funded with Perkins Leadership funds. The Center provides curriculum related resources, technical assistance, and training to CVTE educators in public school districts, school to career partnerships, Tech-Prep network consortium, correctional institutions and public two-year colleges. The following activities were either sponsored by the CVTE unit or supported by its participation in the planning and delivery of conferences or workshops.

<i>Central MA Tech-Prep Health Career Day</i>	Worcester	September 30, 2004
<i>Western MA Construction Career Day</i>	Northampton	October 30, 2004
<i>Metro Student Health Career Day</i>	Wakefield	October 5 2004
<i>Employability Task Force Meeting</i>	DOE, Malden	October 18, 2004
<i>Tech-Prep Practitioners State Conference</i>	Holy Cross	October 28, 2004
<i>HSTW Assessment Results Analysis Workshop</i>	Auburn	November 3, 2004
<i>Connecting Activities Conference</i>	Holy Cross	November 4, 2004
<i>Engineering Symposium</i>	Museum of Science, Boston	November 10, 2004
<i>Carpentry Testing Development</i>	Shawsheen- Billerica	November 17, 2004
<i>District Leadership Conference-SkillsUSA</i>	Marlborough	November 30, 2004
<i>Academic Support Conference</i>	Shrewsbury	January 13, 2005
<i>MAVA Leadership Academy</i>	Marlboro	January 20, 2005
<i>MA Partnership for Youth in Employment</i>	Boston	February 14, 2005
<i>Vocational Technical Teacher Testing Program</i>	Lowell	Feb. 12, 2005, April 9, 2005, July 26 & 27, 2005
<i>Conducted 4 Test Development Workshops</i>		
<i>Carpentry Testing Development</i>	Shawsheen—Billerica	March 2, 2005
<i>DECA Annual State Career Development Conference</i>	Danvers	March 9, 2005
<i>FFA State Conference</i>	Sturbridge	March 14 & 15, 2005
<i>BPA State Conference</i>	Worcester	March 14, 2005
<i>Students with Disabilities Satellite Conference</i>	DOE, Malden	March 1, 2005
<i>Skills USA District Central Leadership Skills Conference</i>	Fall River	March 17, 2005
<i>Tech-Prep/Skills USA Statewide Tech-Prep Student</i>	Worcester	March 31, 2005
<i>Demonstration Conference</i>		
<i>Skills USA Conference</i>	Marlborough	April 29, 2005
<i>MA School Counselors Conference</i>	Barnstable	May 2, 2005
<i>Construction Career Day</i>	Hopkinton	May 10 & 11, 2005
<i>Connecting Activities Conference</i>	Worcester	May 13, 2005
<i>Perkins Conference Planning</i>	Bristol	May 17, 2005
<i>MCRN Conference</i>	Holy Cross	June 2, 2005
<i>Post-Secondary Conference</i>	Gardner	June 8&9, 2005
<i>Connecting Activities</i>	Worcester	June 14, 2005

<i>Connecting for Success Conference</i>	Marlborough	July 1, 2005
<i>NASDAD Conference</i>	Plymouth	August 10 & 11, 2005
<i>HSTW Mathematics Institute</i>	Sturbridge	September 28, 2004
<i>Using HSTW Assessment/Survey Results to Prepare Data-Driven Action Plans</i>	Auburn	November, 2004
<i>Creating a Classroom Culture of High Expectations</i>	Marlboro	May 9, 2005

Several professional development efforts were conducted in FY 2005 to support special population educators and students: (1) a presentation was made at Massachusetts Bay Community College regarding the disability documentation requirements of both the Perkins Act and the American with Disabilities Act of 1990 as it relates to CVTE postsecondary programs. Thirty (30) Carl D. Perkins grant Coordinators attended; (2) the CVTE unit and the Community Colleges Executive Office co-sponsored its first Annual Perkins Postsecondary Director's Conference for directors of Perkins postsecondary programs. Two disability-related workshops were presented, *Creative Support for Students with Disabilities* and *Ensuring Success for Students with Disabilities*. Participants received resource materials suitable for postsecondary career and technical education programs; (3) a number of content specific workshops (e.g., *Adapting Assessments for Students with Disabilities*, *Supporting Students with Special Needs*) were held at the 2005 Massachusetts Association of Vocational Administrators (MAVA) Statewide Conference, done in collaboration with MADOE; (4) the special populations liaison conducted two professional development trainings for the CVTE unit to assist staff in preparation for Coordinated Program Reviews (CPR), and in reviewing districts' annual Perkins Local Plan Updates (LPU) for strategies to assist students with disabilities in CVTE programs.

In FY05, the CVTE unit also facilitated 44 vocational educator committees this year. These committees were comprised of vocational educators who were charged with developing standards for vocational educator assessments, by providing information in their content/specialized areas.

In 2005, the twelve Tech-Prep coordinators convened for monthly meetings to share best practices and ensure statewide coordination and collaboration of program delivery.

- **Support for CVTE Programs Through Integration**

In program year 2004-2005, approximately \$390,000 in Perkins Leadership funds were used to support the state's involvement in the Southern Regional Education Board's (SREB) *High Schools That Work (HSTW)* program. The State HSTW coordinator, located in the Department's School and District Improvement Planning and Support unit, oversees the state's HSTW network and assists in coordinating HSTW with improvement efforts for CVTE students and with other Department efforts to improve secondary education.

In program year 2004-2005, twenty-six (26) high schools participated in the HSTW network. Twenty-one of the sites were supported with Perkins Leadership grants ranging from \$5,000 to \$20,000. Two sites were supported with Comprehensive School Reform (CSR) grants. Site coordinators/district coaches from the state network met periodically in FY 2005 to receive training and plan professional development. Three schools from different regions of the state hosted regional networking meetings in spring 2005. Each hosting school presented successful practices at these meetings.

More than 200 teachers and administrators from Massachusetts attended the 19th Annual HSTW Professional Development Conference July 13-16, 2005 in Nashville, Tennessee. In addition, 8-10 schools sent teams of teachers/administrators to SREB events highlighting topics such as leadership development, guidance, or quality CVTE programs. These events varied from 2-day sessions to the 6-day leadership trainings with homework for the teams between sessions. The 2004-05 Massachusetts professional development events included a follow-up day for the Mathematics Institute, training for faculty teams on interpretation and use of 2004 HSTW Assessment and Survey results, and a one-day training for faculty teams on "Ten Strategies for Creating a Classroom Culture of High Expectations."

During program year 2004- 2005, the High Schools That Work State coordinator participated in two SREB-led technical assistance visits to Perkins-funded sites (Nashoba Valley Regional Technical School and Pathfinder Regional Vocational Technical School) and two technical review visits to sites funded under the Comprehensive School Reform grant (Westfield Vocational High School and Southeastern Regional Vocational Technical School). A state-led technical assistance visit was conducted at South High Community School in Worcester. Schools receive an extensive report with suggested action steps and resources to help the school address the challenges identified by the visiting team.

With \$1 million in competitive Academic Support grants, the MADOE funded nineteen *Work and Learning Initiatives* from 2004- 2005. Three hundred fourteen (314) career/vocational and technical students, who had not passed the Massachusetts Comprehensive System (MCAS) competency determination, participated in internships explicitly connected to academic remediation in English language arts and/or mathematics. MCAS remediation and work-based learning were integrated to ensure that student learning was made relevant and applied. Academic content was taught in "real world" contexts to engage students and raise achievement levels while emphasizing academic, technical/technological and employability skills necessary to compete in higher education and high performance workplaces.

- **Preparation for Nontraditional by Gender Training and Employment**

In FY 05, the State, again, exceeded its aggregate nontraditional enrollment performance goal (9.53%) and nontraditional completion goal (8.15%). In FY 2005, this enrollment rate was 11.30% with a 3-year-average of 10.97%. With respect to completion rates in FY 05, Massachusetts documented 9.61% with a three-year-average of 9.97%. However, the pattern in Massachusetts revealed by disaggregating the data is that male enrollment and placement rates continue to remain well below those of females. Male enrollment was at 5.42% while female enrollment was at 13.44%. Male completion was at 5.37% in comparison with a female completion rate of 11.14%. As has been reported previously, based largely on anecdotal data provided by educators, parents and students, these patterns continue due to the low wages associated with several non trad occupations for males (e.g., childcare) and the negative stereotyping of others (e.g., nursing).

In program year 2004-2005, Massachusetts directed a total of \$60,000 in Perkins State Leadership funds for standards-based programs and interventions to support students preparing for nontraditional by gender employment and training. Two districtwide projects were funded to promote and document effective recruitment and retention strategies for ensuring gender equity in participating schools. In addition, a comprehensive evaluation of outcomes for 98 female students attending the Massachusetts Career Construction Day (MassCCD) held at the Laborers Training Center in Hopkinton, Massachusetts was also conducted in FY 2005. This comprehensive evaluation documents the experience that girls have when confronting a career exploration exhibit that counters gender-role expectations. Several encouraging observations and recommendations were made in the final report found at on the CVTE website at <http://www.doe.mass.edu/CVTE/ntbg/>.

In FY 05, in order to improve CVTE monitoring and technical assistance of Core Indicator IV, CVTE unit staff analyzed state and local goals against respective enrollment data in an attempt to document trends, practices and outcomes. For example, nontraditional by gender student enrollment rates in cooperative education programs were monitored more carefully and feedback was given via Local Plan Updates and Corrective Action Plans to support schools in their efforts to make such placements. The CVTE unit has used this data in developing competitive grants and professional development to: (1) identify and support grant recipients with the greatest need and potential, (2) document and remove obstacles to enrollment, and (3) document and share promising strategies with practitioners, especially with guidance counselors and CVTE directors.

- **Supporting Partnerships To Meet Academic And Technical Standards**

In program year 2004-2005, the CVTE unit continued to work collaboratively with numerous partners outside MADOE. Key collaboration efforts included the Massachusetts Division of Apprentice Training, Massachusetts

Division of Professional Licensure, Massachusetts Executive Office of Community Colleges, Massachusetts Board of Higher Education, Massachusetts Association of Vocational Administrators, Massachusetts Vocational Association, Department of Workforce Development, Massachusetts Division of Career Services and numerous business and labor partners at the state, regional, and local level. Through these partnerships, the CVTE unit is better able to provide students with experiences that integrate academic, technical, and employability skills in “all aspects of the industry.”

During 2004-2005, the CVTE unit continued to work with the Massachusetts Executive Office of Community Colleges to improve secondary to postsecondary transitions. Staff from that Office worked with CVTE unit staff on improving CVTE at the public two-year colleges and supporting the transition of CVTE high school students to public two-year colleges

Strong working relationships also exist between the 16 regional Workforce Investment Boards and the MADOE’s Connecting Activities Initiative. Through Connecting Activities, 12,656 MCAS at-risk students were placed in structured internships at 5,610 employer sites last year. The Massachusetts Work-Based Learning Plan (WBLP) continued to be used as a statewide standards-based tool to structure student learning and productivity on the job. Last year, 9,915 (78%) of the 12,656 students placed in structured internships had a WBLP. With the WBLP, the Department of Education is able to measure the impact of work-based learning on student achievement levels within the employability skills domain.

In addition, through the collaborative efforts of Connecting Activities and the Tech-Prep consortia, MADOE, working with several other inter-state agencies and partners, sponsored three (3) Construction Occupations Career Days serving 1,661 students from 81 high schools in three regions of the state. In addition, one Health Occupations Career Day, serving 400 students from 34 high schools, was held in Metro Boston. In FY 2005, these large-scale regional events were replicated throughout Massachusetts while summative evaluation and data collection efforts were emphasized for accountability and future planning.

- **Serving Individuals in State Institutions**

In program year 2004-2005, MADOE maintained its designation of the Massachusetts Department of Correction (DOC) for administration of vocational technical education programs for adult criminal offenders in fifteen state institutions (three state correction institutions, seven state controlled county house of corrections, and five county controlled house of corrections). The State Director of CVTE offered a workshop for correctional institution staff focusing on Perkins program requirements, and continued technical assistance was offered throughout the year. The total level of Perkins Leadership funds awarded to the correctional institutions in the state totaled \$188,204 during program year 2004-2005.

In program year 2004-2005, the DOC, with the help of the CVTE unit, supported the following programs with Perkins Leadership funds:

- Auto Maintenance Program - South Middlesex Correctional Center (this program includes an offering nontraditional for women)
- Barber Program - Essex County Sheriff's Department
- Basic Electrical Program- Hampshire County House of Correction
- Career Counseling- provided as part of the vocational technical program at Pondville Correctional Center & Hampden County Sheriff's Office
- Carpentry Program - Barnstable County House of Correction and Suffolk County Sheriff's Office
- Computer Application Program - Plymouth County House of Correction and Norfolk County House of Correction
- Electronics Program - Worcester County House of Correction
- Food Service/Culinary Arts Program - Bristol County Sheriff's Office
- Graphic/Printing Program - Berkshire County Sheriffs Office and Franklin County Sheriffs Office
- Horticulture Program - South Middlesex Correctional Center and Baystate Correctional Center
- Small Engine Repair - Pondville Correctional Center

These programs served 960 Inmates in vocational programs (683 males at twelve facilities and 277 females at five facilities). As in prior years, two correctional institutions contracted with a regional vocational technical school to provide inmates with a program in horticulture and auto maintenance and one vocational technical high school provided a basic electrical program. Student-inmates are encouraged to apply to the union's apprenticeship program with the support of the school and teachers.

Two institutions provided life skills/reintegration training and career counseling as part of their vocational technical education programs. Vocational assessments (SAGE) are available at all facilities to student-inmates who are preparing to be reintegrated into the community and to those requiring direction with their career/learning plans. All student-inmates are involved in a reintegration program at their individual facilities.

A career guidance pilot program using Myers-Briggs and the SAGE Assessment has been implemented, with the Meyers-Briggs Type Inventory (MBTI) used at three DOC locations with four groups of inmates to support each individual's ability to succeed on reintegration into society. According to an evaluation, the majority of those taking the test valued the results and found the application of the results relevant to their future reintegration.

In 2005-2006, plans are for the MBTI to be used at six DOC facilities as funding allows. Additional training in the use and evaluation of MBTI results will be offered, as well as increasing the use of SAGE assessments throughout the system. Another goal of 2005-2006 will be to encourage the Department of Youth Services to apply for and use Perkins funds in support of their vocational programs. Intensified professional development and technical assistance will also be offered. In 2006, site visits by MADOE staff will be conducted with seminars covering the benefits of developing educational objectives related to "All Aspects of Industry" (i.e., personal responsibility, health and safety, employability skills, embedded academics, principals of technology, and basic managerial skills).

- **Support for Programs for Special Populations**

The Special Education Policy and Planning unit within MADOE funds a liaison to the CVTE unit to insure access and results for students on Individualized Education Programs (IEPs) and for other special populations. The liaison provides technical assistance and professional development to support equitable access and achievement of local and state CVTE performance measures for members of special populations. Emphasis this year was on monitoring for access to career/vocational technical schools/programs and the general curriculum in accordance with requirements of the Individuals with Disabilities Education Act (IDEA).

In FY 2005, activities and services provided to all members of special populations were closely monitored by CVTE with a focus on improving educational outcomes for special populations enrolled in CVTE programs. All LEA's are required to address the needs of special populations in their annual Local Plan Updates. The CVTE staff monitors this through desk reviews of improvement plan and on-site monitoring via the Coordinated Program Review process.

The CVTE special population liaison also serves as the primary contact for CVTE educators regarding policies, regulations and technical assistance related to special populations students. In FY05, the liaison assisted in revising the Perkins Local Plan Update to more specifically address individual special population categories in key areas such as program modifications, improvement planning and nondiscrimination practices. She also assisted CVTE staff in reviewing Local Plan Updates for school recruitment practices, equal access provisions and nondiscrimination policies to ensure equitable participation and support for special populations.

Additionally, the CVTE special population liaison conducted a thorough review of all state-approved CVTE admission's application forms and school websites to ensure compliance with nondiscrimination and equal protections laws. In FY05, the liaison participated in all the Perkins and Chapter 74 state-approved onsite monitoring of secondary LEAs (high schools with CVTE programs) and a number of public two-year colleges (Perkins/Civil Rights only monitoring). She also supported CVTE staff with inhouse professional development and technical assistance to increase the unit's capacity to conduct similar monitoring in FY06. This is particularly important given that sixteen (16) secondary districts and two (2) postsecondary institutions are scheduled for monitoring in 2006.

Aided in FY05, by better-disaggregated special populations data, Perkins monitoring activities focused upon criteria for serving special populations so that students: (1) are afforded opportunities to be included in the full life of the school/college; (2) have equal access to and the necessary supports to progress in CVTE programs, including Tech-Prep; and (3) benefit from the collaboration of key stakeholders in the development and implementation of support programs/services, including career/vocational technical education and transition services.

In 2005, monitoring efforts focused on guidance and student support services to ensure equity in academic and career planning and the delivery of career development programs and interventions. As part of this focus, additional attention was paid to Tech-Prep program delivery, in particular for special population students. This resulted in revisions of the Tech-Prep consortia grant application and the CPR monitoring instrument. Further work is needed to establish mechanisms to ensure accurate identification, tracking, and documented participation of all Tech-Prep students.

In FY 2005, The CVTE special populations liaison continued to collaborate with other units in the Department by attending monthly staff meetings of the Special Education Policy and Planning (SEPP) unit as well as the Program Quality Assurances (PQA) unit. The CVTE special education liaison will attend all 2006 workgroup meetings with the project director of the Vocational Technical Education Curriculum Frameworks and the COP to assist in planning for how assessment methods might be modified to accommodate students with disabilities.

B. Permissible Activities [Section 124]

Tech-Prep – The Tech-Prep consortia model continues to be the primary vehicle for delivering programs and interventions to ensure positive postsecondary transitions for students in CVTE programs. In 2005, this was carried out through: (1) the development of standard pathway development grids for academic and career planning, (2) providing opportunities for students to take early Accuplacer assessments and receive remediation when needed, and (3) brokering numerous college readiness and work-based learning opportunities, including apprenticeship training. In FY 2005, the Tech-Prep consortia supported high expectations for CVTE students, guiding them toward challenging coursework and increased preparation for success in postsecondary education and employment (including registered apprenticeship programs).

Across the state, the Tech-Prep consortia provided leadership in designing and delivering early use of the Accuplacer test for students in grades 11-12 as an intervention intended to raise awareness and reduce the need for academic remediation. The Tech-Prep consortia collaborated with Massachusetts's community colleges and high schools to identify students in need of remedial courses followed by a number of remedial options.

In a similar fashion, a number of consortia established protocols and relationships in 2005 with schools and registered apprenticeship programs to create apprenticeship learning opportunities for Tech-Prep high school students including the opportunity to earn articulated credit.

In program year 2004-2005, regional and local career development interventions and workplace experiences such as Construction and Health Care Career Days were again developed and implemented with the support of school staff, company and college representatives, members of the union locals and apprenticeship training groups.

MCRN - In 2004-2005, the Massachusetts Career Resource Network (MCRN) continued to: (1) fund several CDE research projects; (2) support the online MA Career Information System (MACIS) through an interagency service agreement with the Massachusetts Division of Employment and Training; and (3) collaborate with the University of Massachusetts for improved data collection and evaluation of CDE programs and interventions. Increased data collection and documentation of student outcomes related to career development education programming provided the stimulus for a scale up collaboration effort with the Massachusetts School Counselor's Association to develop a Comprehensive Model for Massachusetts.

The interagency service agreement with the Massachusetts Division of Employment and Training helped Massachusetts to strengthen its Career Information Delivery System, website, and publication efforts, providing greater knowledge and access for parents, students and the community.

In program year 2004-2005, even greater emphasis and support was placed on the development of comprehensive school counseling programs to promote career development education (CDE) in Massachusetts's middle and high schools. Most notably, the state's CDE benchmarks were integrated into Massachusetts (first) Statewide Model for Comprehensive School Counseling Programs. Visit www.doe.mass.edu/cd for more.

National Job Shadow Day - Spotlighting the importance of connecting the education and employer communities, over 9,000 Massachusetts students spent National Job Shadow Day alongside mayors, bankers, healthcare workers, legislators, reporters, police chiefs, educators, computer programmers and other professionals. To help expose young people to careers, create focus for college, and connect schooling to workplace realities, the Department of Education, the Boston Private Industry Council and Junior Achievement paired students from middle to high school ages with employees and community leaders across the state. Students were paired with professionals in such areas as communications, special education, administration, and early childhood. Participating employers included such companies as: Bose, Boston Police Department, Children's Hospital, Cisco Systems, Commonwealth Motors, Boston Medical Center, GE Plastics, General Dynamics, I.B.E.W. Local 2321, Johnson & Johnson, JC Penney, Massachusetts Electric Company, Mass. Society for Prevention of Cruelty to Animals, Springfield Union News, U.S. Coast Guard, U.S. Weather Service, Verizon, and multiple colleges.

Cooperative Education-Building upon 2004 improvement strategies for cooperative education to identify strategies to strengthen connections between school-based and work-based learning, CVTE unit staff members and others assisted MCEPCA in developing a competency attainment model for programs. This model is providing important feedback from employers on students' technical competencies and work maturity during their cooperative education experience.

A cooperative education assessment instrument and "toolbox" has also provided guidance materials for schools such as suggested forms and procedures for setting up cooperative education programs and guidance on an array of useful topics. MADOE has incorporated these materials into its new Chapter 74 Manual for Vocational Technical Cooperative Education. The manual, initially distributed in summer 2004, has been revised and updated with new materials and questions from the field. The manual is guiding districts to a consistent approach to the design and delivery of cooperative education programs. Based on feedback, the 2005 manual includes information on workers' compensation coverage, child labor laws safety issues, technical and academic competency attainment, service to Perkins special populations in cooperative education, and adherence to Massachusetts' mandated CORI (criminal offenders records information) policy. The manual is available at <http://www.doe.mass.edu/CVTE/programs/>

In Program Year 2004-2005, several Cooperative Education programs instituted competency attainment models utilizing *Skills Plus* as part of the computerized tracking system for technical and academic competency attainment. Apprenticeship opportunities and linkages with postsecondary education were also developed for cooperative education students. Efforts to expand and improve cooperative education placement was done through state monitoring and the work of a CVTE unit liaison to ensure compliance and alignment with the VTECF.

Local school districts that were scheduled for coordinated program reviews had a specialized cooperative education review. Corrective action plans were instituted for schools that needed improvement.

In 2005, six (6) districts began implementing grants to assist them in integrating the Vocational Technical Education frameworks into cooperative education programs, serving an estimated 2,000 students, and setting the foundation for a uniform competency assessment model for students enrolled in cooperative education.

CTSO's: In 2005, grant awards were again made through a Request for Proposals (RFP) with Perkins Leadership funds to support career and technical education student organizations (CTSOs). Funding was provided to BPA, DECA, FCCLA, FFA, and SkillsUSA to support activities designed to enhance students' vocational technical

education experience and provide instruction in workplace, leadership, and communication skills. The following sample highlights are representative of 2005 activity levels:

Business Professionals of America (BPA) - In 2004-2005, Massachusetts BPA served 531 students in 18 chapters. A major leadership focus was financial literacy. The state officer team completed training and presented "Communicating Ethically" workshops to members at the State Leadership Conference. MA students were given scholarships to attend the National Leadership Academy that focused on leadership styles and ethical business practices. At NLC MA students received 25 national awards in Finance, IT, Administrative Services and Human Resources/Management. Five of our members received the National Ambassador Torch Award which is the highest recognition offered. Community service remains a critical component of leadership and an ongoing priority. This year TJX Corporation sponsored a statewide community service award.

FFA – In the 2004-2005 school year, Massachusetts FFA served 1,153 students in 15 chapters. FFA’s mission is to develop premier leadership, personal growth and career success through agricultural education. To accomplish this, Massachusetts FFA hosts 36 Career Development Events over the course of the school year. FFA members put classroom knowledge to the test while competing with their peers from across the Commonwealth. In addition to skill-based events, leadership development programs are offered throughout the year. The training program provides the ideal opportunity for students to learn, develop and refine the true qualities of leadership.

SkillsUSA - In 2004-2005 SkillsUSA served a membership of 14,956 consisting of 14,309 students and 647 teachers and administrators of career and technical education. During the year, SkillsUSA Massachusetts continued to place major emphasis on the integration of an employability skills development program (*Professional Development Program, PDP*) as part of the school-wide curriculum of participating Chapters. (Fifteen high schools joined as Total Participation Chapters, thirteen individual training programs also joined as Total Participation Classrooms). Major activities of SkillsUSA included: 6 leadership & skills development conferences serving 5,200 members and 28 training workshops serving 1,400 members.

III. Distribution of Funds and the Local Plan for Vocational and Technical Education Programs [Sections 131 and 134]

A. Summary of the state’s eligible Perkins recipients

- 41 secondary local eligible agencies
- 29 area vocational and technical education agencies
- 17 postsecondary agencies
- 4 consortia.

Attached is a summary of the eligible recipients.

B. FY05 Local Plan Update

See *II A. Assessment* above for information on and a weblink to the Local Plan Update instrument used to fund eligible recipients.

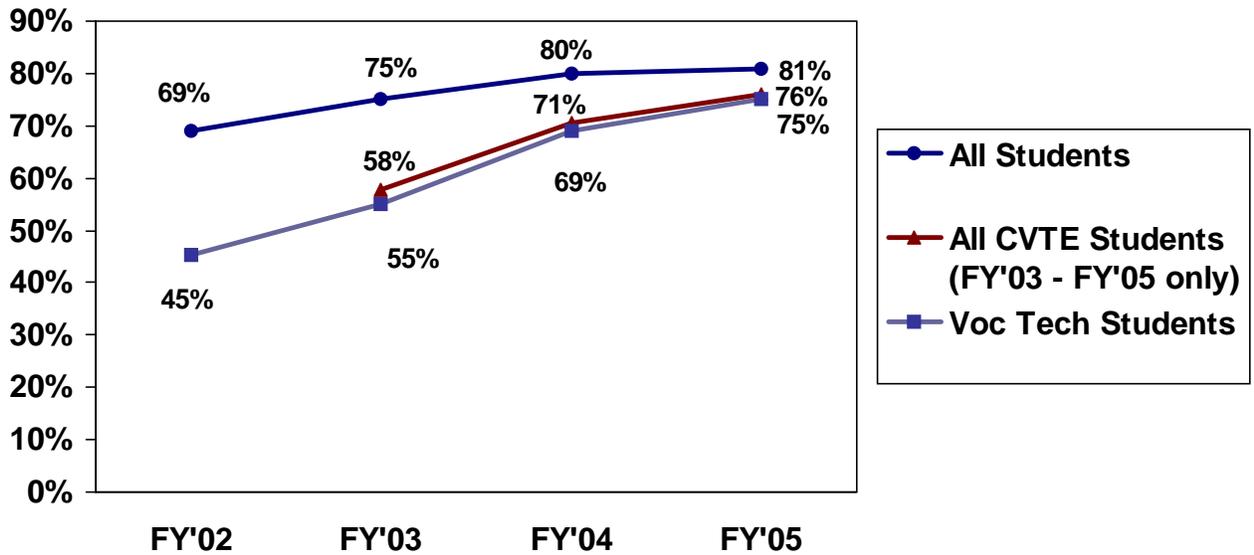
IV. Accountability [Section 113] -

A. State’s Overall Performance Results

Secondary

In FY 2005, with respect to Core Indicator 1S1* (as the graph below illustrates) the percentage of high school first time test takers enrolled in state-approved vocational technical education programs (i.e., chapter 74 vocational technical students) that passed both the mathematics and English language arts tests on the MCAS was 74.73%, an improvement over last year’s performance rate. Including all students enrolled in CVTE programs, 75.57% passed on the first try. Massachusetts CVTE students surpassed last year’s performance levels by significant margins as well as the adjusted performance goal of 47.73%.

**Percentage of First-time Test Takers Passing
Both Math and ELA MCAS, FY'02 - FY'05**



For 2004-2005, *Core Indicator 1S1*, the percentage of CVTE students who passed on this first attempt was 75.57%, which exceeds the statewide goal of 47.73%. This is an improvement over the previous year.

At the secondary level, CVTE students fell short of meeting the statewide goals for *core indicators 1S2 (Attainment of Vocational Skills) and 2S1 (Completion)*, but exceeded goals in all other core indicators. Special populations at the secondary level performed lower than the collective whole. For 1S1, all students exceeded the statewide goal except for limited English proficient students, who fell short by 18.96%.

The three-year graduation rate for *core indicator 2S1* is 89.26%, which falls short of the goal of 91.23%. The completion rates for some of the special populations, as well as results for Class of 2004 graduates alone, are also below the goal. The *three-year average* for core indicator 2S2 was 89.26%, which exceeds the goal of 88.05%. Here too, special populations are below the goal. These results are tied to the new requirement that students pass the MCAS tests in order to earn a Competency Determination and graduate. Although core indicator 1S1 is based on first-time test takers, core indicator 2S1 depends on the number of CVTE students who ultimately earn the Competency Determination and graduate. Students have two opportunities per year to re-take the tests. Individuals who have completed high school but have not yet passed the tests also have opportunities to re-take the tests. Statewide, including both CVTE and non-CVTE students, 89.26% of the class of 2004 earned the competency determination. Those who have not, receive support, including MCAS remediation programs funded by MADOE and provided by schools, public two-year colleges, One-Stop Career Centers, and Connecting Activities providers, among others.

Core Indicator 3S1, the positive placement rate over the three-year period and for program year 2004-2005, exceeds the goal of 95.58%. The three-year average for 3S1 was 95.66%, with 44.57% of these graduates in postsecondary education and 51.09% of graduates in employment or the military. For Tech-Prep students, the three-year average is 96.68%, with 55.28% in postsecondary education/training and 38.41% in employment or the military. For students in special populations, although positive placement rates fell below the 95.58% goal (92.81% for students with disabilities, 93.90% for economically disadvantaged, 81.71% for single parents, 93.79% for educationally disadvantaged, 91.24% for limited English proficient; 94.22% for nontraditional by gender), as shown in the table below, Massachusetts CVTE students continue to show improvement gains in academic achievement in all but one group.

Students enrolled in CVTE programs: Percentage of first-time test-takers passing both the Mathematics portion and the English Language Arts portion of the Massachusetts Comprehensive Assessment System (MCAS) tests.		
	FY'04	FY'05
All CVTE Students	70.59%	75.57%
CVTE Students, By Special Population		
Students with disabilities	45.53%	51.24%
Limited English Proficient students (In FY'04, as a result of changes and clarifications in bilingual education policies, some districts decreased the number of students classified as Limited English Proficient. As a result, the FY'04 & FY'05 cohort of LEP students had more limited English proficiency than previous cohorts.)	23.06%	28.77%
Economically disadvantaged students	57.35%	60.73%
CVTE Students, By Race/Ethnic Group		
American Indian / Alaskan Native	69.23%	77.59%
Asian / Pacific Islander	69.31%	77.24%
Black	53.41%	51.28%
Hispanic	49.20%	52.84%
White	77.24%	82.89%

Finally, the three-year *4S1 core indicator* average for *nontraditional participation* was 10.97%, exceeding the state goal of 9.53%. In 2004-2005, the 4S1 result of 11.30% also exceeded that goal. Similarly, the three-year *4S2 core indicator* average for *nontraditional by gender completion* was 9.97%, exceeding the state goal of 8.10%. Here too, the 2004-2005 4S2 results exceeded the goal at 9.61%.

Postsecondary

Staff from the CVTE unit continues to assist Perkins funded public two-year colleges and one postsecondary collaborative in improving their collection methods and use of data for the Consolidated Annual Report, the Annual Career and Technical Education Report, and the Local Plan Updates. A Postsecondary Perkins Data Committee also addressed data collection issues such as consistent use of definitions and improved tracking of students from secondary to postsecondary. In 2005, three all day meetings, with Perkins Postsecondary Coordinators and related staff, were held. The focus of these meeting was on using data to develop strategies to address Core Indicators that were not met by individual postsecondary institutions, especially in the area of special populations students. Each institution received its individual data and statewide data related to the Core Indicators were also shared. Coordinators then used this data for planning and developing presentations for their Perkins Advisory Committees and Boards of Trustees. The public two-year colleges and the postsecondary collaborative also use their data to inform their individual professional development planning for the upcoming school year, as reported in their Local Plan Updates.

In FY05, staff from the CVTE unit provided a workshop for all postsecondary directors on the secondary Vocational Technical Education Curriculum Frameworks and asked for their assistance in identifying college faculty to provide input and validate the standards for the forty-three programs was requested. A subcommittee of Perkins directors was also formed to plan and deliver statewide Perkins Postsecondary Conferences. The first Annual Perkins Postsecondary Promising Practices Conference was held June 9, 2005. One hundred and fifty postsecondary faculty and staff participated in workshops developed and delivered by the Perkins Postsecondary directors. Workshops focused on strategies, activities and programs to meet the Perkins Core Indicators for all students.

Postsecondary *Core Indicator Data for both IP1 and IP2* are measured by looking at the number of courses completed as a percent of courses attempted for postsecondary CVTE students. For program year 2004-2005, the percent of courses completed was 77.57% which is a slight decrease from 78.76% in program year 2003-2004; however, the percentage exceeds the goal of 73.17%. Again, the course completion rate is higher for females at 80.01% than for males at 74.23%. As with last year's results, all special populations exceeded the

statewide goal although students with disabilities had the lowest course completion rate, at 74.80%.

For the past three years, *Postsecondary Core Indicator 2P1* has been measured by tracking the progress of several different cohorts of students. This core indicator is based on the percentage of the cohort that received a degree or certificate, transferred to another college or institution, or are still enrolled. As of October 1, 2004, 49.25% of the fall 2000 cohort had one of these positive outcomes. The lowest positive outcome rate was for economically disadvantaged students at 44.05% and single parents at 44.58%. The data shows that most attrition occurs in the first year.

Postsecondary Core Indicators 3P1 and 3P2 are based on follow-up surveys with graduates. For program year 2004-2005, the percent of CVTE graduates with a positive placement (military, employed, or additional education) was 94.42%, exceeding the goal of 90.31%. Of this, 20.24% of all CVTE students are pursuing additional education with 23.90% of students with disabilities and 27.52% of limited English proficient students pursuing additional education. 66.34% of students with disabilities and 64.22% of limited English proficient students are employed or in the military.

Postsecondary Core Indicator 4P1 measures nontraditional by gender participation, based on the number of students enrolled in nontraditional by gender programs, as a percentage of total enrollment in those programs. In program year 2004-2005, nontraditional by gender enrollment was 13.80%, which exceeds the goal of 10.33%.

Postsecondary Core Indicator 4P2 measures nontraditional by gender completion, based on the number of nontraditional by gender students completing specified programs, as a percentage of total completers in those programs. Nontraditional by gender completion was 11.74% in 2004-2005, which exceeds the goal of 9.46 %.

B. State's Performance Results for Special Populations

Data Analysis: In FY 2004-05, a total of 61,007 secondary students enrolled in career/vocational technical programs (Chapter 74 and Non-Chapter 74), which includes 12,693 students participating in exploratory programs.

This year, there were 50,541 secondary students identified as Special Populations (i.e., students with disabilities, limited English proficient, economically disadvantaged, single parents, other educational barriers and students enrolled in nontraditional programs) – comprising 83.1% of the total CVTE population, which includes: 12,595 students identified as individuals with disabilities (21% of student population), 2,304 identified as students with limited English proficiency (3.7 %) and 20,925 (34.3 %) identified as economically disadvantaged students.

Currently, 20.6% of the total secondary CVTE program enrollment is comprised of *students with disabilities*, that is, students on Individualized Education Programs (IEPs). This figure has remained stable for the past three years.

By contrast, the number of *economically disadvantaged students* enrolled in CVTE has steadily increased over the past three years. (In FY03, economically disadvantaged students accounted for 15,839 of all CVTE students, in FY04 there were 18,038). This year, in FY05, 20,925 economically disadvantaged students were enrolled in CVTE programs, marking a 25% increase in 03 enrollment levels.

In FY 2004-05, 3.7 % (2, 304) of all CVTE students were identified as *students with limited English proficiency*, as compared with the state enrollment average of 5.1% (49,773 including elementary/secondary students).

The table and narrative analyses below summarize the core indicator *performance levels* for all special populations as collected in the Student Information Management System (SIMS). *Note: Data on single*

parents, other educational barriers, and nontraditional students was not collected in SIMS until FY 2005 and displaced homemaker data are not collected at the secondary level).

FY 2005 Special Populations Performance Levels – Secondary							
Performance	Individual with Disabilities	Economically Disadvantaged	Single Parents	Displaced Homemakers	Other Educational Barriers	LEP	Nontraditional
1S1: Target	47.73%	47.73%	47.73%	47.73%	47.73%	47.73%	47.73%
1S1: Actual	51.24%	60.73%	59.09%	N/P	66.80%	28.77%	76.58%
1S2: Target	91.23%	91.23%	91.23%	91.23%	91.23%	91.23%	91.23%
1S2: Actual	83.09%	85.93%	89.33%	N/P	84.23%	82.33%	88.59%
2S1: Target	91.23%	91.23%	91.23%	91.23%	91.23%	91.23%	91.23%
2S1: Actual	83.09%	85.93%	89.33%	N/P	84.23%	82.33%	88.59%
2S2: Target	88.05%	88.05%	88.05%	88.05%	88.05%	88.05%	88.05%
2S2: Actual	83.09%	85.93%	89.33%	N/P	84.23%	82.33%	88.59%
3S1: Target	95.58%	95.58%	95.58%	95.58%	95.58%	95.58%	95.58%
3S1: Actual	92.81%	93.90%	81.71%	N/P	93.79%	91.24%	94.22%
4S1: Target	9.53%	9.53%	9.53%	9.53%	9.53%	9.53%	9.53%
4S1: Actual	7.96%	12.82%	20.69%	N/P	11.06%	11.87%	100%
4S2: Target	8.15%	8.15%	8.15%	8.15%	8.15%	8.15%	8.15%
4S2: Actual	7.44%	11.12%	18.18%	N/P	8.64%	7.89%	100%

* Shaded/bold cells indicate core indicators where the performance levels were not met.

1S1-Academic Achievement:

For FY 2005, with the exception of LEP students, all special populations exceeded the target performance level of 47.73% for this indicator. However, students identified as limited English proficient did not meet the performance level (28.77%) by a significant margin. As an aggregate, between FY 2002 and FY 2005, the academic achievement performance level for all special populations students (i.e., students with disabilities, limited English proficient, economically disadvantaged, single parents, other educational barriers and students enrolled in nontraditional programs) in a career/vocational technical education program improved by more than 22.3%. In FY 05, MCAS test results for special populations students were compared with those of all Massachusetts CVTE students who took the MCAS. Performance results for special populations students in CVTE were consistent with the approximate 20% increased improvement of all Massachusetts CVTE students.

In comparison to FY04, students identified as having *other educational barriers* (n = 12, 631) improved in their performance levels by a +6.95% in FY05, which is more than any other group including all 25,164 CVTE students (+4.98%). Students with Disabilities (+ 5.71%) and individuals with limited English proficiency (+ 5.7%) also increased their performance level at a greater margin than all CVTE students (+4.98%). As in FY 2004, students enrolled in CVTE programs *nontraditional to their gender* in FY 05 scored equal to or higher than the performance level for academic achievement of all students. Only *single parents* scored slightly lower in FY05 than the previous year (- .02%).

These gains are believed to be associated with the Department’s efforts to embed CVTE data with SIMS data elements, increased academic support, collaborative assistance, and resources for CVTE students who are members of special populations. Improved disaggregation of special populations outcome data has allowed for the provision of targeted professional development, resources and tools, as well as technical assistance relating to data quality and an increase in the district’s ability to use data for decision-making via annual Local Plan Updates.

1S2-Technical Achievement: In FY 05, the goal for technical skill achievement (91.23%) was not met for any of the special populations groups.

2S2-High School Completion: Single Parents (92.31%) were the only individual Special Populations category to exceed the negotiated level of performance of 91.23%.

3S1–Placement: No special population met the negotiated performance level (95.58%) in FY05. (*The performance of special populations for this core indicator may be due to districts’ survey procedures and poor response rates in a number of districts. The CVTE unit staff will continue to implement targeted technical assistance to districts to improve survey response rates.*)

4S1–Nontraditional Enrollment: This special population has significantly exceeded the required performance level (9.53%) by achieving a nontraditional participation rate of 21.8%. Within this category, economically disadvantaged (12.82%), limited English proficient (11.87) and students with other educational barriers (11.06%) all exceeded performance levels. Although the level of performance for students identified as single parents far exceeded the negotiated performance level (20.7%), the very low number of students (n = 87) in that group makes interpretation difficult. The only individual population not to meet this performance level was individuals with disabilities (7.96%). *Note: This is the first year that our SIMS data can be disaggregated by special population in this category.*

4S2–Nontraditional Completion: This special population also exceeded the required performance level (21.4%). However, two special populations, Students with Disabilities (7.44%) and Individuals with Limited English Proficiency (7.89%), are below the performance level.

C. Definitions

- *Vocational Participant/Concentrator* - Is enrolled in a Chapter 74-approved vocational technical education program that also meets the Perkins Act definition of vocational & technical education or is enrolled in a non-Chapter 74 career & technical education program that meets the Perkins Act definition of vocational & technical education.
- *Vocational Completer: (Added based on federal definition)* Attains the academic and technical knowledge/skills/ proficiencies within a program/sequence of courses that provides a student with the academic and technical knowledge/skills/proficiencies to prepare for employment and/or further/advanced education and registered apprenticeships.
- *Tech-Prep student* - Has indicated an intent to pursue and is enrolled in courses within a recognized Tech-Prep education plan that consists at a minimum of two years of secondary and two years of postsecondary education/training and is carried out under a written articulation agreement and has completed a Tech-Prep student registration form, and is allowed to earn postsecondary credit while in secondary school that leads to a specific postsecondary two-year certificate, degree or registered apprenticeship program.

D. Measurement Approaches

In FY 2005, the Massachusetts Student Information Management System (SIMS) replaced the annual CVTE Report that collected summary-level data on CVTE students. Using data from SIMS and from related MCAS test result files, we can determine:

- CVTE program enrollment by CIP code, race, gender, special population characteristics, grade, and other characteristics (including any combination of characteristics);
- Academic attainment (MCAS test results);
- Technical attainment (industry-recognized certificates and licenses);
- CVTE program retention and completion rates;
- Nontraditional by gender program enrollment and completion.

All Perkins core indicator data except for follow-up survey outcomes are collected in SIMS as follows:

Core Indicator 1S1: Academic Attainment is measured by the percent of students who pass the statewide Massachusetts Comprehensive Assessment System (MCAS) tests in English language arts and mathematics on the first attempt. The program year 2004-2005 measure is based on 10th grade students in the class of 2007 who took the tests in spring 2005.

Core Indicator 2S1 and 2S2: The CVTE program completion rate is based on the percentage of students who are enrolled two years in a CVTE program who complete the program and graduate.

Core Indicator 3S1 is based on the follow-up survey with CVTE graduates.

Core Indicator 4S1 is based on nontraditional by gender enrollment in CVTE programs as a percentage of all students in those nontraditional by gender programs.

Core Indicator 4S2 is based on the number of nontraditional by gender graduates of CVTE programs as a percentage of all graduates of those nontraditional by gender programs.

As described in section A. *Assessment* of this report, the CVTE unit worked collaboratively with the MADOE Information Services and Technology unit to set up a portal through which districts may upload their CVTE Graduate One Year Follow-up database. For program year 2005-2006, districts will use this portal or submit their graduate one-year follow up data on disc as they did for program year 2004-2005. The CVTE unit is discussing the options for including the follow-up results in SIMS, further streamlining and improving the reporting process.

School districts can use a Microsoft Access database provided by MADOE, or an equivalent database in FileMaker Pro for Mac users, or any equivalent database or spreadsheet of their own choice. Fields include the following. (Fields shown in italics are optional.)

- CIP code
- Type of program (Chapter 74, Non-Chapter 74, Tech-Prep, Cooperative Education)
- Race/ethnic group
- Gender
- Special population characteristics
- In college, training or registered apprenticeship? (Yes/No)
- *If yes, type of college (two-year, four-year, technical school or apprenticeship)*
- *Full-time versus part-time*
- *Name of college*
- *Major or program of study*
- *Is the college program related to the high school program of study?*
- Employment status (Employed, Military, Seeking Work or Not in Labor Force)
- *Job title*
- *Company*
- *Wage*
- *Hours per week*
- Is the job related to the high school program of study?
- *Military branch*
- *Military specialty (MOS)*
- Is the military position related to the high school program of study?

At the postsecondary level, CVTE reporting is automated using a PC format (Microsoft Excel and/or Microsoft Access). Postsecondary/postgraduate students at secondary schools are reported through a similar format. Data submitted to MADOE, is compiled into a statewide database and is available to the CVTE unit for analysis and reporting. MADOE shares summary data with the public two-year colleges and the postsecondary collaborative through a number of different forums.

E. Improvement Strategies

The following additional strategies are planned for FY 06, in particular, to improve the overall accuracy, reliability and completeness of the state's Perkins accountability data.

- The CVTE director’s workplan for 2005-06 will focus on developing common data elements in preparation for the reauthorization of the Perkins Act.
- *At the secondary level*, the CVTE unit will provide quality data and technical assistance to support the implementation of the Vocational Technical Education Curriculum Frameworks and the Certificate of Occupational Proficiency. There will be increased focus on validating the Vocational Curriculum Frameworks and in training teachers in the field how to use and implement the frameworks. This will include collaboration with various constituencies in vocational technical education, including the 773 program advisory committees who will validate the VTECF's and their implementation.
- There will be an increased emphasis on having districts describe planned academic and technical improvement activities, in particular for special populations, in the Perkins Local Plan updates, withholding plan update approval until planned strategies are deemed rigorous enough to promote improvement.
- The CVTE unit will verify that teacher certification testing is established for all appropriate CVTE staff at local schools. Future plans for 2005 – 2006 include development of written and performance tests in the areas of Engineering Technology, Biotechnology, Environment Technology, and a performance test for Dental Assisting. Test development on the Horticulture exam will continue. Also planned for the future is the alignment of all program names. The adjustment of test names to licensure names, along with the appropriate framework names will reduce confusion for prospective candidates. A reference guide is also being planned to assist prospective vocational teachers with the licensure process.
- *At the postsecondary level*, a focus will be placed on data collection and analysis related to student retention patterns (e.g., analyzing why students are more likely to graduate or transfer from certain programs and identifying strategies to improve retention for special population students.)
- School safety plans and enforcement will continue to be an important focus, both in the school districts and in the workplace, such as Cooperative Education.
- The State’s *Tech-Prep* Coordinator will work with the Tech-Prep network consortia to ensure overall accuracy, reliability and completeness of Tech-Prep accountability data. In addition, efforts will be made to establish practices to ensure seamless coordination of career counseling and support for Tech-Prep students beginning junior year of high school and continuing through their college careers. The consortia will create partnerships with the State’s registered apprenticeship programs to increase the number of students registered in apprenticeship programs.

V. Monitoring Follow Up

N/A

VI. WIA

N/A

ATTACHMENT – SUMMARY of ELIGIBLE RECIPIENTS

SECONDARY:

1. ATTLEBORO PS
2. BARNSTABLE PS
3. BOSTON PS
4. BROCKTON PS
5. BROOKLINE PS
6. CAMBRIDGE PS
7. CHICOPEE PS
8. FALL RIVER PS
9. FALMOUTH PS
10. FITCHBURG PS
11. FRAMINGHAM PS
12. GLOUCESTER PS
13. HOLYOKE PS
14. HULL PS
15. LEIC/NO BROOK/QUABOG PS
16. LEOMINSTER PS
17. LOWELL PS
18. LYNN PS
19. MARSHFIELD PS
20. MEDFORD PS
21. NEW BEDFORD PS
22. NEWTON PS
23. PEABODY PS
24. PITTSFIELD PS
25. PLYMOUTH PS
26. QUINCY PS
27. SALEM PS
28. SOMERVILLE PS
29. SPRINGFIELD PS
30. TAUNTON PS
31. WALTHAM PS
32. WATERTOWN PS
33. WESTFIELD PS
34. WEYMOUTH PS
35. WORCESTER PS
36. NORTHAMPTON-SMITH
37. CENTRAL BERKSHIRE REG
38. MARTHAS VINEYARD REG

39. SILVER LAKE REG
40. SPENCER E BROOKFIELD REG
41. TANTASQUA REG
42. ASSABET VALLEY RVTSD
43. BLACKSTONE VALLEY RVTSD
44. BLUE HILLS RVTSD
45. BRISTOL-PLYMOUTH RVTSD
46. CAPE COD REG RVTSD
47. FRANKLIN COUNTY RVTSD
48. GREATER FALL RIVER RVTSD
49. GREATER LAWRENCE RVTSD
50. GREATER NEW BEDFORD RVTSD
51. GREATER LOWELL RVTSD
52. SO MIDDLESEX RVTSD
53. MINUTEMAN RVTSD
54. MONTACHUSETT RVTSD
55. NORTHERN BERKSHIRE V
56. NASHOBA VALLEY RVTSD
57. NORTHEAST METRO RVTSD
58. NORTH SHORE RVTSD
59. OLD COLONY RVTSD
60. PATHFINDER RVTSD
61. SHAWSHEEN VALLEY RVTSD
62. SOUTHEASTERN RVTSD
63. SOUTH SHORE VOC TECH
64. S WORCESTER COUNTY RVTSD
65. TRI COUNTY RVTSD
66. UPPER CAPE COD RVTSD
67. WHITTIER RVTSD
68. BRISTOL COUNTY AGR SD
69. ESSEX AGR TECH SD
70. NORFOLK COUNTY AGRIC SD
71. HAMPSHIRE EDUC COLLAB CONSOR
72. LOWER PIONEER VALLEY COLLAB CONSOR
73. SO BERKSHIRE COLLAB CONSOR

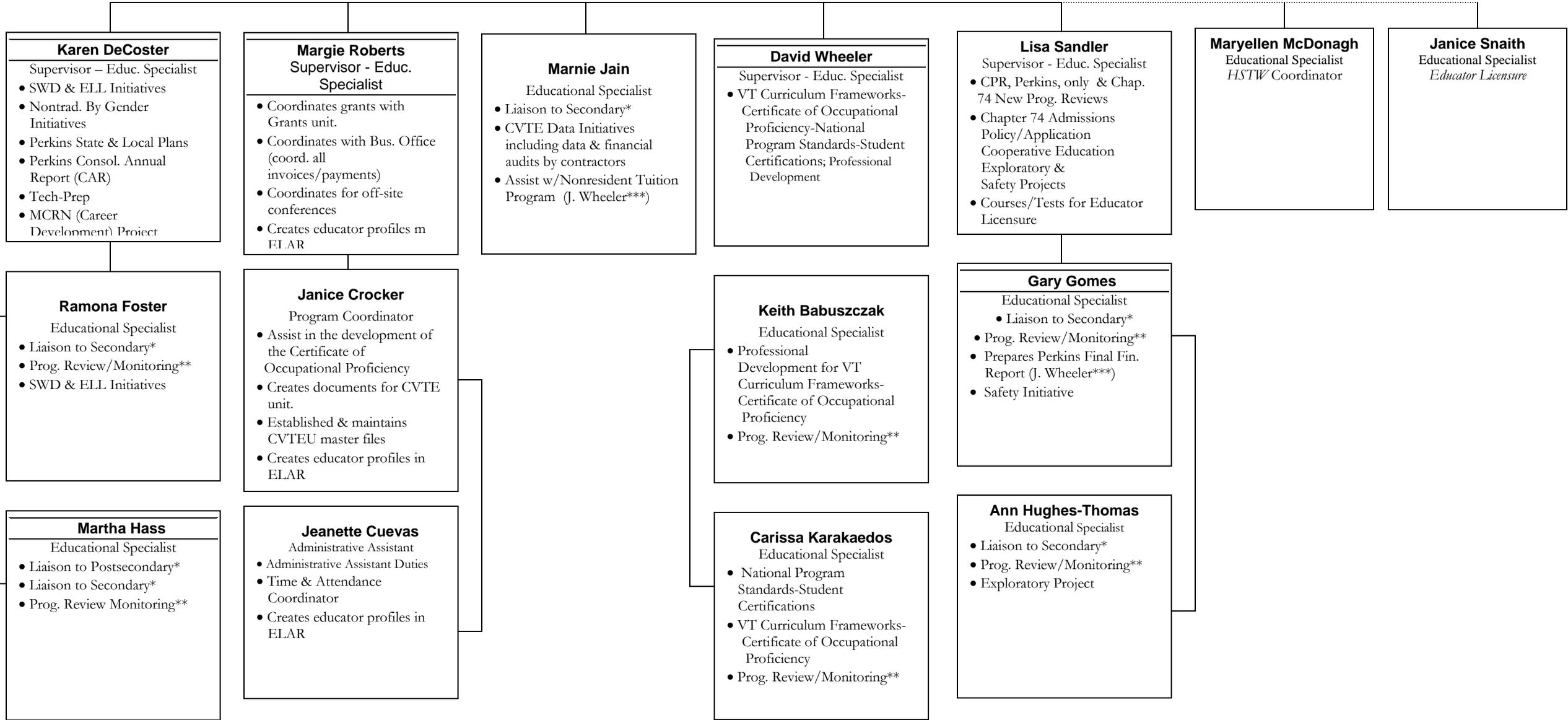
POSTSECONDARY:

74. GREATER LOWELL CONSOR
75. BERKSHIRE CC
76. BRISTOL CC

- 77.BUNKER HILL CC
- 78.CAPE COD CC
- 79.GREENFIELD CC
- 80.HOLYOKE CC
- 81.MASSACHUSETTS BAY CC
- 82.MASSASOIT CC
- 83.MIDDLESEX CC
- 84.MOUNT WACHUSETT CC
- 85.NORTHERN ESSEX CC
- 86.NORTH SHORE CC
- 87.QUINSIGAMOND CC
- 88.ROXBURY CC
- 89.PRINGFIELD TECH CC
- 90.QUINCY COLLEGE
- 91.Franklin Institute

CAREER/VOCATIONAL TECHNICAL EDUCATION UNIT ORGANIZATION CHART

Jeffrey Wheeler
State Director of Career/Vocational Technical Education



*

Massachusetts



Department of
Education

Carl D. Perkins Vocational & Technical Education
Act Local Plan Update Package for Public Two -
Year Colleges (and the Perkins Postsecondary
Collaborative)
Spring 2005

Includes: *Grant Application for Fiscal Year 2006 Allocation Grant Funding*

February 2, 2005



Massachusetts Department of Education

Career and Technical Education Unit

address 350 Main Street, Malden, MA 02148

telephone 781-338-3910 **internet** www.doe.mass.edu/cte/

e-mail careertech@doe.mass.edu

Introduction

Congress has not yet reauthorized the Perkins Act. However, Congress continued funding for Perkins in the FY05 appropriations act (Public Law 108-447) signed on December 8, 2004. This means that allocation funds for FY06 (college year 2005-2006) will be available for the Massachusetts Department of Education to award colleges and the collaborative for the grant period September 1, 2005 – August 31, 2006. In order to access these allocation funds a Perkins Act Local Plan Update is required as it has been in the past.

The Department of Education is providing this package earlier than usual in order for public two-year colleges and collaborative personnel to have ample time to develop a comprehensive update.

This package contains the complete Perkins Act Local Plan Update for Public Two-Year Colleges - Spring 2005 consisting of 1) Perkins Act Local Plan Update for Public Two-Year Colleges Form - Spring 2005 (with embedded instructions) and 2) Standard Contract Form and Application for Program Grants (with instructions.) Note that these documents will be available electronically on the DOE/CTE website at www.doe.mass.edu/cte/perkins.

College and collaborative personnel should follow the instructions and use the forms contained herein. It is imperative that the Perkins Act Local Plan Update for Public Two-Year Colleges Form - Spring 2005 and the Standard Contract Form and Application for Program Grants be submitted by their due dates.

Technical Assistance

Martha Hass is the liaison in the Career and Technical Unit who can provide technical assistance for public two-year colleges and the collaborative. Ms. Hass may be contacted at mhass@doe.mass.edu or (781) 338-3943.

Allocation Dollar Amounts

Final allocation dollar amounts for each public two-year college and school district will not be available until early spring. Therefore, each public two-year college and the collaborative will complete the **Draft Budget Summary** contained in this package using the FY05 (current year) allocation dollar amount. When the final allocation dollar amounts are known, each public two-year college and the collaborative will submit the Standard Contract Form and Application for Program Grants.

Due Date & Submission

- The completed Perkins Act Local Plan Update for Public Two-Year Colleges Form - Spring 2005 is due by April 15, 2005. Note that an earlier submission is more than welcome.
- Submit to: Margie Roberts
Career and Technical Education Unit
Massachusetts Department of Education 350 Main Street
Malden, MA 02148
- The completed Standard Contract Form and Application for Program Grants is due by the due date announced when the CTE Unit issues the final allocation dollar amounts to colleges and districts.
- Submit to: Margie Roberts
Career and Technical Education Unit
Massachusetts Department of Education 350 Main Street
Malden, MA 02148

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INSTRUCTIONS

PERKINS ACT LOCAL PLAN UPDATE for PUBLIC TWO-YEAR COLLEGES - SPRING 2005

1. Review the following:

- **Results of Perkins Act DOE/CTE Onsite Reviews**

- **Local Perkins Act Four-Year Local Plan and Updates**

- Massachusetts State Plan for Career and Technical Education on the DOE/CTE website: www.doe.mass.edu/cte/perkins.
- Perkins III Funding Manual on the DOE/CTE website: www.doe.mass.edu/cte/perkins.
- College/collaborative professional development plans
- Local Career and Technical Education Report for local course, program, degree, certificate enrollment, completion and placement data (Core Indicators 1, 2, 3 & 4)
- Local Career Program Advisory Committee meeting minutes
- Local results of internal reviews/evaluations of academic and technical programs
- [Grants for Schools: Getting Them and Using Them, A Procedural Manual](http://www.doe.mass.edu/grants) on the DOE Grants: Information website at <http://finance1.doe.mass.edu/Grants/>.

2. Complete the Perkins Act Local Plan Update for Public Two-Year Colleges Form – Spring 2005 according to the directions embedded on the form.
3. Submit the Perkins Act Local Plan Update for Public Two-Year Colleges Form –Spring 2005 by the due date.
4. Complete the Standard Contract Form and Application for Program Grants, when the CTE Unit announces final allocation dollar amounts.
5. Submit the Standard Contract Form and Application for Program Grants by the due date to be announced by the DOE/CTE Unit.

Note on the Definition of College Year for this Document

- Note that for this document, the 2004-2005 college year is from 9/1/04-8/31/05.
- Note that for this document, the 2005-2006 college year is from 9/1/05-8/31/06.

Consequences of Failing to File the Perkins Act Local Plan Update on Time

Failure to file the Perkins Act Local Plan Update for Public Two-Year Colleges – Spring 2005 including the Standard Contract Form and Application for Program Grants (or corrected/revised update, or application) by their due dates may result in the institution being declared ineligible for Perkins Act funds.

*PERKINS ACT LOCAL PLAN UPDATE
for PUBLIC TWO-YEAR COLLEGES FORM- SPRING 2005*

Part 1 – Public Two-Year College/Collaborative Information and Sign-off Section

College/Collaborative: _____

Name of College/Collaborative Contact Person for this Application: _____

Title of College/Collaborative Contact Person for this Application: _____

Telephone: (_____) _____ E-Mail _____

We certify that all information contained in this Perkins Public Two-Year College Local Plan Update – Spring 2005 is true and correct.

We certify that all planned uses of Perkins funds do not supplant state or local funds.

We certify that the college/collaborative will provide career programs that are of such size, scope and quality to be effective.

Name of President or Superintendent: _____

Signature of President or Superintendent _____ Date: _____

Signature of Contact Person for this Application: _____ Date: _____

Date Update Received (for DOE use, only): _____

Part 2 – Programmatic Information/Data Section

1. Section 134 (b) (4) requires that colleges and collaboratives describe how parents/guardians, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career programs assisted under the Perkins Act, and how such individuals and entities are effectively informed about, and assisted in understanding the requirements of the Act.

A. Thus, provide a list of participants involved in the development of this update. The list **must** include: name, title/position, affiliation (name & address of business or educational institution or other.) Add additional lines as needed.

Parents/Guardians

Students

Teachers

Representatives of Business &

Industry

Special Populations Coordinator

Students w/Disabilities Staff

English Language Learner Staff

Single Parent Support Staff

Nontraditional by Gender Initiative

Staff

Displaced Homemaker Support

Staff

Labor Representatives

Other Interested Individuals

Name of Participant	Title/Position	Affiliation (name & address)

B. Please describe, using the space below, plans for 2005-2006 that will result in the participants listed above, being involved in the development, implementation and evaluation of career programs that are assisted under the Perkins Act. Add additional lines as needed.

2. Section 134 (b) (3) (A) requires that colleges and collaboratives describe how they improve the academic and technical skills of students participating in career programs by strengthening the academic, and technical components of such programs through the integration of academics with technical education.

Thus, summarize the progress made by the college/collaborative thus far during the 2004-2005 college year in the integration of academics with technical education. Add additional lines as needed.

A.

B. Please describe, using the space below, plans for 2005-2006 that will result in improvements regarding the integration of academics with technical education in career associate degree and career certificate programs. Add additional lines as needed.

3. Section 134 (b) (3) (B) requires that colleges and collaboratives provide students with strong experience in, and understanding of all aspects of a modern industry.

Thus, summarize in the chart below how the skills associated with each aspect of a modern industry are taught to students during the 2004- 2005 college year. Feel free to complete one table for each program or summarize the college/collaborative's approach if a college wide approach to teaching all aspects of a modern industry exists. Add additional lines as needed.

A.

Aspect	Summary
<i>Health & Safety Knowledge/Skills</i>	
<i>Technical Knowledge/Skills</i>	
<i>Embedded Academic Knowledge/Skills</i>	
<i>Employability Knowledge/Skills</i>	

<i>Management & Entrepreneurship*</i>	
<i>Underlying Principles of Technology Knowledge/Skills</i>	

- *Planning, Finance, Business Ethics, Labor Relations, Community and Environmental Knowledge Skills*

B. Please describe, using the space below, plans for 2005-2006 that will result in students gaining strong experience in and understanding of all aspects of a modern industry. This description can be for each program or for the college/collaborative as a whole. Add additional lines as needed.

4. Section 134 (b) (3) (C) requires that colleges and collaboratives ensure that students who participate in career programs are taught to the same challenging academic proficiencies as are taught to all other students including students in liberal arts programs.

Thus, summarize below the progress made by the college/collaborative in this endeavor thus far during the 2004-2005 college year.

- A. Add additional lines as needed.

5. Section 134 (b) (5) requires that colleges and collaboratives provide career programs that are of such size, scope, and quality to bring about improvement in the quality of career programs. • Note that the requirement for satisfactory career program “scope” is met by the program including instruction in all aspects of the modern industry the students are preparing to enter. Thus, scope has already been summarized by the college/collaborative above in Part 2 (3) under all aspects of a modern industry. • Note that the requirement for satisfactory career program “quality” is met by the programs meeting the goals set for the Four Core Indicators of Performance; programs being validated within the last five years by representatives from the industry of the program; programs meeting national program standards validation where available; programs providing students with the opportunity to earn applicable state or industry license and/or

(Updates on core indicator performance are required elsewhere in this update.)
certificates.

- A. Please provide an update on the current status of career program industry validation, national program standards validation and student

acquisition of state or industry licenses/certifications in the space below. Forecast plans for 2005-2006 below, as well. Add additional lines as needed.

- B. Summarize below increases to the “size” (if any) of career programs in the college/collaborative that have been made thus far during the 2004-2005 college year. Note that for degree programs, the size requirement is met by a sequence of courses of at least 15 credits of career courses in addition to the academic courses required by the degree program. For certificate or other formal award programs, the size requirement is met by a sequence of courses of at least two career courses and at least one academic course or academic component within a career course for a grand total of 12 or more credits in the certificate or other formal award program. Add additional lines as needed.

6. Section 134 (b) (6) requires that colleges and collaboratives describe the process for independently evaluating and continuously improving career programs.

- A. Thus, summarize below the results of any independent evaluations that have been conducted thus far during the 2004-2005 college year. Add additional lines as needed.

7. Section 134 (b) (7) (A) requires that colleges and collaboratives review career 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.

- A. Thus, summarize below any strategies (by special population) that have been identified and adopted thus far during the 2004-2005 college year. Add additional lines as needed.

Students with Disabilities: _____

English Language Learners: _____

Economically Disadvantaged Students: _____

Single Parents*/Displaced Homemakers: _____

Students in Programs Nontraditional by Gender: _____

**includes single pregnant women*

- B. Summarize below any strategies (by special population) that will be adopted during the 2005-2006 college year. Add additional lines as needed.

Students with Disabilities: _____

English Language Learners: _____

Economically Disadvantaged Students: _____

Single Parents*/Displaced Homemakers: _____

Students in Programs Nontraditional by Gender: _____

**includes single pregnant women*

8. Section 134 (b) (7) (B) requires that colleges and collaboratives provide programs that are designed to enable special populations to meet state core indicator goals.

- A. Thus, summarize below the programmatic modifications that have been introduced thus far during the 2004-2005 college year to enable special populations to meet state core indicator goals. Add additional lines as needed.

Students with Disabilities: _____

English Language Learners: _____

Economically Disadvantaged Students: _____

Single Parents*/Displaced Homemakers: _____

Students in Programs Nontraditional by Gender: _____

**includes single pregnant women*

9. Section 134 (b) (8) requires that colleges and collaboratives describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations.

- Thus, summarize below what steps the college/collaborative has taken thus far during 2004-2005 to ensure that individuals who are
- A. members of special populations were not discriminated against on the basis of their status as members of special populations. Add additional lines as needed.

Students with Disabilities: _____

Limited English Proficient Students: _____

Economically Disadvantaged Students: _____

Single Parents*/Displaced Homemakers: _____

Students in Programs Nontraditional by Gender: _____

**includes single pregnant women*

- B. Summarize below what steps the college/collaborative will take during 2005-2006 to ensure that individuals who are members of special populations are not discriminated against on the basis of their status as members of special populations. Add additional lines as needed.

Students with Disabilities: _____

Limited English Proficient Students: _____

Economically Disadvantaged Students: _____

Single Parents*/Displaced Homemakers: _____

Students in Programs Nontraditional by Gender: _____

**includes single pregnant women*

10. Section 134 (b) (9) requires that colleges and collaboratives describe how funds are used to promote nontraditional by gender training and employment.

A. Thus, summarize below what the college/collaborative has done thus far during 2004-2005 to promote nontraditional by gender training and employment.
Add additional lines as needed.

B. Summarize in the space below what the college/collaborative will do during 2005-2006 to promote nontraditional by gender training and employment. Add additional lines as needed.

11. Section 134 (b) (10) requires that colleges and collaboratives describe how comprehensive professional development for technical, academic, guidance and administrative staff is provided.

A. In the chart below, summarize how professional development (PD) has been provided with Perkins funds thus far in 2004-2005 to teachers and other staff in each career program and academic course associated with a career program. Indicate which core indicator(s) were impacted. (e.g. equal opportunity training provided to cooperative education coordinator and teachers early in the college year resulted in more students in nontraditional by gender programs accessing employment nontraditional by gender, and which also resulted in increased program retention and completion – (core indicators 3 & 4). Add additional lines as needed.

CTE Program & Academic Course	Brief summary of PD provided in 2004-2005 w/Perkins funds	Core Indicator
English Language Arts		
Mathematics		
Science		
Social Science		
CTE Program Fill in Name _____		
CTE Program Fill in Name _____		

B. In the chart below, summarize how professional development (PD) will be as provided during 2005-2006 with Perkins funds to teachers and other staff in each career program and academic course associated with a career program. Indicate which core indicator(s) will be impacted. Add additional lines as needed.

CTE Program & Academic Course	Brief summary of PD that will be provided in 2005-2006 w/Perkins funds	Core Indicator
English Language Arts		
Mathematics		
Science		
Social Science		

CTE Program Fill in Name _____		
CTE Program Fill in Name _____		

12. Using college year 2004-2005 (FY 05) Standard Contract Form and Application for Program Grants as a guide, list each FY05 Perkins allocation expenditure item (except fringe benefits and indirect costs) and the outcomes achieved as a result of the expenditure (e.g., Supplies & materials: met national program standards.) Also, indicate which core indicator(s) were impacted (e.g. meeting national program standards impacted core indicators 1 & 3.) Indicate applicable fund code use (e.g., met national program standards: fund code F.) Add additional lines as needed.

College Year 2004-2005 (FY05) Improvements to Career and Technical Programs with Perkins Allocation Funds

BUDGET ITEM EXPENDED	Amount Expended	OUTCOMES ACHIEVED	Core Indicator	Fund Use Code <i>(See below for codes)</i>
1. Administrators				
Supervisor/Director				
Project Coordinator				
Stipends				
2. Instructional/Professional Staff				
Support Staff				
4. Contractual				
Services				
Consultants				

Specialists				
Instructors				
Speakers				
Substitutes				
Others				
4. Supplies and materials				
Textbooks & instructional materials				
Instructional Tech. including software				
Non-Instructional supplies				
5. Travel				
6. Other Costs				
7. Equipment				

1. Academic & Technical Achievement – Core Indicator 1 - In the following table, report the number (numerator) (# of for-credit academic and & technical courses completed by the applicable population of matriculated CTE students during the fall semester 2003 (as of Oct 1, 2003). Report the number (denominator) (# of for-credit academic and technical courses attempted by the applicable population of matriculated CTE students during the fall semester 2003 (as of Oct 1, 2003). Compute the results % by dividing the numerator by the denominator and record the results in Column 3. If the college/collaborative result in Column 3 is less than 72.17% an improvement plan is required for each special population category (1-6 below) that was below 72.17%. The format for improvement plans is provided below in the Improvement Plan Section.

	Column 1 Numerator	Column 2 Denominator	Column 3 Results %	Column 4 7/1/03- 6/30/04 Goal	Column 5 72.17% Goal Met? Y/N
Category 1 All CTE Students				72.17%	
Category 2 CTE Students w/Disabilities				72.17%	
Category 3 LEP CTE Students				72.17%	
Category 4 Economically Disadvantaged CTE				72.17%	

Students					
Category 5 Single Parent*/Displaced Homemaker CTE Students				72.17%	
Category 6 Students in Programs Nontraditional by Gender				72.17%	

**includes single pregnant women*

- 2. Attainment of an Associate Degree; Postsecondary Certificate; Full-Time, First-Time CTE Students (Fall 2000 Cohort– Core Indicator 2 . In the following table, report the numerator (# of full-time, first-time CTE students (from the established fall 2000 cohort) by their applicable population category who received a degree or certificate, transferred or were still enrolled as of October 1, 2004). Report the number (denominator) (# of full-time, first-time CTE students by their applicable population category who matriculated into a CTE associate degree or certificate program during the fall semester 2000 (as of Oct. 1, 2000). Divide the numerator by the denominator. Record the results % result in Column 3.**

If the result is less than 46.80% an improvement plan is required for each special population category (1-6 below) that was below 46.80%. The format for improvement plans is provided below in the Improvement Plan Section.

	Column 1 Numerator	Column 2 Denominator	Column 3 Results %	Column 4 7/1/03- 6/30/04 Goal	Column 5 46.80% Goal Met? Y/N
Category 1 All CTE Students				46.80%	
Category 2 CTE Students w/Disabilities				46.80%	
Category 3 LEP CTE Students				46.80%	
Category 4 Economically Disadvantaged CTE Students				46.80%	
Category 5 Single Parent*/Displaced Homemaker CTE Students				46.80%	
Category 6 Students in Programs Nontraditional by Gender				46.80%	

**includes single pregnant women*

3. **Positive Placement – Core Indicator 3** - In the following table, report the numerator which is the actual number of 2003 CTE graduates who were in a job, in the military or enrolled in additional education 9 months after graduation; and the denominator which is the number of 2003 CTE graduates who responded to the nine month survey.

Calculate the results for Column 3. Data should be reported for all CTE students and for each of the special population category. If the result is less than 90.31% an improvement plan is required for each special population category (1-6 below) that was below 90.31%. The format for improvement plans is provided below in the Improvement Plan Section.

	Column 1 Numerator	Column 2 Denominator	Column 3 Results %	Column 4 Statewide 7/1/03- 6/30/04 Goal	Column 5 90.31% Goal Met? Y/N
Category 1 All CTE Students				90.31%	
Category 2 CTE Students w/Disabilities				90.31%	
Category 3 LEP CTE Students				90.31%	
Category 4 Economically Disadvantaged CTE Students				90.31%	
Category 5 Single Parent*/Displaced Homemaker CTE Students				90.31%	
Category 6 Students in Programs Nontraditional by Gender				90.31%	

**includes single pregnant women*

4. **Nontraditional by Gender Student Enrollment – Core Indicator 4** - In the following table, report the number (numerator) of nontraditional by gender (NTG) CTE students enrolled on October 1, 2004 in NTG programs. Report the total number (denominator) of students enrolled in NTG programs on October 1, 2004. Source is the Career & Technical Education Report

Divide the numerator by the denominator and record the result below in Column 3. If the result is less than 10.23% an improvement plan is required. The format for the improvement plan is provided below in the Improvement Plan Section.

College/Collaborative			Column 4 Statewide 7/1/03- 6/30/04 Goal	Column 5 10.23% Goal Met? Y/N
Column 1 Numerator	Column 2 Denominator	Column 3 Results %		
			10.23%	

5. **Nontraditional by Gender Student Completion – Core Indicator 4** . In the following table, report the total number (numerator) of NTG CTE students who completed CTE programs nontraditional for their gender in 2004. Report the total number (denominator) of students who completed CTE NTG programs in 2004. Source is the Career & Technical Education Report.
6. Divide the numerator by the denominator and record the result below in Column 3. If the result is less than 9.41% an improvement plan is required. The format for the improvement plan is provided below in the Improvement Plan Section.

College/Collaborative			Column 4 Statewide 7/1/03- 6/30/04 Goal	Column 5 9.41% Goal Met? Y/N
Column 1 Numerator	Column 2 Denominator	Column 3 Results %		
			9.41%%	

6. **Certifications/licenses awarded to students during the 2004-2005 college year.** Complete the chart below. Note that the certificates, certifications and licenses must have been actually awarded to students in order to be included in this chart. Add additional lines as needed.

Career and Technical Program	Name of Certificate/Certification/License	# of students eligible	# of students Who Were Awarded Cert/License

Part 3 – Improvement Plan Section

IMPROVEMENT PLAN for Core Indicator 1 Add additional lines as needed.																	
1. Improvement Plan for all CTE Students (if goal of 72.17% was not met for all CTE students.)	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%; text-align: center; border-bottom: 1px solid black;">Goals</th> <th style="width: 40%; text-align: center; border-bottom: 1px solid black;"><u>Activities</u></th> <th style="width: 30%; text-align: center; border-bottom: 1px solid black;">Timelines</th> </tr> </thead> <tbody> <tr><td style="padding: 2px 5px;">1.</td><td></td><td></td></tr> <tr><td style="padding: 2px 5px;">2.</td><td></td><td></td></tr> <tr><td style="padding: 2px 5px;">3.</td><td></td><td></td></tr> <tr><td style="padding: 2px 5px;">4.</td><td></td><td></td></tr> </tbody> </table>	Goals	<u>Activities</u>	Timelines	1.			2.			3.			4.			
Goals	<u>Activities</u>	Timelines															
1.																	
2.																	
3.																	
4.																	
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2.																	
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<p>4.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p>Improvement Plan for all economically disadvantaged CTE students (if goal of 72.17% was not met for CTE students who are economically disadvantaged.)</p> <p><u>Goals</u></p>	<p><u>Activities</u></p>	<p><u>Timelines</u></p>
<p>5.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p>Improvement Plan for all single parent*/displaced homemaker CTE students (if goal of 72.17% was not met for CTE students who are single parent (includes single pregnant women)/displaced homemakers.</p> <p><u>Goals</u></p>	<p><u>Activities</u></p>	<p><u>Timelines</u></p>
<p>6.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p>Improvement Plan for all CTE nontraditional by gender students (if goal of 72.17% was not met for CTE nontraditional by gender students.)</p> <p><u>Goals</u></p>	<p><u>Activities</u></p>	<p><u>Timelines</u></p>

IMPROVEMENT PLAN for Core Indicator 2 Add additional lines as needed.

1. Improvement Plan for all CTE Students (if goal of 46.80% was not met for all CTE students.)

	<u>Goals</u>	<u>Activities</u>	<u>Timelines</u>
1.			
2.			
3.			
4.			

2. Improvement Plan for all CTE students with disabilities (if goal of 46.80% was not met for CTE students with disabilities.)

	<u>Goals</u>	<u>Activities</u>	<u>Timelines</u>
1.			
2.			
3.			
4.			

3. Improvement Plan for all CTE students who are limited English proficient (if goal of 46.80% was not met for CTE students who are English Language learners.)

	<u>Goals</u>	<u>Activities</u>	<u>Timelines</u>
1.			
2.			
3.			
4.			

4. Improvement Plan for all economically disadvantaged CTE students (if goal of 46.80% was not met for CTE students who are economically disadvantaged.)		
<u>Goals</u>	<u>Activities</u>	<u>Timelines</u>
1.		
2.		
3.		
4.		
5. Improvement Plan for all single parent*/displaced homemaker CTE students (if goal of 46.80% was not met for CTE students who are single parent (includes single pregnant women)/displaced homemakers.		
<u>Goals</u>	<u>Activities</u>	<u>Timelines</u>
1.		
2.		
3.		
4.		
6. Improvement Plan for all CTE nontraditional by gender students (if goal of 46.80% was not met for CTE nontraditional by gender students.)		
<u>Goals</u>	<u>Activities</u>	<u>Timelines</u>
1.		
2.		
3.		
4.		

IMPROVEMENT PLAN for Core Indicator 3 Add additional lines as needed.

1. Improvement Plan for all CTE Students (if goal of 90.31% was not met for all CTE students.)

	<u>Goals</u>	<u>Activities</u>	<u>Timelines</u>
1.			
2.			
3.			
4.			

2. Improvement Plan for all CTE students with disabilities (if goal of 90.31% was not met for CTE students with disabilities.)

	<u>Goals</u>	<u>Activities</u>	<u>Timelines</u>
1.			
2.			
3.			
4.			

3. Improvement Plan for all CTE students who are limited English proficient (if goal of 90.31% was not met for CTE students who are English Language learners.)

	<u>Goals</u>	<u>Activities</u>	<u>Timelines</u>
1.			
2.			
3.			
4.			

4. Improvement Plan for all economically disadvantaged CTE students (if goal of 90.31% was not met for CTE students who are economically disadvantaged.)		
<u>Goals</u>	<u>Activities</u>	<u>Timelines</u>
1.		
2.		
3.		
4.		
5. Improvement Plan for all single parent*/displaced homemaker CTE students (if goal of 90.31% was not met for CTE students who are single parent (includes single pregnant women)/displaced homemakers.		
<u>Goals</u>	<u>Activities</u>	<u>Timelines</u>
1.		
2.		
3.		
4.		
6. Improvement Plan for all CTE nontraditional by gender students (if goal of 90.31% was not met for CTE nontraditional by gender students.)		
<u>Goals</u>	<u>Activities</u>	<u>Timelines</u>
1.		
2.		
3.		
4.		

IMPROVEMENT PLAN for Core Indicator 4 (Nontraditional Enrollment) Add additional lines as needed.

1. Improvement Plan (if goal of 10.23% was not met)

Goals

Activities

Timelines

- 1.
- 2.
- 3.
- 4.

IMPROVEMENT PLAN for Core Indicator 4 (Nontraditional Completion) Add additional lines as needed.

2. Improvement Plan (if goal of 9.41% was not met)

Goals

Activities

Timelines

- 1.
- 2.
- 3.
- 4.

Part 4 – Draft Budget Section

Fund Use Codes for the Required Uses of Funds and Permissible Uses of Funds

Fund Use Code

Eight Required Uses of Funds

- A. Integrate academic, vocational and technical components
- B. Provide students with strong experience in and understanding of all aspects of an industry
- C. Develop, improve, or expand the use of technology in vocational and technical education
- D. Provide professional development programs to teachers, counselors and administrators
- E. Develop and implement evaluations that assess the needs of special populations
- F. Initiate, improve, expand and modernize quality vocational and technical education programs
- G. Provide services and activities that are of sufficient size, scope and quality to be effective
- H. Link secondary and postsecondary vocational education programs

Permissible Uses of Funds

- I. Involve parents, businesses and labor organizations in the design, implementation and evaluation of programs
- J. Provide career guidance and academic counseling for students
- K. Provide work-related experience, e.g., internships, co-op education, school-based enterprises, entrepreneurship, etc.
- L. Provide programs for special populations
- M. Local education and business partnerships
- N. Assist vocational and technical student organizations
- O. Provide mentoring and support services
- P. Leasing, purchasing, upgrading or adapting equipment, including instructional aids
- Q. Provide teacher preparation programs
- R. Improving or developing new vocational and technical education courses
- S. Provide support for family and consumer science programs
- T. Provide vocational and technical education programs for adults and school dropouts
- U. Provide assistance to students in finding an appropriate job and continuing their education
- V. Support nontraditional training and employment activities
- W. Support other activities that are consistent with the purposes of this Act
- X. Administrative Funds (limited to 5% of grant)

Draft Budget Summary

Using the General Standard Contact Form and Application for Program Grants - Part II Project Expenditures - Budget Detail Pages as a guide, summarize the expenditures proposed for the 2005-2006 school year (FY 06). List each proposed budget item, proposed budget amount, and provide a brief budget summary, fund use code number (from list above) and relation to Core Indicator(s). Add additional lines as needed.

Proposed Budget Item	Proposed Budget Amount	Brief Budget Summary	Core Indicator	Fund Use Code
1. Administrators:				
Supervisor/Coordinator				
Stipends				
2. Instructional/ Professional Staff:				
3. Support Staff:				
Aides/Paraprof.				
Secretary/Bookkeeper				
Other				
4. Fringe Benefits:				
5. Contractual Services:				
Consultants				
Specialists				
Instructors				
Speakers				
Substitutes				
6. Supplies and Materials:				
Textbooks & instructional materials				
Instructional technology <i>including</i> software				
Non-Instructional supplies				

7. Travel:				
8. Other Costs:				
9. Indirect:				
10. Equipment:				

Justification for not using PERKINS FUNDS for the eight REQUIRED ACTIVITIES

If the proposed budget items do not include the eight required uses of funds, an explanation/justification that would withstand a compliance audit must be provided below. For example, this may be the case if local funds (non-Perkins funds) will be expended on any of the eight required uses of funds rather than Perkins funds. Add additional lines as needed.

Required Use	Non-Perkins \$ Amount	Explanation/Justification
1. integration		
2. all aspects of the industry		
3. use of technology in technical areas		
4. professional development		
5. evaluations of special populations		
6. improve the quality of technical programs		
7. provide services/activities that are effective		
8. secondary/postsecondary linkages		

INSTRUCTIONS
STANDARD APPLICATION FOR FY2006 PROGRAM GRANTS

General Instructions: Submission of proposals is to be made directly to the program unit that manages them, allowing for more rapid distribution to readers and review and approval of proposals.

Standard Contract Form and Application for Program Grants (Parts I and II)

Part I A-C: General Descriptor Information

A separate signature page signed by an authorized signatory will be needed for each program unit.

Required information includes:

- applicant agency name, address, and telephone number, four-digit district code;
- source and type of funding being applied for;
- beginning and end dates of the grant programs;
- the original signature of the authorized signatory; and
- date signed.

Part II: Project Expenditures

The Budget Detail Page (Part II) contains *applicant agency contact person* information, including:

- name of applicant agency, four-digit district code;
- fund code of grant program; and
- name, address, telephone number, and e-mail address of the applicant agency contact person.

Specific budgetary information structured in an object of expenditure or line item format and containing sufficient sub-line item information to comply with the relevant laws is required.

A grant application contains Parts I, II, and III, depending on the unique requirements of the grant program. In addition, a set of standardized schedules has been developed for the purpose of collecting supplemental information for certain programs and projects. Please refer to the Request for Proposals to determine which, if any, schedules are required to be filed with the application for funding.

A federal Statement of Assurances certification document is required for most federal grants. This document is sent to superintendents/directors in a separate mailing and is to be returned to Grants Management.

Grant recipients are advised that:

- separate and auditable records must be maintained for *each* project;
- payrolls must be supported by time and attendance records;
- salaries and wages of employees chargeable to more than one grant program must be supported by time distribution records; and
- funds must be administered in compliance with relevant federal, state, and local laws, regulations, and policies.

PART I GENERAL DESCRIPTOR INFORMATION – SPECIFIC INSTRUCTIONS

- A. Legal name and address of applicant agency.
- B. Application for program funding: Indicate the amount of each proposal being applied for in the AMOUNT REQUESTED column and enter total amount requested.
- C. The appropriate and responsible representative (i.e., the superintendent, collaborative director, or chief executive officer of an agency) must sign the certification, indicating his/her typed name, title, and the date signed. In the absence of the above named officials, an assistant superintendent or similar administrator, depending on the agency, may sign provided that he/she has been delegated this authority.

PART II PROJECT EXPENDITURES – DETAIL INFORMATION – SPECIFIC INSTRUCTIONS

The budgetary section of the Standard Application contains financial information to support project expenditures. Its purpose is to provide budgetary information, using a line item or object of expenditure format. Section II, the Budget Detail pages, requires detail information for the sublines of each project. All amounts on budget lines must be rounded to whole dollars; no cents allowed.

If the space provided on the detail page is insufficient to supply the requested information, attach additional sheets as necessary. However, please make every effort to use only the space provided. Many programs now require a budget narrative to accompany the Part II, Budget Detail pages.

There is sufficient detail in the budget format to cover most costs to be included in a project. However, all allowable items may not be listed (these can be included under line 8. *Other Costs*) and certain listed items may not be allowable under all grant programs. Refer to the Request for Proposals or contact the appropriate representative of the Department if you have any questions regarding particular costs.

Part II Project Expenditures – Budget Detail Pages

APPLICANT AGENCY AND STAFFING CATEGORY INFORMATION: A – I

Please provide all appropriate, requested information.

- A. **Fund Code** - Request for Proposals Fund Code
- B. **Applicant Agency Name** – Applicant agencies should provide the full, legal name of the school district or organization that is applying for grant funds. Names of individuals are not acceptable.
District Code – Applicant agency code
Contact Person – Name of person within the applicant agency that can be contacted regarding programmatic or budgetary questions. **A contact person should be available in July and August for grants scheduled to begin September 1.**
Address – Applicant agency address, including Zip Code
E-Mail Address – Applicant agency contact person’s e-mail address
- C. **Assignment Through Schedule A** - Check this box **ONLY** if this project will be using funds assigned by more than one agency. A completed Schedule A, with signatures and the amount of funds assigned by each participating agency, must be attached to this Budget Detail.
- D. **Staffing Categories** - List the title of the staff employed under the project. In identifying the title, relate the title to any certification or licensing standards that may be required for the position, where possible.
- E. **Number of Staff** - Indicate the actual number of staff (head count) for the positions listed under *Staffing Categories*.
- F. **Full Time Equivalent (FTE)** - Summarize and indicate the time funded as a percentage of full time equivalency for the positions listed under *Staffing Categories*.
- G. **MTRS* (Massachusetts Teachers’ Retirement System)** - For positions listed under *Staffing Categories*, check all staff who are members of the Massachusetts Teachers' Retirement System (MTRS). (**Disregard this requirement for state-funded programs.**)
- H. **Amount** - Indicate the amount budgeted for the positions listed under *Staffing Categories*.
- I. **Total** - Indicate the subtotal of the amounts for each line item.

BUDGET LINES ITEMS 1-10

Please provide all appropriate, requested information.

LINE ITEMS:

1. **Administrators** - Supervise project staff and/or direct the project. Costs included under this line item must be directly attributable to the project and documented. Supervisory staff who may receive a stipend for grant activities which are over and above their regular responsibilities should be reflected in the *Stipend* box (unless the recipient agency has a policy of paying overtime for such activities).
2. **Instructional/Professional Staff** - Staff who provide direct educational/instructional services under the project. Instructional staff who may receive a stipend for grant activities that are over and above their regular responsibilities should be reflected in the *Stipend* box (unless the recipient agency has a policy of paying overtime for such activities).
3. **Support Staff** - Other staff who provide services necessary to support direct educational/instructional services under the project. Costs included under this line item must be directly attributable to the project and documented.
4. **Fringe Benefits** - If fringe benefits are offered to project staff, these benefits must be granted under approved plans and be consistent with the applicant agency’s standards for similar costs supported with other than project funds.

4-a. **MA TEACHERS' RETIREMENT SYSTEM** (Federally-funded grants only) – Indicate the amount of *Fringe Benefits* allocable to the Massachusetts Teachers' Retirement System

4-b. **OTHER FRINGE BENEFITS** - Other retirement systems, health insurance, FICA

5. **Contractual Services** - Services that cannot be provided by other full or part-time staff employed by the project. Generally, these services are for a short-term period and provide a specific and identifiable product or service. Recipients must adhere to relevant procurement standards when advertising for or soliciting potential service providers. Some grant programs may place a limit on expenditures for consultant services. Applicants should refer to the RFP or agency contact for specific guidance. Costs for substitutes should be reflected in this budget line. Stipends paid to regular salaried supervisory and instructional staff for activities outside their contracted working hours may also be listed here under OTHER (unless the recipient agency has a policy of paying overtime for such activities).

6. **Supplies and Materials** - Costs necessary to carry out the project. Supplies are defined as expendable personal property having a useful life of less than one year or an acquisition cost of less than \$5,000 per unit.

7. **Travel** - Costs for employees on official business incident to the project. Costs must be consistent with the applicant agency's standards for similar activities supported with other than project funds.

8. **Other Costs:**

Advertising - **Costs for newspaper, magazine, radio, television, direct mail, trade paper, or other advertising provided that the costs are solely for: (a) recruitment of personnel required for the project, (b) solicitation of bids for procurement of goods or services required for the project.**

Maintenance and Repairs - Costs incurred for maintenance or repair of equipment purchased with project funds necessary to keep it in efficient operating condition.

Memberships and Subscriptions - Costs of membership in civic, business, technical, and professional organizations provided that: (a) the benefit from the membership is related to the project, (b) the expenditure is for agency membership, (c) the cost of the membership is reasonably related to the value received, and (d) the expenditure is not for membership in an organization that devotes a substantial part of its activities to influencing legislation. Also include here the cost of software licenses.

Printing and Reproduction - Costs incurred for printing and reproduction services necessary for project administration, including forms, reports, manuals, and informational literature.

Transportation - Costs related to the project for pupil travel to and from school, between schools and in and around school buildings, and for appropriate field trips or site visits, etc.

Telephone/Utilities - Direct costs for telephone/telecommunications service and utility expenses that relate exclusively to the project.

Rental of Space/Equipment - Direct costs for rental of space/equipment that relate exclusively to the project, provided that the total cost does not exceed the rental costs for similar space or equipment supported with other than project funds.

9. **Indirect Costs** - For all school districts in Massachusetts, costs must be consistent with the rate established by the Department's Office of School Finance. For other than school systems, applicant agencies must comply with provisions of CFR 34 S.76.561. (Please note that indirect costs are not allowable under certain grant programs. If you have any questions regarding this issue, contact the appropriate representative of the Department.)

10. **Equipment** - Costs necessary to carry out the project. Grant 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 or more per unit.

**MASSACHUSETTS DEPARTMENT OF EDUCATION
STANDARD CONTRACT FORM AND APPLICATION FOR PROGRAM GRANTS**

PART I - GENERAL

A. APPLICANT:
ADDRESS:
TELEPHONE: ()

B. APPLICATION FOR PROGRAM FUNDING

FUND CODE	PROGRAM NAME	PROJECT DURATION		AMOUNT REQUESTED
		FROM	TO	
TOTAL AMOUNT REQUESTED:				

<p>C. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS.</p>
--

AUTHORIZED SIGNATORY:	TITLE:
TYPED NAME:	DATE:

DO NOT WRITE BELOW THIS LINE

MASSACHUSETTS DEPARTMENT OF EDUCATION USE ONLY	
GRANTS MANAGEMENT	
For the Department Authorized Signatory:	Date:

PART II PROJECT EXPENDITURES - DETAIL INFORMATION
A.

FUND CODE:

B. APPLICANT AGENCY:	<i>District Code:</i>			
-----------------------------	-----------------------	--	--	--

Applicant Agency <i>Contact Person:</i>	<i>Address:</i>	<i>Zip Code:</i>
<i>Telephone: ()</i>	<i>E-mail address:</i>	

PLEASE PROVIDE THE INFORMATION REQUESTED ABOVE AND SUBMIT BOTH PAGES OF THE BUDGET DETAIL EVEN THOUGH THERE MAY BE NO LINE ITEM ENTRIES ON THE FIRST PAGE.

C. ASSIGNMENT THROUGH SCHEDULE A
 Check this box ONLY if this project will be using funds assigned by more than one agency. A completed Schedule A, with signatures and the amount of funds assigned by each participating agency, must be attached to this Budget Detail.

D. STAFFING CATEGORIES	E. # OF STAFF	F. FTE	G. MTRS *	H. AMOUNT	I. TOTAL
1. ADMINISTRATORS:					
SUPERVISOR/DIRECTOR					
PROJECT COORDINATOR					
STIPENDS					
2. INSTRUCTIONAL/PROFESSIONAL STAFF:					
STIPENDS					
SUB-TOTAL					
3. SUPPORT STAFF:					
AIDES/PARAPROFESSIONALS					
SECRETARY/BOOKKEEPER					
OTHER					
SUB-TOTAL					

*Check the MTRS box if the identified employee(s) is/are a member of the MA Teachers' Retirement System. This requirement applies only to federally funded grant programs.

4. FRINGE BENEFITS:	AMOUNT	LINE
4-b OTHER FRINGE BENEFITS (Other retirement systems, health insurance, FICA)		
SUB-TOTAL		

APPLICANT AGENCY:		FUND CODE:	
5. CONTRACTUAL SERVICES: Indicate the services to be provided and the rate to be paid <u>per hour</u> or <u>per day</u> , whichever is applicable.		AMOUNT	LINE ITEM SUB-TOTAL
RATE	Hour/Day		
CONSULTANTS	\$		
SPECIALISTS	\$		
INSTRUCTORS	\$		
SPEAKERS	\$		
OTHER	\$		
SUBSTITUTES	\$		
SUB-TOTAL			
6. SUPPLIES AND MATERIALS: Items costing less than \$5,000 per unit <u>or</u> having a useful life of less than one year.			
TEXTBOOKS AND INSTRUCTIONAL MATERIALS			
INSTRUCTIONAL TECHNOLOGY INCLUDING SOFTWARE			
NON-INSTRUCTIONAL SUPPLIES			
SUB-TOTAL			
7. TRAVEL: Mileage, conference registration, hotel, and meals			
SUPERVISORY STAFF			
INSTRUCTIONAL STAFF			
OTHER			
SUB-TOTAL			
8. OTHER COSTS: Indicate the amount requested in each category.			
Advertising	\$	Transportation of Students	\$
Maintenance/Repairs	\$	Telephone/Utilities	\$
Memberships/Sub	\$	Rental of Space	\$
Printing/Reproduction	\$	Rental of Equipment	\$
SUB-TOTAL			
9. INDIRECT COSTS		Approved Rate:	
10. EQUIPMENT: Attach a list with a statement of need and cost of each item. Items costing \$5,000 <u>or</u> more per unit <u>and</u> having a useful life of more than one year.			
INSTRUCTIONAL EQUIPMENT			
NON-INSTRUCTIONAL EQUIPMENT			
SUB-TOTAL			
TOTAL FUNDS REQUESTED			

Massachusetts



Department of
Education

Carl D. Perkins Vocational & Technical Education Act Local Plan Update Package for Secondary Schools

Spring 2005

Includes: Grant Application for Fiscal Year 2006 Allocation Grant Funding

February 2, 2005



Massachusetts Department of Education

Career and Technical Education Unit

350 Main Street, Malden, MA 02148

781-338-3910 TTY 800-439-0183 (or 711)

Internet www.doe.mass.edu/cte/

e-mail careertech@doe.mass.edu

Introduction

Congress has not yet reauthorized the Perkins Act. However, Congress continued funding for Perkins in the FY05 appropriations act (Public Law 108-447) signed on December 8, 2004. This means that Perkins allocation funds for FY06 (school year 2005-2006) will be available for the Massachusetts Department of Education (DOE) to award local education agencies (LEAs) for the grant period September 1, 2005 – August 31, 2006. In order to access these allocation funds a Perkins Act Local Plan Update is required as it has been in the past.

The Department of Education is providing this package earlier than usual in order for LEA personnel to have ample time to develop a comprehensive update.

This package contains the complete Perkins Act Local Plan Update for Secondary Schools - Spring 2005 consisting of 1) Perkins Act Local Plan Update for Secondary Schools Form - Spring 2005 (with embedded instructions) and 2) Standard Contract Form and Application for Program Grants (with instructions.) Note that these documents will be available electronically on the DOE/CTE website at www.doe.mass.edu/cte/perkins.

LEA personnel should follow the instructions and use the forms contained herein. It is important that the Perkins Act Local Plan Update for Secondary Schools Form - Spring 2005 and the Standard Contract Form and Application for Program Grants be submitted by their due dates.

Technical Assistance

Each LEA has a liaison in the Career and Technical Education Unit who can provide technical assistance. The list of LEA liaisons is located on the DOE/CTE website at www.doe.mass.edu/cte/ under “contact us.” Also, feel free to contact staff at the main number (781) 338-3910 or main e-mail careertech@doe.mass.edu.

Allocation Dollar Amounts

Final allocation dollar amounts for each LEA will not be available until spring. Therefore, each LEA will complete the **Draft Budget Summary** contained in this package using the FY05 (current year) allocation dollar amount. When the final allocation amounts are known, LEAs will submit the Standard Contract Form and Application for Program Grants.

Due Date & Submission

- The completed Perkins Act Local Plan Update for Secondary Schools Form - Spring 2005 is due by April 15, 2005. Note that an earlier submission is more than welcome.
- Submit to: Ms. Margie Roberts
Career and Technical Education Unit
Massachusetts Department of Education
350 Main Street
Malden, MA 02148
- The completed Standard Contract Form and Application for Program Grants is due by the due date announced when the CTE Unit issues the final allocation dollar amounts to districts.
- Submit to: Ms. Margie Roberts
Career and Technical Education Unit
Massachusetts Department of Education
350 Main Street
Malden, MA 02148

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INSTRUCTIONS

PERKINS ACT LOCAL PLAN UPDATE for SECONDARY SCHOOLS – SPRING 2005

1. Review the following:

- **Results of most recent DOE Coordinated Program Review (CPR)**
 - **Local Perkins Act Local Plan and Updates**
 - Massachusetts State Plan for Career and Technical Education on the DOE/CTE website at www.doe.mass.edu/cte/perkins.
 - Perkins III Manual on the DOE/CTE website at www.doe.mass.edu/cte/perkins.
 - Local school/district improvement plans
 - Local school/district professional development plans
 - Local CTE General and local CTE Program Advisory Committee meeting minutes
 - Results of local reviews/evaluations of academic and technical programs
 - [Grants for Schools: Getting Them and Using Them, A Procedural Manual](http://finance1.doe.mass.edu/Grants/) on the DOE's Grants: Information website at <http://finance1.doe.mass.edu/Grants/>.
2. Analyze the LEA's Perkins core indicator of performance data. Note that Ms. Marnie Jain will provide a summary of this data specific by school district. Contact Ms. Jain at (781) 338-3908 or by email at mjain@doe.mass.edu. Request the document titled "Perkins Local Plan Update Data Summary Spring 2005" for the district.
 3. Complete the Perkins Act Local Plan Update for Secondary Schools Form - Spring 2005 according to the directions embedded on the form.
 4. Submit the Perkins Act Local Plan Update for Secondary Schools Form - Spring 2005 on or before the due date.
 5. Complete the Standard Contract Form and Application for Program Grants, when the DOE/CTE Unit announces final allocation dollar amounts.
 6. Submit the Standard Contract Form and Application for Program Grants on or before the due date to be announced by the DOE/CTE Unit.

Note on the Definition of School Year for this Document

- Note that for this document, the 2004-2005 school year is from 9/1/04-8/31/05.
- Note that for this document, the 2005-2006 school year is from 9/1/05-8/31/06.

Consequences of Failing to File the Perkins Act Local Plan Update on Time

Failure to file the Perkins Act Local Plan Update for Secondary Schools – Spring 2005 including the Standard Contract Form and Application for Program Grants (or corrected/revised update, or application) by their due dates may result in the LEA being declared ineligible for Perkins Act funds.

PERKINS ACT LOCAL PLAN UPDATE for SECONDARY SCHOOLS FORM -
SPRING 2005

Part 1 - LEA Information and Sign-off Section

LEA: _____

Name of LEA Contact Person for this Update:

Title of LEA Contact Person for this Update: _____

Telephone: (_____) _____ E-Mail _____

**We certify that all information contained in this Perkins Secondary Local Plan Update
– Spring 2005 is true and correct.**

We certify that all planned uses of Perkins funds do not supplant state or local funds.

We certify that the LEA will provide career and technical education programs that are of such size, scope and quality to be effective.

Name of Superintendent: _____

Signature of Superintendent: _____ Date: _____

Name of Principal: _____

Signature of Principal: _____ Date: _____

Signature of Contact Person for this Update: _____ Date: _____

Date Update Received (for DOE use, only):

Part 2 – Programmatic Information/Data Section

8. Section 134 (b) (4) of the Perkins Act requires that LEAs describe how parents/guardians, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of CTE programs assisted under the Perkins Act, and how such individuals and entities are effectively informed about, and assisted in understanding the requirements of the Act.

Thus, provide a list of participants involved in the development of this Update. The list **must** include: name, title/position, affiliation (name & address of business or educational institution or other.) *(Add additional lines as needed)*

- | | | |
|--|--|-------------------------------------|
| <i>Parents/Guardians</i> | Students w/Disabilities Staff | <i>Labor Representatives</i> |
| <i>Students</i> | <i>English Language Learner Staff</i> | <i>Administrators</i> |
| <i>Teachers</i> | Title I Staff | <i>Other Interested Individuals</i> |
| <i>Representatives of Business &</i> | <i>Nontraditional by Gender Initiative</i> | |
| <i>Industry</i> | <i>Staff</i> | |
| <i>Special Populations Coordinator</i> | <i>Single Parent Support Staff</i> | |

Name of Participant	Title/Position	Affiliation (name & address)

- A. Summarize the findings or recommendations that were made by the participants. *(Add additional lines as needed)*

B. Describe, using the space below, how the participants listed above will be involved in the development, implementation and evaluation of CTE programs that are assisted with Perkins Act allocation funds during the 2005-2006 school year. *(Add additional lines as needed)*

9. Section 134 (b) (3) (A) of the Perkins Act requires that LEAs describe how they improve the academic and technical skills of students participating in CTE programs by strengthening the academic, and technical components of such programs through the integration of academics with technical education.

A. Thus, summarize the progress made by the LEA thus far during the 2004-2005 school year in the integration of academics with technical education. *(Add additional lines as needed)*

B. Describe, using the space below, plans for school year 2005-2006 that will result in improvements regarding the integration of academics with technical education. *(Add additional lines as needed)*

10. Section 134 (b) (3) (B) of the Perkins Act requires that LEAs provide students with strong experience in, and understanding of all aspects of a modern industry.

A. Thus, summarize in the chart below how the skills associated with each aspect of a modern industry have been taught to students thus far during the 2004-2005 school year. Feel free to complete one table for each program or summarize the school's approach if a school wide approach to teaching all aspects of a modern industry exists in the school. *(Add additional lines as needed)*

Aspect	Summary
<i>Health & Safety Knowledge/Skills</i>	
<i>Technical Knowledge/Skills</i>	
<i>Embedded Academic Knowledge/Skills</i>	
<i>Employability Knowledge/Skills</i>	
<i>Management & Entrepreneurship*</i>	
<i>Underlying Principles of Technology Knowledge/ Skills</i>	

** Planning, Finance, Business Ethics, Labor Relations, Community and Environmental Knowledge/ Skills*

B. Describe, using the space below, plans for the 2005-2006 school year that will result in students gaining strong experience in, and an understanding of all aspects of a modern industry. This description can be for each program or for the school as a whole. *(Add additional lines as needed)*

4. Section 134 (b) (3) (C) of the Perkins Act requires that LEAs ensure that students who participate in CTE programs are taught to the same challenging academic proficiencies as are taught to all other students.

A. Thus, summarize below the progress made by the school in this endeavor thus far during the 2004-2005 school year. *(Add additional lines as needed)*

5. Section 134 (b) (5) of the Perkins Act requires that LEAs provide CTE programs that are of such size, scope, and quality to bring about improvement in the quality of CTE programs.

A. Thus, list below changes to the “size” (**length**) of individual CTE programs made thus far during the 2004-2005 school year. If there was no change in “size” during 2004-2005, record “no change.” *(Add additional lines as needed)*

B. Note that the requirement for satisfactory CTE program “scope” is met by the program including instruction in all aspects of the modern industry the students are preparing to enter. Note that scope has already been summarized in Part 2 (3) above under all aspects of a modern industry so further explanation here will not be necessary.

C. Note that the requirement for satisfactory CTE program “quality” is met by the: • program meeting the goals set for the four core indicators of performance • programs being validated within the last five years by representatives from industry • programs meeting national program standards where available • programs providing students with the opportunity to earn available state or industry licenses and/or certificates. (Updates on core indicators of performance are required elsewhere in this update.)

Provide an update on the current status of CTE program industry validation, national program standards validation and student acquisition of state or industry licenses/certifications in the space below. Forecast plans for the 2005-2006 school year below, as well. *(Add additional lines as needed)*

Section 134 (b) (6) of the Perkins Act requires that LEAs describe the process for independently evaluating and continuously improving CTE

6.

programs.

- A. Thus, summarize below the results of independent evaluations that have been conducted thus far during the 2004-2005 school year. *(Add additional lines as needed)*

- 7. Section 134 (b) (7) (A) of the Perkins Act requires that LEAs review CTE programs and identify and adopt strategies to overcome barriers that result in lower rates of access to, or lower success in the programs by special populations.

- A. Thus, summarize below any strategies (by special population) that have been identified and implemented thus far during the 2004-2005 school year. *(Add additional lines as needed)*

Students with Disabilities: _____

Limited English Proficient Students: _____

Economically Disadvantaged Students: _____

Single Parents*: _____

Students in Programs Nontraditional by Gender: _____

**includes single pregnant women*

- B. Summarize below any strategies (by special population) that will be implemented during the 2005-2006 school year. *(Add additional lines as needed)*

Students with Disabilities: _____

Limited English Proficient Students: _____

Economically Disadvantaged Students: _____

Single Parents*: _____

Students in Programs Nontraditional by Gender: _____

**includes single pregnant women*

13. Section 134 (b) (7) (B) of the Perkins Act requires that LEAs provide programs that are designed to enable special populations to meet State core indicator of performance goals.

A. Thus, summarize below the programmatic modifications that have been implemented thus far during the 2004-2005 school year to enable special populations to meet State core indicator of performance goals. *(Add additional lines as needed)*

Students with Disabilities: _____

Limited English Proficient Students: _____

Economically Disadvantaged Students: _____

Single Parents*: _____

Students in Programs Nontraditional by Gender: _____

**includes single pregnant women*

14. Section 134 (b) (8) requires that LEAs describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations.

A. Thus, summarize below what steps the LEA has taken thus far during the 2004-2005 school year to ensure that individuals who are members of special populations were not discriminated against on the basis of their status as members of special populations. *(Add additional lines as needed)*

Students with Disabilities: _____

Limited English Proficient Students: _____

Economically Disadvantaged Students: _____

Single Parents*: _____

Students in Programs Nontraditional by Gender: _____

**includes single pregnant women*

B. Summarize below what steps the LEA will take during the 2005-2006 school year to ensure that individuals who are members of special populations are not discriminated against on the basis of their status as members of special populations. *(Add additional lines as needed)*

Students with Disabilities: _____

Limited English Proficient Students: _____

Economically Disadvantaged Students: _____

Single Parents*: _____

Students in Programs Nontraditional by Gender: _____

**includes single pregnant women*

15. Section 134 (b) (9) of the Perkins Act requires that LEAs describe how funds are used to promote nontraditional by gender training and employment.

A. Thus, summarize below what the LEA has done thus far during the 2004-2005 school year to promote nontraditional by gender training and employment (for females and males.) *(Add additional lines as needed)*

B. Summarize in the space below what the LEA will do during the 2005-2006 school year to promote nontraditional by gender training and employment (for females & males.) *(Add additional lines as needed)*

16. Section 134 (b) (10) of the Perkins Act requires that LEAs describe how comprehensive professional development for technical, academic, guidance and administrative staff is provided.

A. In the chart below summarize how professional development (PD) has been provided thus far during the school year 2004-2005 with Perkins allocation funds to teachers and other staff in each CTE program and the academic courses listed. Indicate the core indicator(s) of performance that were impacted. (e.g. training on equal opportunity that was provided to the cooperative education coordinator and teachers early in the school year resulted in more students that were enrolled in nontraditional by gender programs accessing employment nontraditional by gender, and which also resulted in increased program completion and retention (core indicators of performance 3 & 4). *(Add additional lines as needed)*

CTE Program & Academic Course	Brief Summary of PD provided in 2004-2005 w/Perkins funds	Core Indicator
English Language Arts		
Mathematics		
Science		
Social Science		
CTE Program Fill in Name_____		

B. In the chart below, summarize how professional development (PD) will be as provided during the 2005-2006 school year with Perkins funds to teachers and other staff in each technical program and academic course associated with a career and technical program. Indicate which core indicator(s) of performance will be impacted. *(Add additional lines as needed)*

CTE Program & Academic Course	Brief summary of PD that will be provided in 2005-2006 w/Perkins funds	Core Indicator
English Language Arts		
Mathematics		
Science		
Social Science		
CTE Program Fill in Name _____		
CTE Program Fill in Name _____		
CTE Program Fill in Name _____		
CTE Program Fill in Name _____		
CTE Program Fill in Name _____		
CTE Program Fill in Name _____		

17. Using school year 2004-2005 (FY 05)) Standard Contract Form and Application for Program Grants as a guide, list each school year 2004-2005 Perkins allocation expenditure item (except fringe benefits and indirect costs) and the outcomes achieved as a result of the expenditure. (e.g. 5. Supplies & Materials; met national program standards). Also indicate which core indicator(s) were impacted. (e.g. meeting national program standards impacted core indicators of performance 1 & 3) and applicable fund code use (e.g. met national program standards: fund code F.)

School Year 2004-2005 (FY05) Improvements to Career and Technical Programs with Perkins Allocation Funds

BUDGET ITEM EXPENDED	Amount Expended	OUTCOMES ACHIEVED	Core Indicator of Performance	Fund Use Code (see Part 4 for codes)
1. Administrators				
Supervisor/Director				
Project Coordinator				
Stipends				
2. Instructional/ Professional Staff				
3. Support Staff				
8. Contractual Services				
Consultants				
Specialists				
Instructors				
Speakers				
Substitutes				
9. Others				
Supplies and Materials				
Textbooks &				
Instructional Tech. materials including software				
Non-Instructional				
10. Travel				
11. Other Costs				
12. Equipment				

13. (Academic Achievement – Core Indicator I -A)

_____ : The number of Class of 2006/first time/10th grade test takers in CTE programs (FTTT) who passed both English Language Arts (ELL) and mathematics on the first try divided by the total number of FTTT.

Note that the data for this table is obtainable from the “Perkins Local Plan Update Data Summary Spring 2005” available from Ms. Marnie Jain in the Career and Technical Education Unit. Contact Ms. Jain at (781) 338- 3908 or mjain@doe.mass.edu.
 If the LEA’s result is less than 30.68% an improvement plan is required for each special population category (1-4 below) that was below 30.68%. The format for improvement plans is provided below in the Improvement Plan Section.

	District’s Class of 2006/First Time/10 th Grade Test Takers			Column 4	Column 5 Goal of 30.68% Met? Y/N
	Column 1 # of FTTT Who Passed Both ELL & Mathematics on First Try	Column 2 # of FTTT	Column 3 LEA’s Results %		
Category 1 All CTE Students				Goal 30.68%	
Category 2 CTE Students with Disabilities				30.68%	
Category 3 Limited English Proficient CTE Students				30.68%	
Category 4 Economically Disadvantaged CTE Students				30.68%	

14. High School Diploma – Core Indicator II)

Measure: Number of CTE students who received a high school diploma divided by the number of seniors who were enrolled in CTE programs for at least two years.

Note that the data for this table is obtainable from the “Perkins Local Plan Update Data Summary Spring 2005” available from Ms. Marnie Jain in the Career and Technical Education Unit. Contact Ms. Jain at (781) 338- 3908 or mjain@doe.mass.edu.

If the LEA’s result is less than 91.23% an improvement plan is required for each special population category (1-4 below) that was below 91.23%. The format for improvement plans is provided below in the Improvement Plan Section.

	Column 1 LEA’s Results (3 -Year Average) %	Column 2 Goal	Column 3 Goal of 91.23% Met? Y/N
Category 1 All CTE Students		91.23%	
Category 2 CTE Students with Disabilities		91.23%	
Category 3 Limited English Proficient CTE Students		91.23%	
Category 4 Economically Disadvantaged CTE Students		91.23%	

15. (Positive Placement – Core Indicator III)

Measure: Number of CTE graduates who are in a job, the military or postsecondary education nine months after graduation divided by the number of CTE graduates who responded to the follow-up survey.

Note that the data for this table is obtainable from the “Perkins Local Plan Update Data Summary Spring 2005” available from Ms. Marnie Jain in the Career and Technical Education Unit. Contact Ms. Jain at (781) 338- 3908 or mjain@doe.mass.edu.

If the LEA's results are less than 95.58% an improvement plan is required for each special population category (1-4 below) that was below 95.58%. The format for improvement plans is provided below in the Improvement Plan Section.

	Column 1 LEA's Results (3-Year Average) %	Column 2 Goal	Column 3 Goal of 95.58 % Met? Y/N
Category 1 All CTE Students		95.58%	
Category 2 CTE Students with Disabilities		95.58%	
Category 3 Limited English Proficient CTE Students		95.58%	
Category 4 Economically Disadvantaged CTE Students		95.58%	

16. (Nontraditional by Gender Student Enrollment – Core Indicator IV)

Measure: Number of nontraditional by gender students enrolled in programs nontraditional for their gender divided by the total number of students enrolled in nontraditional by gender programs.

Note that the data for this table is obtainable from the “Perkins Local Plan Update Data Summary Spring 2005” available from Ms. Marnie Jain in the Career and Technical Education Unit. Contact Ms. Jain at (781) 338- 3908 or mjain@doe.mass.edu.

If the LEA's results are less than 9.43% an improvement plan is required. The format for the improvement plan is provided below in the Improvement Plan Section.

Column 1 LEA's Results (3-Year Average) %	Column 2 Goal	Column 3 Goal of 9.43 % Met? Y/N

17. (Nontraditional by Gender Student Completion – Core Indicator IV)

Measure: Number of nontraditional by gender students who complete nontraditional by gender programs divided by the total number of students who complete nontraditional by gender programs

Note that the data for this table is obtainable from the “Perkins Local Plan Update Data Summary Spring 2005” available from Ms. Marnie Jain in the Career and Technical Education Unit. Contact Ms. Jain at (781) 338- 3908 or mjain@doe.mass.edu.

If the LEA's results are less than 8.10% an improvement plan is required. The format for the improvement plan is provided below in the Improvement Plan Section.

Column 1 LEA's Results (3-Year Average) %	Column 2 Goal	Column 3 Goal of 8.10 % Met? Y/N

18. (Certifications/licenses awarded to students thus far during the 2004-2005 school year) Complete the chart below. Note that the certificates, certifications and licenses must have been actually awarded to students in order to be included in this chart. *(Add additional lines as needed)*

Career and Technical Program	Name of Certificate/Certification/License	# of students eligible	# of students Who Were Awarded Cert/License
8.10%			

Part 3 – Improvement Plan Section

IMPROVEMENT PLAN for Core Indicator 1 <i>(Add additional lines as needed)</i>		
7.	Improvement Plan for all CTE Students (if goal of 30.68% was not met for all CTE students.)	
	<u>Goals</u>	<u>Activities</u>
1.		<u>Timelines</u>
2.		
3.		
4.		
8.	Improvement Plan for all CTE students with disabilities (if goal of 30.68% was not met for CTE students with disabilities.)	
	<u>Goals</u>	<u>Activities</u>
1.		<u>Timelines</u>
2.		
3.		
4.		
9.	Improvement Plan for all CTE students who are limited English proficient (if goal of 30.68% was not met for CTE students who are limited English proficient.)	
	<u>Goals</u>	<u>Activities</u>
1.		<u>Timelines</u>
2.		
3.		
4.		
10.	Improvement Plan for all economically disadvantaged CTE students (if goal of 30.68% was not met for CTE students who are economically disadvantaged.)	
	<u>Goals</u>	<u>Activities</u>
1.		<u>Timelines</u>
2.		
3.		
4.		

IMPROVEMENT PLAN for Core Indicator 2

(Add additional lines as needed)

1. Improvement Plan for all CTE Students (if goal of 91.23% was not met for all CTE students.)

	<u>Goals</u>	<u>Activities</u>	<u>Timelines</u>
1.			
2.			
3.			
4.			

2. Improvement Plan for all CTE students with disabilities (if goal of 91.23% was not met for CTE students with disabilities.)

	<u>Goals</u>	<u>Activities</u>	<u>Timelines</u>
1.			
2.			
3.			
4.			

3. Improvement Plan for all CTE students who are limited English proficient (if goal of 91.23% was not met for CTE students who are limited English proficient.)

	<u>Goals</u>	<u>Activities</u>	<u>Timelines</u>
1.			
2.			
3.			
4.			

4. Improvement Plan for all economically disadvantaged CTE students (if goal of 91.23% was not met for CTE students who are economically disadvantaged.)

	<u>Goals</u>	<u>Activities</u>	<u>Timelines</u>
1.			
2.			
3.			
4.			

IMPROVEMENT PLAN for Core Indicator 3

(Add additional lines as needed)

7. Improvement Plan for all CTE Students (if goal of 95.58% was not met for all CTE students.)

Goals

Activities

Timelines

- 1.
- 2.
- 3.
- 4.

8. Improvement Plan for all CTE students with disabilities (if goal of 95.58% was not met for CTE students with disabilities.)

Goals

Activities

Timelines

- 1.
- 2.
- 3.
- 4.

9. Improvement Plan for all CTE students who are limited English proficient (if goal of 95.58% was not met for CTE students who are limited English proficient.)

Goals

Activities

Timelines

- 1.
- 2.
- 3.
- 4.

10. Improvement Plan for all economically disadvantaged CTE students (if goal of 95.58% was not met for CTE students who are economically disadvantaged.)

Goals

Activities

Timelines

- 1.
- 2.
- 3.
- 4.

IMPROVEMENT PLAN for Core Indicator 4 (Nontraditional Enrollment)

(Add additional lines as needed)

3. Improvement Plan (if goal of 9.43% was not met)

Goals

Activities

Timelines

- 1.
- 2.
- 3.
- 4.

IMPROVEMENT PLAN for Core Indicator 4 (Nontraditional Completion)

(Add additional lines as needed)

4. Improvement Plan (if goal of 8.10% was not met)

Goals

Activities

Timelines

- 1.
- 2.
- 3.
- 4.

Part 4 – Draft Budget Section

Fund Use Codes for the Required Uses of Funds and Permissible Uses of Funds

Fund Use Code

Eight Required Uses of Funds

Y.	Integrate academic, vocational and technical components
Z.	Provide students with strong experience in and understanding of all aspects of an industry
AA.	Develop, improve, or expand the use of technology in vocational and technical education
BB.	Provide professional development programs to teachers, counselors and administrators
CC.	Develop and implement evaluations that assess the needs of special populations
DD.	Initiate, improve, expand and modernize quality vocational and technical education programs
EE.	Provide services and activities that are of sufficient size, scope and quality to be effective
FF.	Link secondary and postsecondary vocational education programs

Permissible Uses of Funds

GG.	Involve parents, businesses and labor organizations in the design, implementation and evaluation of programs
HH.	Provide career guidance and academic counseling for students
II.	Provide work-related experience, e.g., internships, co-op education, school-based enterprises, entrepreneurship, etc.
JJ.	Provide programs for special populations
KK.	Local education and business partnerships
LL.	Assist vocational and technical student organizations
MM.	Provide mentoring and support services
NN.	Leasing, purchasing, upgrading or adapting equipment, including instructional aids
OO.	Provide teacher preparation programs
PP.	Improving or developing new vocational and technical education courses
QQ.	Provide support for family and consumer science programs
RR.	Provide vocational and technical education programs for adults and school dropouts
SS.	Provide assistance to students in finding an appropriate job and continuing their education
TT.	Support nontraditional training and employment activities
UU.	Support other activities that are consistent with the purposes of this Act
VV.	Administrative Funds (limited to 5% of grant)

Draft Budget Summary

Using the [General Standard Contract Form and Application for Program Grants - Part II Project Expenditures - Budget Detail Pages](#) as a guide, summarize the expenditures proposed for the 2005-2006 school year (FY 06). List each proposed budget item, proposed budget amount, and provide a brief budget summary, fund use code number (from list above) and relation to Core Indicator(s).

Proposed Budget Item	Proposed Budget Amount	Brief Budget Summary	Core Indicator	F
1. Administrators:				
Supervisor/Director				
Project Coordinator				
Stipends				
2. Instructional/Professional Staff:				
3. Support Staff:				
Aides/Paraprofessional				
Secretary/Bookkeeper				
Other				
4. Fringe Benefits:				
5. Contractual Services:				
Consultants				
Specialists				
Instructors				
Speakers				

Other				
Substitutes				
6. Supplies and Materials:				
Textbooks & instructional materials				
Instructional technology including software				
Non-Instructional supplies				
7. Travel:				
8. Other Costs:				
9. Indirect:				
10. Equipment:				

Justification for not using PERKINS FUNDS for the eight REQUIRED ACTIVITIES

If the proposed budget items (as outlined above) do not include the eight required uses of funds, an explanation/justification that would withstand a compliance audit must be provided below. For example, this may be the case if local funds (non-Perkins funds) will be expended on any of the eight required uses of funds rather than Perkins funds. *(Add additional lines as needed)*

Required Use	Non-Perkins \$ Amount	Explanation/Justification
9. integration		
10. all aspects of the industry		
11. use of technology in technical areas		
12. professional development		

13. evaluations of special populations		
14. improve the quality of technical programs		
15. provide services/activities that are effective		
16. secondary/postsecondary linkages		

INSTRUCTIONS
STANDARD APPLICATION FOR FY2006 PROGRAM GRANTS

General Instructions: Submission of proposals is to be made directly to the program unit that manages them, allowing for more rapid distribution to readers and review and approval of proposals.

Standard Contract Form and Application for Program Grants (Parts I and II)

Part I A-C: General Descriptor Information

A separate signature page signed by an authorized signatory will be needed for each program unit.

Required information includes:

- applicant agency name, address, and telephone number, four-digit district code;
- source and type of funding being applied for;
- beginning and end dates of the grant programs;
- the original signature of the authorized signatory; and
- date signed.

Part II: Project Expenditures

The Budget Detail Page (Part II) contains *applicant agency contact person* information, including:

- name of applicant agency, four-digit district code;
- fund code of grant program; and
- name, address, telephone number, and e-mail address of the applicant agency contact person.

Specific budgetary information structured in an object of expenditure or line item format and containing sufficient sub-line item information to comply with the relevant laws is required.

A grant application contains Parts I, II, and III, depending on the unique requirements of the grant program. In addition, a set of standardized schedules has been developed for the purpose of collecting supplemental information for certain programs and projects. Please refer to the Request for Proposals to determine which, if any, schedules are required to be filed with the application for funding.

A federal Statement of Assurances certification document is required for most federal grants. This document is sent to superintendents/directors in a separate mailing and is to be returned to Grants Management.

Grant recipients are advised that:

- separate and auditable records must be maintained for *each* project;
- payrolls must be supported by time and attendance records;
- salaries and wages of employees chargeable to more than one grant program must be supported by time distribution records; and
- funds must be administered in compliance with relevant federal, state, and local laws, regulations, and policies.

PART I GENERAL DESCRIPTOR INFORMATION – SPECIFIC INSTRUCTIONS

- A. Legal name and address of applicant agency.
- B. *Application for program funding: Indicate the amount of each proposal being applied for in the AMOUNT REQUESTED column and enter total amount requested.*
- C. *The appropriate and responsible representative (i.e., the superintendent, collaborative director, or chief executive officer of an agency) must sign the certification, indicating his/her typed name, title, and the date signed. In the absence of the above named officials, an assistant superintendent or similar administrator, depending on the agency, may sign provided that he/she has been delegated this authority.*

PART II PROJECT EXPENDITURES – DETAIL INFORMATION – SPECIFIC INSTRUCTIONS

The budgetary section of the Standard Application contains financial information to support project expenditures. Its purpose is to provide budgetary information, using a line item or object of expenditure format. Section II, the Budget Detail pages, requires detail information for the sublines of each project. All amounts on budget lines must be rounded to whole dollars; no cents allowed.

If the space provided on the detail page is insufficient to supply the requested information, attach additional sheets as necessary. However, please make every effort to use only the space provided. Many programs now require a budget narrative to accompany the Part II, Budget Detail pages.

There is sufficient detail in the budget format to cover most costs to be included in a project. However, all allowable items may not be listed (these can be included under line 8. *Other Costs*) and certain listed items may not be allowable under all grant programs. Refer to the Request for Proposals or contact the appropriate representative of the Department if you have any questions regarding particular costs.

Part II Project Expenditures – Budget Detail Pages

APPLICANT AGENCY AND STAFFING CATEGORY INFORMATION: A – I

Please provide all appropriate, requested information.

1. **Fund Code** - Request for Proposals Fund Code
2. **Applicant Agency Name** – Applicant agencies should provide the full, legal name of the school district or organization that is applying for grant funds. Names of individuals are not acceptable.

District Code – Applicant agency code

Contact Person – Name of person within the applicant agency that can be contacted regarding programmatic or budgetary questions. **A contact person should be available in July and August for grants scheduled to begin September 1.**

Address – Applicant agency address, including Zip Code

E-Mail Address – Applicant agency contact person's e-mail address

- C. **Assignment Through Schedule A** - Check this box **ONLY** if this project will be using funds assigned by more than one agency. A completed Schedule A, with signatures and the amount of funds assigned by each participating agency, must be attached to this Budget Detail.
- D. **Staffing Categories** - List the title of the staff employed under the project. In identifying the title, relate the title to any certification or licensing standards that may be required for the position, where possible.
- E. **Number of Staff** - Indicate the actual number of staff (head count) for the positions listed under *Staffing Categories*.
- F. **Full Time Equivalent (FTE)** - Summarize and indicate the time funded as a percentage of full time equivalency for the positions listed under *Staffing Categories*.
- G. **MTRS* (Massachusetts Teachers' Retirement System)** - For positions listed under *Staffing Categories*, check all staff who are members of the Massachusetts Teachers' Retirement System (MTRS). **(Disregard this requirement for state-funded programs.)**
- H. **Amount** - Indicate the amount budgeted for the positions listed under *Staffing Categories*.
- I. **Total** - Indicate the subtotal of the amounts for each line item.

BUDGET LINES ITEMS 1-10

Please provide all appropriate, requested information.

LINE ITEMS:

9. **Administrators** - Supervise project staff and/or direct the project. Costs included under this line item must be directly attributable to the project and documented. Supervisory staff who may receive a stipend for grant activities which are over and above their regular responsibilities should be reflected in the *Stipend* box (unless the recipient agency has a policy of paying overtime for such activities).
10. **Instructional/Professional Staff** - Staff who provide direct educational/instructional services under the project. Instructional staff who may receive a stipend for grant activities that are over and above their regular responsibilities should be reflected in the *Stipend* box (unless the recipient agency has a policy of paying overtime for such activities).
11. **Support Staff** - Other staff who provide services necessary to support direct educational/instructional services under the project. Costs included under this line item must be directly attributable to the project and documented.

12. **Fringe Benefits** - If fringe benefits are offered to project staff, these benefits must be granted under approved plans and be consistent with the applicant agency's standards for similar costs supported with other than project funds.
- 4-a. **MA TEACHERS' RETIREMENT SYSTEM** (Federally-funded grants only) – Indicate the amount of *Fringe Benefits* allocable to the Massachusetts Teachers' Retirement System
- 4-b. **OTHER FRINGE BENEFITS** Other retirement systems, health insurance, FICA
5. **Contractual Services** - Services that cannot be provided by other full or part-time staff employed by the project. Generally, these services are for a short-term period and provide a specific and identifiable product or service. Recipients must adhere to relevant procurement standards when advertising for or soliciting potential service providers. Some grant programs may place a limit on expenditures for consultant services. Applicants should refer to the RFP or agency contact for specific guidance. Costs for substitutes should be reflected in this budget line. Stipends paid to regular salaried supervisory and instructional staff for activities outside their contracted working hours may also be listed here under OTHER (unless the recipient agency has a policy of paying overtime for such activities).
6. **Supplies and Materials** - Costs necessary to carry out the project. Supplies are defined as expendable personal property having a useful life of less than one year or an acquisition cost of less than \$5,000 per unit.
7. **Travel - Costs for employees on official business incident to the project. Costs must be consistent with the applicant agency's standards for similar activities supported with other than project funds.**
8. **Other Costs:**
- Advertising** - **Costs for newspaper, magazine, radio, television, direct mail, trade paper, or other advertising provided that the costs are solely for: (a) recruitment of personnel required for the project, (b) solicitation of bids for procurement of goods or services required for the project.**
- Maintenance and Repairs** - Costs incurred for maintenance or repair of equipment purchased with project funds necessary to keep it in efficient operating condition.
- Memberships and Subscriptions** - Costs of membership in civic, business, technical, and professional organizations provided that: (a) the benefit from the membership is related to the project, (b) the expenditure is for agency membership, (c) the cost of the membership is reasonably related to the value received, and (d) the expenditure is not for membership in an organization that devotes a substantial part of its activities to influencing legislation. Also include here the cost of software licenses.
- Printing and Reproduction** - Costs incurred for printing and reproduction services necessary for project administration, including forms, reports, manuals, and informational literature.
- Transportation** - Costs related to the project for pupil travel to and from school, between schools and in and around school buildings, and for appropriate field trips or site visits, etc.
- Telephone/Utilities** - Direct costs for telephone/telecommunications service and utility expenses that relate exclusively to the project.
- Rental of Space/Equipment** - Direct costs for rental of space/equipment that relate exclusively to the project, provided that the total cost does not exceed the rental costs for similar space or equipment supported with other than project funds.
9. **Indirect Costs** - For all school districts in Massachusetts, costs must be consistent with the rate established by the Department's Office of School Finance. For other than school systems, applicant agencies must comply with provisions of CFR 34 S.76.561. (Please note that indirect costs are not allowable under certain grant programs. If you have any questions regarding this issue, contact the appropriate representative of the Department.)
10. **Equipment** - Costs necessary to carry out the project. Grant 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 or more per unit.

**MASSACHUSETTS DEPARTMENT OF EDUCATION
STANDARD CONTRACT FORM AND APPLICATION FOR PROGRAM GRANTS**

PART I - GENERAL

A. APPLICANT:
ADDRESS:
TELEPHONE: ()

B. APPLICATION FOR PROGRAM FUNDING

FUND CODE	PROGRAM NAME	PROJECT DURATION		AMOUNT REQUESTED
		FROM	TO	
TOTAL AMOUNT REQUESTED:				

<p>C. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS.</p>
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AUTHORIZED SIGNATORY:	TITLE:
TYPED NAME:	DATE:

DO NOT WRITE BELOW THIS LINE

MASSACHUSETTS DEPARTMENT OF EDUCATION USE ONLY	
GRANTS MANAGEMENT	
For the Department Authorized Signatory:	Date:

PART II PROJECT EXPENDITURES - DETAIL INFORMATION
A.

FUND CODE:

B. APPLICANT AGENCY: District Code:

Applicant Agency Contact Person: _____	Address: _____ Zip Code: _____
Telephone: () _____	E-mail address: _____

PLEASE PROVIDE THE INFORMATION REQUESTED ABOVE AND SUBMIT BOTH PAGES OF THE BUDGET DETAIL EVEN THOUGH THERE MAY BE NO LINE ITEM ENTRIES ON THE FIRST PAGE.

C. **ASSIGNMENT THROUGH SCHEDULE A**
 Check this box ONLY if this project will be using funds assigned by more than one agency. A completed Schedule A, with signatures and the amount of funds assigned by each participating agency, must be attached to this Budget Detail.

D. STAFFING CATEGORIES	E. # OF STAFF	F. FTE	G. MTRS *	H. AMOUNT	I. TOTAL
1. ADMINISTRATORS:					
SUPERVISOR/DIRECTOR					
PROJECT COORDINATOR					
STIPENDS					
SUB-TOTAL					
2. INSTRUCTIONAL/PROFESSIONAL STAFF:					
STIPENDS					
SUB-TOTAL					
3. SUPPORT STAFF:					
AIDES/PARAPROFESSIONALS					
SECRETARY/BOOKKEEPER					
OTHER					
SUB-TOTAL					

*Check the MTRS box if the identified employee(s) is/are a member of the MA Teachers' Retirement System. This requirement applies only to federally funded grant programs.

4. FRINGE BENEFITS:	AMOUNT	LINE ITEM SUB-TOTAL
4-a MA TEACHERS' RETIREMENT SYSTEM (Federally-funded grants only)		
4-b OTHER FRINGE BENEFITS (Other retirement systems, health insurance, FICA)		
SUB-TOTAL		

APPLICANT AGENCY: _____ FUND CODE: _____

5. CONTRACTUAL SERVICES: Indicate the services to be provided and the rate to be paid <u>per hour</u> or <u>per day</u> , whichever is applicable.		AMOUNT	LINE ITEM SUB-TOTAL
RATE	Hour/Day		
CONSULTANTS	\$		
SPECIALISTS	\$		
INSTRUCTORS	\$		
SPEAKERS	\$		
OTHER	\$		
SUBSTITUTES	\$		
SUB-TOTAL			
6. SUPPLIES AND MATERIALS: Items costing less than \$5,000 per unit <u>or</u> having a useful life of less than one year.			
TEXTBOOKS AND INSTRUCTIONAL MATERIALS			
INSTRUCTIONAL TECHNOLOGY INCLUDING SOFTWARE			
NON-INSTRUCTIONAL SUPPLIES			
SUB-TOTAL			
7. TRAVEL: Mileage, conference registration, hotel, and meals			
SUPERVISORY STAFF			
INSTRUCTIONAL STAFF			
OTHER			
SUB-TOTAL			
8. OTHER COSTS: Indicate the amount requested in each category.			
Advertising \$	Transportation of Students \$		
Maintenance/Repairs \$	Telephone/Utilities \$		
Memberships/Sub \$	Rental of Space \$		
Printing/Reproduction \$	Rental of Equipment \$		
SUB-TOTAL			
9. INDIRECT COSTS			
Approved Rate:			
10. EQUIPMENT: Attach a list with a statement of need and cost of each item. Items costing \$5,000 <u>or</u> more per unit <u>and</u> having a useful life of more than one year.			
INSTRUCTIONAL EQUIPMENT			
NON-INSTRUCTIONAL EQUIPMENT			
SUB-TOTAL			
TOTAL FUNDS REQUESTED			

Revised 3/2003