



THE PUBLIC SCHOOLS OF BROOKLINE
BROOKLINE, MASSACHUSETTS 02445

PHONE 617-730-2425
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ANDREW BOTT
SUPERINTENDENT OF SCHOOLS

MARY ELLEN N. DUNN
DEPUTY SUPERINTENDENT
FOR ADMINISTRATION AND FINANCE

Request for Grant Acceptance
December 6, 2018

The School Department requires specifically authorized accounts for new grants.

School Committee Action Requested: The School Department would like to request that the School Committee authorize the Town Accountant to set up a Grant Account for the following:

- Perkins Secondary Allocation Grant
 - Program Description: The purpose of this federal grant is to assist school districts in improving secondary-level programs that meet the definition of career and technical education as contained in the Carl D. Perkins Career & Technical Education Improvement Act of 2006 P.L.109-270 (Perkins IV). The goals are:
 - Strengthening standards, curriculum, instruction, and assessment;
 - Promoting educator development;
 - Supporting social-emotional learning, health, and safety;
 - Turning around the state's lowest performing districts and schools;
 - Enhancing resource allocation and data use.

NAME OF GRANT	
<u>Budget</u>	<u>Amount</u>
Salaries	\$1,035
Outside Services	\$5,400
Supplies	\$35,679
Other Charges	\$7,200
Indirect Costs	\$1,854
Capital	-
Total	\$51,168

Motion: Approve account creation for “Perkins Secondary Allocation Grant” per the attached documentation.



- > **Finance Home | News**
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 - Current Grants
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Grants and Other Financial Assistance Programs: FY2019

Perkins Secondary Allocation Grant 2018-2019

Fund Codes: 400

Purpose: The mission of the Massachusetts Department of Elementary and Secondary Education (DESE) is to strengthen the Commonwealth's public education system so that every student is prepared to succeed in postsecondary education, compete in the global economy, and understand the rights and responsibilities of American citizens, and in so doing, to close all proficiency gaps.

The goal of Massachusetts' public K-12 education system is to prepare all students for success after high school. Our five core strategies to accelerate the pace of school improvement are:

1. Strengthening standards, curriculum, instruction, and assessment
2. Promoting educator development
3. Supporting social-emotional learning, health, and safety
4. Turning around the state's lowest performing districts and schools
5. Enhancing resource allocation and data use

Applicants for this grant opportunity should be deliberate and intentional in the use of grant funds to support DESE's standards and priorities.

The purpose of this federal grant is to assist school districts in improving secondary-level programs that meet the definition of career and technical education as contained in the Carl D. Perkins Career & Technical Education Improvement Act of 2006 P.L.109-270 (Perkins IV).

Priorities: The priority is to close the achievement gap for special populations on the Perkins IV core indicators of performance as set forth in [Perkins IV](#).

Eligibility: Information on eligibility is contained in the [Massachusetts Perkins IV Manual](#).

Funding Type: Federal CFDA 84.048

Funding:  Perkins Secondary Allocations

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding is to become available it will be distributed under the same guideline as listed in the initial RFP document.

Fund Use: Perkins IV allocation funds must be used in accordance with Perkins IV and the Massachusetts Perkins IV Manual. Funds shall **supplement** and **not supplant** non-Federal funds.

Project Duration: Upon approval through 08/31/19


Program Unit: [Resource Allocation Strategy and Planning](#)


Contact: [Federal Grant Programs](#)


Phone Number: (781) 338-6230

Date Due: **Wednesday, October 31, 2018**

Grants will be reviewed as they are received. To assure funds will be available for the beginning of the school year, submit the Application Submission in EdGrants on or prior to the desired start date.

Required Forms:  Part I – General – Program Unit Signature Page – (Standard Contract Form and Application for Program Grants) Note: Please sign and date your cover page and ensure the amount matches the amount budgeted

 Part II – Budget Template (This is a budget template for the applicant to use as part of planning discussions in order to prepare for officially entering it into EdGrants. The actual final budget will be entered directly into EdGrants as part of the application submission process.)


 Part III – Required Program Information-Notes Table

Required if applicable:

 Schedule A Attachment

Additional Information:  Perkins Quick Reference Guide – Secondary on allowable and unallowable costs

 Education Department General Administrative Regulations (EDGAR)

 Grants for Schools: Getting Them and Using Them, A Procedural Manual

 Massachusetts Perkins IV Manual and Perkins Act

Applicants can may only legally claim expenses to the grant only starting from the date of final DESE approval. Therefore, to expedite approval, it is essential to have district contact staff that can be reached in July and August to respond to questions, as needed.

Submission Instructions: Submit all required grant materials through [EdGrants](#). In EdGrants, districts are required to create and name the project. Please use the following naming convention for your "Applicant Project Name" in EdGrants:

FY19 400 Perkins Applicant Name

All required forms should be uploaded / attached in the Attachments List format of the Application Submission. This includes a signed / scanned PDF of Part I / Coversheet with Superintendent's signature as well as Part III required forms, and Schedule A form, if applicable to your district. The final budget the applicant is requesting will be entered directly into EdGrants as part of the application submission process.

For Guidance Documents regarding EdGrants, visit [EdGrants: User Guides and Information](#).

Please note: It is up to the institution to determine who they want to add as EdGrants Front Office users in order to submit grant application as well as payment request information. Please review the EdGrants: [User Security Controls](#) to make informed decisions regarding assigning your district level users.

Last Updated: June 21, 2018

Applicant Information

Note: All fields prefaced with an asterisk (*) are mandatory and must be completed.

Allocation Amount: \$51,168

General

Program name: Perkins Secondary Allocation

Fund Code: 400

Fiscal Year: 2019

Will this project be using funds assigned by more than one agency? No

Will any allocation funds be assigned to another agency? No

If Yes is selected:

You must attach a completed Schedule A in Word or PDF format to this application, with signatures and the amount of funds assigned by each participating agency, when completing the "Attachments List" step of the application.

Applicant Grant Information

Applicant: Brookline

LEA/District Code: 0046

Address 1: 333 Washington Street

Address 2:

City: Brookline

State: Massachusetts
ZIP Code: 02445
Phone Number: (617) 730-2403

Superintendent / Executive Director

Name: Andrew J. Bott
Title: Superintendent
Phone Number: (617) 730-2403
Extension:
Alternate:
(i.e. Summer Phone #)
Fax Number: (617) 264-6451
Email Address: andrew_bott@psbma.org

Applicant Contacts

At least one primary contact person must be added before the grant can be submitted. Click on the document icon to the left below to add contact persons associated with this application.

Contacts added should be people who can answer programmatic questions and if applicable the person who is entering this application on their behalf.

First Name	Last Name	Title	Phone Number	Ext	Email Address	Alternate Phone #
Brittany	Stevens	Coordinator of Ca...	(617) 713-5101	201	brittany_stevens@...	---
Meg	Maccini	Senior Director o...	(617) 730-2427	---	meg_maccini@p sbma...	---

Applicant Contacts

Note: All fields prefaced with an asterisk (*) are mandatory and must be completed.

First Name: Brittany
Last Name: Stevens
Title: Coordinator of Career and Technical Education
Phone Number: (617) 713-5101
Extension: 201
Email Address: brittany_stevens@psbma.org
**Alternate Phone #
(i.e. Summer Phone #)**

Applicant Contacts

Note: All fields prefaced with an asterisk (*) are mandatory and must be completed.

First Name: Meg
Last Name: Maccini
Title: Senior Director of Programs
Phone Number: (617) 730-2427
Extension:
Email Address: meg_maccini@psbma.org
**Alternate Phone #
(i.e. Summer Phone #)**

Applicant Contacts

Note: All fields prefaced with an asterisk (*) are mandatory and must be completed.

First Name:

Last Name:

Title:

Phone Number:

Extension:

Email Address:

**Alternate Phone #
(i.e. Summer Phone #)**

Budget Entry

Response to this field is only required when amending the grant

Please explain the reason for amending your grant. When making a budget change, please identify the line number and the amount changed.

Response:

Budget Information

ALLOCATION OF FUNDS

1. Administrator Salaries:	Comments	# of Staff	FTE	MTRS	Amount	Select a Primary Function
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Sub-Total						

If “Other” has been selected above, you must provide details in the corresponding Comment sections.

2. Instructional/Professional Staff Salaries:	Comments	# of Staff	FTE	MTRS ¹	Amount	Select a Primary Function
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Sub-Total						

If “Other” has been selected above, you must provide details in the corresponding Comment sections.

3. Support Staff Salaries:	Comments	# of Staff	FTE	MTRS ¹	Amount	Select a Primary Function
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Sub-Total						

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

4. Stipends:	Comments	# of Staff	Rate	Rate Type	MTRS ¹	Amount	Select a Primary Function
Teacher/Instructional Staff Professional Days		1	33	Hour	<input type="checkbox"/>	\$345	Perkins Secondary Allocation (400)
Teacher/Instructional Staff Professional Days		1	33	Hour	<input type="checkbox"/>	\$690	Perkins Secondary Allocation (400)
					<input type="checkbox"/>		
					<input type="checkbox"/>		
Sub-Total						\$1,035	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

5. Fringe Benefits:	Comments	Amount
5-a MA Teachers' Retirement System (Federally-Funded Grants Only)		\$0
5-b Other		
Health Insurance		
Other Retirement Systems		
Federal Insurance Contributions Act (FICA)		
Other (Explain)		
Sub-Total		\$0

6. Contractual Services: Indicate the services to be provided and the rate to be paid per hour or per day.	Comments	Rate	Rate Type	Amount	Select a Primary Function
Consultants/Professional Development for Teachers & Support Staff	PD for non traditional by gender	100	Hour	\$400	Perkins Secondary Allocation (400)

Consultants/Professional Development for Teachers & Support Staff	Skills library	100	Hour	\$2,000	Perkins Secondary Allocation (400)
Contracted Service Providers - Other Student Services	EPIC Solutions	500	Day	\$1,000	Perkins Secondary Allocation (400)
Consultants/Professional Development for Teachers & Support Staff	IMBLAZE training and support	500	Day	\$2,000	Perkins Secondary Allocation (400)
Sub-Total				\$5,400	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

7. Supplies and Materials: Items costing less than \$5,000 per unit or having a useful life of less than one year.	Comments	Amount	Select a Primary Function
Other Instructional Materials (non-testing/assessment)	Engineering Maker space	\$20,269	Perkins Secondary Allocation (400)
Other Instructional Materials (non-testing/assessment)	Culinary	\$11,080	Perkins Secondary Allocation (400)
Instructional Technology	Computer Science	\$1,200	Perkins Secondary Allocation (400)
Other Instructional Materials (non-testing/assessment)	Copy Center/Business marketing	\$3,130	Perkins Secondary Allocation (400)
Sub-Total		\$35,679	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

8. Travel: Mileage, conference registration, hotel, and meals.	Comments	Amount	Select a Primary Function
Certified Classroom Teachers (providing group instruction)	MAVA Conference	\$900	Perkins Secondary Allocation (400)
Certified Classroom Teachers (providing group instruction)	STEM Summit	\$300	Perkins Secondary Allocation (400)
Other	Student attendance at conference- Women's business leadership conference	\$3,000	Perkins Secondary Allocation (400)
Sub-Total		\$4,200	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

9. Other Costs: Please indicate the amount requested in each category.	Comments	Amount	Select a Primary Function
Memberships/Subscriptions	Licenses for IMBLAZE	\$3,000	Perkins Secondary Allocation (400)
Sub-Total		\$3,000	

11. Equipment: List only items costing \$5,000 or more per unit.	Comments	Amount	Select a Primary Function
Instructional Equipment			
Non-Instructional Equipment			
Sub-Total		\$0	

Total Activity Funds Requested: \$49,314

Project Expenditures - Detailed Information

Note:

Lines 1 to 9 and 11 on this form are automatically populated based on details entered on Activity forms. To change these totals, edit the Budget Entry form. The Indirect Cost information, if applicable, should be entered directly in Line 10 on this form.

STAFFING CATEGORIES DETAIL EXPENDITURES

1. Administrator Salaries:	# of Staff	FTE	MTRS ¹	Amount
Administrator Salaries (MTRS)			<input type="checkbox"/>	
Administrator Salaries (non-MTRS)				
Sub-Total				

2. Instructional/Professional Staff Salaries:	# of Staff	FTE	MTRS ¹	Amount
Instructional/Professional Staff Salaries (MTRS)			<input type="checkbox"/>	
Instructional/Professional Staff Salaries (non-MTRS)				
Sub-Total				

3. Support Staff Salaries:	# of Staff	FTE	MTRS ¹	Amount
Support Staff Salaries (MTRS)			<input type="checkbox"/>	
Support Staff Salaries (non-MTRS)				
Sub-Total				

4. Stipends:	# of Staff	MTRS ¹	Amount
Stipends (MTRS)	0	<input type="checkbox"/>	\$0
Stipends (non-MTRS)	2		\$1,035
Sub-Total			\$1,035

5. Fringe Benefits:	Amount
5-a MA Teachers' Retirement System (Federally-Funded Grants Only)	\$0
5-b Other (total)	\$0
Sub-Total	\$0

6. Contractual Services: Services provided and the amount to be paid.	Amount
Contractual Services Total	\$5,400

7. Supplies and Materials: Items costing less than \$5,000 per unit or having a useful life of less than one year.	Amount
Supplies and Materials Total	\$35,679

8. Travel: Mileage, conference registration, hotel, and meals.	Amount
Travel Total	\$4,200

9. Other Costs:	Amount
Other Costs Total	\$3,000

10. Indirect Costs:	Rate (%) Cannot exceed approved rate	Amount
Indirect Costs:	3.76	\$1,854

11. Equipment: List only items costing \$5,000 or more per unit.	Amount
Equipment Total	\$0

Total Allocation Amount: \$51,168
Total Funds Requested: \$51,168
MTRS Applicable Amount: \$0
Balance Remaining: \$0

Attachments List

Part I/Cover Page: Sign & Scanned Part I - Required; TO AVOID APPROVAL DELAYS PLEASE MAKE SURE THE AMOUNT ON YOUR COVER SHEET MATCHES THE TOTAL AMOUNT REQUESTED ON THE EDGRANTS BUDGET SUBMISSION;

**Document 1: Part III — Required Program Information - Required
 Document 2: Schedule A - If applicable**

Have you uploaded all the required documents? Yes

Document Type	Required?	Document Description	Date Attached
Document 1	No	Part IIIA Equity ...	10/22/2018
Document 2	No	Part III Descript...	10/22/2018
Document 3	No		
Document 4	No		
Part I / Cover Page	Yes	Perkins Signed Co...	10/23/2018
Schedule A – Consolidated Assignment Schedule	No		

Attachment Details

Attachment Instructions:

1. In the Document Description field, enter a descriptive name for the file attachment that includes your district/organization name (e.g., Forms 1 and 2 – Abington).
2. Click the 'Browse' button next to the File Name field.
3. Navigate to the appropriate file on your computer and select it.
4. Make sure the file includes your organization code (e.g., Forms1and2_0001.xls).
5. Click 'Open' to upload the file to G3.

Document Description: Part IIIA Equity and Access

Attachment Details

Attachment Instructions:

1. In the Document Description field, enter a descriptive name for the file attachment that includes your district/organization name (e.g., Forms 1 and 2 – Abington).
2. Click the 'Browse' button next to the File Name field.
3. Navigate to the appropriate file on your computer and select it.
4. Make sure the file includes your organization code (e.g., Forms1and2_0001.xls).
5. Click 'Open' to upload the file to G3.

Document Description: Part III Description of Budget Expenditures

Attachment Details

Attachment Instructions:

1. In the Document Description field, enter a descriptive name for the file attachment that includes your district/organization name (e.g., Forms 1 and 2 – Abington).
2. Click the 'Browse' button next to the File Name field.
3. Navigate to the appropriate file on your computer and select it.
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Document Description:

Attachment Details

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4. Make sure the file includes your organization code (e.g., Forms1and2_0001.xls).
5. Click 'Open' to upload the file to G3.

Document Description: Perkins Signed Cover Page FY19

Attachment Details

Attachment Instructions:

1. In the Document Description field, enter a descriptive name for the file attachment that includes your district/organization name (e.g., Forms 1 and 2 – Abington).
2. Click the 'Browse' button next to the File Name field.
3. Navigate to the appropriate file on your computer and select it.
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5. Click 'Open' to upload the file to G3.

Document Description:

Attachment Details

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2. Click the 'Browse' button next to the File Name field.
3. Navigate to the appropriate file on your computer and select it.
4. Make sure the file includes your organization code (e.g., Forms1and2_0001.xls).
5. Click 'Open' to upload the file to G3.

Document Description:

Information and Affirmation

Note: All fields prefaced with an asterisk (*) are mandatory and must be completed.

General Note Regarding Conflict Of Interest

Public employees -- including Department of Elementary and Secondary Education employees, consultants, or volunteer members of a Department or Board of Elementary and Secondary Education advisory council or committee -- may not participate in the review, recommendation or approval of a grant or contract proposal if they know that they personally, their immediate family or a business or organization (including a school district) with which they are closely associated has a financial interest in the grant or contract.

They are specifically prohibited from acting on matters affecting:

- (1) themselves;
- (2) their immediate family (their spouse, parents, children, brothers and sisters); (3) their partner;
- (4) a business organization in which they serve as an officer, director, trustee, partner or employee; or
- (5) any person or organization with whom they are negotiating for or have any arrangement concerning future employment. In addition, public employees must avoid conduct that creates a reasonable impression that they will act with bias.

Failure to comply with these requirements of conflict of interest law, G.L. c. 268A, may result in revocation of a grant or contract award by the Department of Elementary and Secondary Education and may preclude the recipient from future eligibility.

In case of any questions about the applicability of the conflict of interest law to a particular situation, please contact the Department's Legal Office or the State Ethics Commission (617-371-9500)

According to the guidelines stated above do you believe that you would be in conflict of interest by accepting a grant? No

General Note Regarding State Finance Regulations

In accordance with state finance regulations, grant recipients can only expend funds from the date their grant was entered as approved into the Department's Grant Management system. This means that if a grant recipient wishes to expend grant funds as of a certain start date, the grant must have completed a programmatic review, and been submitted as approved to Grants Management prior to that start date. grant recipients may not use local funds to cover initial costs for a grant prior to receiving official approval from the Department, with the intent to reimburse themselves after receiving the award notice. Audit exceptions may be taken for any grant funds used for periods not covered by the award letter, leading to grant recipients needing to pay back the misused grant funds.

I certify that I have read and understand the State Finance Regulations

Certification of Information

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.

I certify that the information is correct.

Name of the Authorized Signatory: Andrew Bott

Title: Superintendent

Submission Summary

Page	Last Updated
Applicant Information	10/19/2018
Applicant Contacts	10/19/2018
Budget Entry	No Input Required
Project Expenditures	No Input Required
Attachments List	10/23/2018
Information and Affirmation	10/23/2018

CT Interface Setup

Today's Date 10/23/2018
Service To: 06/30/2019
SVC_END_DT_1: 06/30/2019
SVC_END_DT_2: 06/30/2020
SVC_END_DT_3: 12/31/2020
CT_ACTG_DOC_ACTG_LN_NO_1: 1
CT_ACTG_DOC_ACTG_LN_NO_2 2
CT_ACTG_DOC_ACTG_LN_NO_3: 3
Budget FY: 2019
Budget Year: 2020
Budget Year: 2020
Fiscal Year: 2019
CT_ACTG_FY_DC_2: 2020
CT_ACTG_FY_DC_3: 2021
Event Type: PR05
Event Type: PR05
Event Type: PR05
State Fiscal Year: 2019

Part III-A Equity and Access Local Program Coordination

Perkins IV requires local cross-program coordination, planning, and service delivery aimed at improving teaching and learning. Provide the required information regarding local cross-program coordination, planning, and service delivery to address the needs of the student populations below.

1. Indicate if the district has the following student populations.

Student Populations	Indicate YES or NO
Early childhood	Y
Homeless	Y
Immigrant	Y
Limited English proficient	Y
Migrant and formerly migrant	N
Neglected or delinquent	Y
Students attending high poverty schools	N
Students with disabilities	Y
Youth at risk of dropping out	Y

2. How are these students identified?

Early Childhood - Brookline's Early Childhood program serves those students who have identified special needs, those who are at-risk, and those who act as peer models. Each group of students are identified differently. Students with special needs are generally referred through the Early Childhood intake team. Referrals can be made through early interventions, pediatricians, private preschools, day care, or parents. Children who are at-risk are accepted to the program upon application to the program, referral by a social service agency, the Parent-Child Home Program, pediatrician, current school, public school guidance or administration.

Immigrant – Immigrant students are identified through registration with the Department of Student Affairs, and through information from the local school, This information is verified with the district student data management system.

Limited English Proficient – LEP students are identified at the time of registration. Information is collected regarding home language. If parents indicate a home language other than English, this flags the student as a potential participant in the ELL program. The Brookline Language Proficiency Assessment (BLPA) is then administered, after which recommendations about program placement are made.

Neglected or Delinquent – We define delinquent students as those who have been involved in the juvenile court system or are in the care and custody of the Department of Youth Services (DYS). We define neglected students as those who are in the care and custody of the Department of Social Services (DSS), or who have been involved in a 51A situation. We are very involved in assisting both DYS and DSS in monitoring the care and progress of these students.

Students with Disabilities – These students are identified by the family at registration and/or through diagnostic tools by the Special Education staff at any point during the school year.

Youth at risk of dropping out – High School students whose behavioral history and academic performance flag them as at risk for dropping out are identified at the school level.

3. Describe the strategies and activities the district will use, including involving the district's Homeless Education Liaison, to coordinate local, state, and federal educational programs that provide services to student populations, including but not limited to those listed above.

The Brookline Office of Teaching and Learning, under the direction of the Deputy Superintendent for Teaching and Learning and in collaboration with the Deputy Superintendent for Student Services coordinates all activities related to the services for specific student populations in the Brookline Schools.

The following full-time program administrators oversee all district, local, state and federal programs that serve these populations: Principal for Early Childhood (all Early Childhood and Kindergarten programs), Directors of preK-8 Special Education, Director of 9-12+ Special Education, Director of the preK-12 English Language Learner Program, School Within A School Program Coordinator (SWS is an alternative high school program), Winthrop House Program Coordinator (an off-site alternative high school program for students with emotional and psychological issues), ACE Program Coordinator (an alternative high school program for at-risk students), Coordinator for Steps to Success (a college readiness program for low income students), and the METCO Program Director. The Deputy Superintendent for Student Services oversees Special Education, Guidance, Social Workers and Student Health Services.

These administrators work closely with the Senior Director for Elementary Education and full-time curriculum coordinators for each academic area (both K-8 and 9-12), as well as the coordinators/directors for Educational Technology and Libraries, Enrichment and Challenge Support, and Career and Technical Education. Coordinators meet together regularly, share information and collaborate frequently to ensure that students are served to the fullest extent possible. They work jointly with the building principals to oversee the implementation of programs and services in each of the schools, and to implement specific instructional strategies and activities at the classroom level. For more information, see the Public Schools of Brookline website.

All grant-funded programs are managed by individuals who serve as grant managers, usually the program or curriculum coordinator who works most closely with the population served by the grant. Grants management is overseen by the system's Senior Director for Programs, who works closely with the various program managers and the PSB Department of Administration and Finance.

Coordinators meet with regularly with their staff and provide professional development to all staff in the system. The administrators in the Office of Strategy and Performance work with the superintendents, curriculum and program coordinators, building principals, and the Office of Teaching and Learning Directors to gather and interpret data on student performance and student services.

When required, the Deputy Superintendent for Student Services oversees the involvement of homeless students in the Brookline schools. In addition to a full range of academic support services, we provide outreach to families in a variety of ways, such as social and adjustment intervention through family-based meetings at the transitional site led by school staff, and transition support to students moved to scattered site housing.

Brookline complies with all federal and state regulations in order to ensure that students have access to all available services.

DESCRIPTION OF EXPENDITURES

PLEASE NOTE that more information is requested of you on this form than has been the case in previous years.

A	B	C	D	E
Line Item #	<p>Use one line per item (for example , for Line Item 1, Administrators, list each administrator on a separate workbook line; for Line Item 7, Supplies and Materials, list each discrete supply item on a separate workbook line) . Add rows as necessary. Describe item in some detail, including any cost calculations (e.g., "5 staff x 3 hrs/day x 4 days x \$15/hr = \$900; 25 Chromebooks at \$250/ea = \$6250"), how expenditures are SUPPLEMENTING, not SUPPLANTING local funds, and how equipment and/or supply expenditures are NEW or UPGRADES, not simple REPLACEMENTS.</p>	<p>If this expenditure addresses an achievement gap, list the core indicator(s) and the population(s) addressed (e.g., "4S1 for students with disabilities; 6S1 for males")</p>	<p>Perkins-funded programs must address required uses 1R to 8R (see Appendix A worksheet tab below). For each expenditure item listed, explain how the expenditure addresses one or more required uses (e.g., "Stipends to teachers to develop technical curriculum addresses 1R because curricular units to be created will explicitly embed academic as well as technical competencies.") If all required uses are not addressed here , please refer to REQUIRED PROGRAM ELEMENTS section below.</p>	<p>Perkins-funded programs must address Perkins core indicators, but there is no expectation that all indicators are addressed with Perkins funds. Where applicable, explain how a specific expenditure relates to one or more core indicators, with special attention to those core indicators where the applicant did not meet target the previous year (e.g., "Other Costs - Student Transportation to 'Women in Building Trades' event addresses 6S1 and 6S2 for Female students, exposing them to opportunities and role models).</p>
1. Administrators				
2. Instructional/ Professional Staff				
3. Support Staff				

4. Stipends	Funds will be used for CTE staff to develop curriculum for a new AP Computer Science Course (Computer Science Pathway). Work will be done after school and over the summer. Teacher will receive workshop rate of \$33/hour. 1 staff x 2.5 hours per day x 4 days x \$33/hour = \$345	6S1 for female students and students of color; While the demographic data of students in our computer science pathway mirrors that of the professional landscape -- both female students and students of color are still underrepresented in most computer science courses, we continue to recruit more diverse students to computing courses. Historically, students of color, particularly black and latino students, do not score as high on Math MCAS when compared to white students. By developing an inclusive curriculum for an AP computer science course, we see an opportunity to teach mathematical thinking in a hands-on context that is relevant to the world beyond high school. This will allow us opportunity to serve more students in computer science and to provide more challenging experiences to students of color and girls who want to pursue continued education or careers in computing fields.	Stipends to teachers to develop technical curriculum addresses: 1R because curricular units to be created will explicitly embed academic as well as technical competencies; 3R because planned new curricular units will be project-based learning experiences that incorporate skills being used by professionals in related fields; 4R because planned new curricular units will include modeling and student use of new technology; 12P because curricular units to be created will lead to the creation of a new course (nutrition) in the culinary family and consumer science pathway.	1S2 for students of color as the new curriculum will lead to addition hands-on applications of mathematical thinking, 6S1 for female students because the new curriculum will allow girls more opportunity to learn computing skills that lead to high-demand STEM jobs.
	Funds will be used for CTE staff to develop curriculum for new Nutrition Course (Family and Consumer Science Pathway). Work will be done after school and over the summer. Teachers will receive workshop rate of \$33/hour. 2 staff x 2.5 hours per day x 4 days x \$33/hour = \$690	1S1 for low-income students and 1S2 for students with disabilities. The curriculum for a nutrition course will be designed with the needs of low-income families in mind. The introduction of a nutrition course will include cooking demonstrations and menu samples. This will allow students in low-income families to not only learn the fundamentals of budgeting for and producing nutritional meals, but will also provide nutritional meal samples to bring home to their families. During the curriculum planning phase, culinary teachers will consult community partners, such as the Brookline Food Bank, Steps to Success, and Brookline Women and Girls Thriving, to ensure the curriculum is inclusive to the needs of low-income students and families.	12P because curricular units to be created will lead to the creation of a new course (nutrition) in the culinary family and consumer science pathway.	1S1 because the culinary curriculum will be designed to give low-income students hands-on applications reading and language arts through opportunities to write reflections through a food journal during the experience. 1S2 because the culinary curriculum will include hands-on experiences in the study of mathematical thinking, reinforcing math concepts as they relate to life skills and real-world scenarios pertinent to special education populations, i. e. budgeting, doubling a recipe and working with fractions, etc.
5. Fringe	No entry required			

6. Contractual Services	Funds will be used to pay a consultant to provide PD to the CTE staff on non-traditional by gender pathways: Wood Shop and Engineering, provided by Janet Collins. PD will be provided during after school department meeting times, and possibly part of the districts PD day. 2 visits x 2 hours per visit x \$100 hourly. Total=\$400	6S1 for female students. We continue to build a network of experienced female professionals and mentors in non-traditional by gender pathways, such as woodworking and engineering.	2R because the professional development draws a direct relationship between courses in the woodworking and engineering program and potential career paths. 5R because the professional development experience will benefit all Career and Tech Ed teachers in their continued work towards building meaningful connections between their disciplines and career pathways.	2S1 Visiting professionals bring deep expertise that allow students in the woodworking pathway to improve their technical skills.
	Funds will be used to continue work with Jennifer Leonard/Skills Library. She will provide support for the database, and on-going work and PD with CTE staff on adding enhancements to the system, links to additional competencies, and training on new tools that allow competencies to be searched by lesson plan and classroom project topic. Training hours = 2 visits x 3 hours per visit x \$100 hourly = \$600. Ongoing training support = 10 hours at \$75/ hour = \$750. Bulk uploads and data manipulation. \$325 per semester x 2 semesters = \$650. Total = \$2000.	4S1 Students with disabilities. By continuing our work to closely track the competency of students across CTE pathways, we will ensure students receive appropriate interventions and support as needed. Additionally, our efforts to expand our work with Skills Library to incorporate academic disciplines will allow us to keep a repository of student-projects in CTE pathway programs, which students have completed such work, and the academic subject matter that is directly covered in these units and learning experiences. This will allow for more informed collaborative conversations with support staff of special education students who are able to comprehend hands-on applications of mathematics and literacy concepts when they are embedded in CTE curriculum.	The contractual services listed address: 1R because continued consulting with Skills Library will allow teachers to track competencies by academic topic and keyword concepts in lesson plans. This will provide teachers with a repository of how academics are currently being integrated across curriculum, which will allow us to track and progress new integration across disciplines moving forward; 5R because the continued support of Skills Library will include ongoing professional development with teachers in the department as they continue to track student pathways and student performance data;	1S1 and 1S2 The use of the Skills Library allows us to track the academic topics in Reading/Language Arts and Mathematics in each CTE program. This will allow us to inventory where we are currently embedding academics and will provide us a better resource to continue improvements in this work.
	Funds will be used to pay Epiic Solutions (http://www.epiicsolutions.org/) to provide customized field trip and workshop experiences for students in entrepreneurship and business courses. These customized Boston-based half-day field trip and workshop experiences are planned around themes such as female entrepreneurs, social impact and innovation, high tech/robotics, and collegiate entrepreneurship and business experiences. Halfday workshop x 2 topics/experiences x \$250/workshop = \$500. Halfday field trip x 2 topics/experiences x \$250/trip = \$500. Total = \$1000.	6S1 for female students. We continue to build experiences that are inclusive to the needs and interests of female students who are pursuing careers in business, particularly through retaining our connection to Epiic Solutions -- a female owned enterprise -- as well as through the services the business provides.	2R because our contract with Epiic Solutions will allow students in the business pathway to tour local universities and identify clear post-secondary options in the field of business and entrepreneurship; 3R because a contract with Epiic Solutions allows students in the business-pathway to attend industry events, such as the 1 Million Cups entrepreneurship event co-sponsored by the Kauffman Foundation and BUild Lab from Boston University; 7R because starting field trips with the support of Epiic Solutions will move business programs forward in building connections between students in the business pathway and the thriving entrepreneurial community in our backyard.	5S1 and 6S1 The collaboration with Epiic Solutions is designed to provide connections between courses in the business pathway and secondary options through exposure to events industry events, university experiences, etc. Epiic Solutions, founded by a female alumni of Harvard's MBA program, provides mentoring and shadowing experiences to girls in the business pathway.

	<p>Funds will be used to continue to develop and implement the ImBlaze Database System provided by The Big Picture Learning Company. This internship software program will be used to enhance internship opportunities for students being served by various programs at Brookline High School including but not limited to: ACE (Alternative Choices in Education), Special Education (Transitions Program), BHS Career Center Staff with the Guidance Dept., Steps to Success(a program for students who live in low- income housing), EPIC (a year long student-directed seminar for BHS seniors in mainstream courses), Social Justice Program (an internship-inclusive course that places students in non-profits and NGOs) and a series of other classes offered at BHS. Costs for licenses are listed in Line 9 below. Consultants will be used for additional training hours and ongoing technical support = \$2000.</p>	<p>4S1 and 5S1 Investment in the ImBlaze platform allows collaboration across programs to support students in CTE pathways that will lead to better communication and more unified support across programs for students with disabilities, low-income students, and students of color.</p>	<p>3R because an investment in the ImBlaze platform will provide students with opportunities to pursue career immersion and exploration activities, such as job shadows and internships; 4R The use of ImBlaze will also leverage technology to track workplace goals, attendance, and performance of students in internships; 7R as the adoption of ImBlaze marks a new approach to bringing career learning experiences to students beyond the classroom, allowing students to "shop" for local career experiences on a computer or app, and allowing advisors and counselors to track student completion of such career-focused activities. The use of ImBlaze also covers 1P, 2P, and 3P as the opportunities available for career interest and immersion come as a direct result of deep community partnership, local industry support, and parental and family engagement. Through use of the app/website experience, students will be led by a teacher/counselor through career interest inventory activities, then coached through the selection and completion of a career immersion experience.</p>	<p>4S1 and 5S1 Investment in the ImBlaze platform provides students with an opportunity to build relationships with mentors, complete job shadowing and informational interviews, as well as internships. We believe this investment in career readiness planning with students will encourage at-risk students to stay in school, to identified dignified steps outside of high school, and to leverage the resources of community members in identifying relevant post-secondary experiences</p>
7. Supplies and Materials	<p>Funds will be used in the Engineering and Woodworking/Makerspace to purchase an array of small hand tools (i.e. drills, cutting machines, sanders) that aid students in designing and making prototypes. Total = \$3959. Materials to upgrade and enhance the program include: new upgraded specialized work benches that allow safe, professional collaborative spaces for project-based learning (\$7980), Flinn Digital Hot Plate to allow curriculum to extend into material science and prototyping of glues and other prototyping compounds(\$2950), and new smart lathes for furniture making classes to provide students with the experience to learn turning skills on state-of-the-art new technology.(Nova Galaxi Lathe-\$2690 x 2 = \$5380). Total = \$20,269</p>	<p>2S1 and 5S1 for students of color and students with disabilities. Programs in the CTE Department continually strive to provide high quality resources that reflect current conditions in the work environment. Funds will be used to enhance, improve, upgrade, and modernize existing materials. These additions will provide students access to the technology they will encounter in the workplace, and the training to be successful in using safe, state-of-the-art equipment. Equity of access is a strategy aimed at closing achievement gaps. We believe having the opportunity to do hands-on work in relevant, innovative spaces reinforces students' understanding of academic and technical knowledge, leading to better outcomes during and after high school.</p>	<p>Supplies and Materials: 1R because materials requested are necessary for the successful implementation of cross-curricular projects with embedded academic skills, math/science elements in construction and engineering; 4R many requested materials are necessary to bring curriculum into alignment with current professional standards, as per suggestions of advisory committees. For example, new hot plate for material science and prototyping compounds mirrors what is seen at fabrication labs and spaces at local universities;</p>	<p>2S1 State of the art equipment and a diversity of tools allows students to be trained on a number of machines that are being used currently beyond the high school setting. This approach to maintaining up-to-date equipment and spaces allows students in the woodworking pathway and engineering pathway to leave their experience with improved depth of technical skills across equipment.</p>

	<p>Funds will be used to upgrade Culinary workspaces to provide students with ample and appropriate spaces to design their own meal concepts in the new nutrition course. The update to the space will include the introduction of new food processors, updated kitchen tools, and new stoves for existing work stations. These enhancements will create an environment that is more appropriate for cooking demonstrations and visitor demos, both of which are integral to the vision of the development of the nutrition course. New food processors and cooking tools for each work station (\$3080). Upgraded stoves (\$8000). Total = \$11,080.</p>	<p>3S1 4S1 for students with disabilities. It is common that students with social emotional learning disabilities thrive in our culinary programs due to the therapeutic nature of work with food preparation, as well as the inclusive environments created in our culinary classrooms. Through the expansion of our culinary spaces, we will be able to build more diverse programming, with a broader range of educational experiences, providing a clearer connection between students with special needs and the multitude of professional experiences in culinary arts beyond the classroom. For example, the new culinary workspaces will allow for advanced cooking demonstrations and visiting chefs who can speak to sourcing and farming, food science (i.e. the impossible plant-based burger), etc.</p>	<p>1R, 2R, 3R because the nutrition course will need the use of a newer flexible space to accommodate cross-disciplinary learning experiences, such as hosting demonstrations from food scientists, nutritionists, professional chefs, and hospitality programs where students will study the intersection of chemistry/biology and food preparation. 7R This test environment is essential to the continued growth of the culinary arts program, as it will be in the nutrition course that students design recipes that could be adopted by our student-run restaurant. 1P and 3P as the design of the course will require partnerships with local universities, community organizations, and businesses. Examples of potential partners and learning experiences include: Les Roches Global Hospitality School, America's Test Kitchen, Commonwealth Kitchen, Food Science programs at BU and Simmons, Babson Food Day</p>	<p>2S1 State of the art equipment and a diversity of curriculum experiences allows students to be trained in an environment that is directly reflective of professional culinary spaces currently being used beyond the high school setting. This approach to maintaining up-to-date equipment and spaces allows students in the culinary pathway to explore broader aspects of the culinary landscape, moving away from a food preparation focus alone to improve a depth of technical skills across equipment and experiences. For example, students will have the chance to learn about sustainable farming, ethical sourcing of food for restaurants, food presentation and demonstration, food photography, and more.</p>
	<p>Funds will be used to enhance the Computer Science curriculum through the purchase of 12 android-tablets that will be used to further develop the use of app-inventor in the curriculum, as well as to introduce female students of computing to the Technovation global challenge, where teams identify a problem, create an app to solve the problem, and develop a business plan for their concept. 12 tablets x \$100 per tablet. Total = \$1200</p>	<p>6S1 for female students. We continue to build experiences that are inclusive to the needs and interests of female students who are pursuing careers in computing. The investment in resources required to develop and implement a Technovation experience will reinforce interest of students in computer programming. This work is in alignment with our school goal to increase the number of female students and students of color enrolled in computing courses.</p>	<p>2R because the tablets use as a tool in Technovation's app inventing experience connects directly with high-demand employment opportunities in computing, where women are an underrepresented minority. 3R The Technovation experience, which requires the tablets, will include support from visiting guest speakers in connected career paths and the development of mentors from industry; 4R The Appinventor program allows students in computer science to code an app to solve problems they have identified, moving the computer science program forward in alignment with student interest and workforce readiness. 4P/6P The Technovation experience specifically, which will require additional tablets for Appinventor, provides female computing students (an underrepresented demographic) with an opportunity to work with like-minded peers and meet mentors in the field.</p>	<p>1S1 and 1S2 The use of the tablets in the Technovation experience allows female students to build an app, business plan, and pitch for their product. The interdisciplinary nature of the experience addresses topics in Reading/Language Arts (i.e. research, brainstorming, planning, writing, pitching) and Mathematics (i.e. calculations of revenue projections, market size, computational programming).</p>

	Funds will be used to acquire a new printer for the Copy Center student-based enterprise. The introduction of this printer will allow students to continue to develop their graphic arts delivery service, wherein students in the course design informative and promotional materials for student groups, club advisors, and teachers and deliver them during the school day. Color laser jet printer- \$1030.	2S1 for students with disabilities. There are many students with disabilities who get work-based experiences in the Copy Center student-based enterprise. Investment in new printers will expand capacity, leading to broader opportunities for these students to build technical skills in graphic arts / design.	4R because the new technology is necessary to expand the Copy Center's capacity to develop the graphic arts delivery service; In the course, students will learn to use graphic design programs to make promotional materials for "clients". The new color laser jet printer provides the technology necessary to produce the type of high-quality prints for posters and other promotional materials.	2S1 This update to the Copy Center will add to printing and delivery capacity and provide students with the chance to learn on a new machine and produce higher quality prints from graphic designs they have created. This approach to maintaining up-to-date equipment and spaces allows students to develop stronger technical skills across a broader array of equipment.
	Funds will be used to pay for student licenses to Student's Mimic Social simulation on social media marketing and analytics, as well as to acquire complimentary Student and Harvard Business Review case studies on the same subject matter. These materials will enhance the Psychology of Marketing course by bringing a hands-on experience that will allow students to develop skills relevant to today's professional landscape, as well as to better comprehend the work of visiting marketing professionals in the online marketing and analytics field. (\$2100)	1S1 1S2 for students with disabilities. The Mimic Social tool requires analytical, mathematical thinking and research based in reading language arts. For students with special needs, the Mimic Social platform creates a relevant, meaningful, hands-on experience with embedded academics that will reinforce the analytical thinking skills needed to improve understanding of academic content areas.	2R because Mimic Social connects directly with high-demand employment opportunities in online marketing/media. Additionally, these learning experiences will include visiting guest speakers from connected career paths; 4R Mimic Social is necessary to bring curriculum into alignment with current professional standards, as per suggestions of advisory committees; 7R Investing in Mimic Social provides teachers and students experience working with cutting edge materials that are currently being used in professional settings -- for example, the the online marketing simulation is currently being used broadly in college-level marketing courses, and leverages technology to simulate management of a business's social media accounts, including the embedded analytics used by professionals in corporate settings;	4S1 and 5S1 Investment in the Mimic Social platform provides students with an opportunity to test social media marketing concepts on channel platforms with authentic results. We believe this investment in career readiness will allow students to hone their existing social media skills and connect their existing interests and knowledge to summer jobs and internships at local businesses. In the long-term, this work will also provide the foundation for learning advanced marketing skills such as analytics that are currently in demand in the job market today.
8. Travel	1) Attendance by a CTE program team (Director and 2 CTE staff members) at the MA Association of Vocational Administrators (MAVA) conference in June 2019. This annual conference has proven to be very useful over time. We gain information from workshop presentations and other MA districts that will help us to address the areas we have identified for improvement, and in particular, to research new uses of technology in CTE programs. Participants will follow up with CTE staff at the first staff meeting in the fall of 2018. (\$900)	2S1 and 5S1 for students with disabilities, female students, and students of color. We continue to strive to build inclusive experiences across CTE programs. For this reason, we will attend sessions at the MAVA conference on supporting students with disabilities, such as anxiety and depression. We will also focus our attendance on sessions designed to share strategies on building program enrollment that is representative of our student body, such as recruiting more women in STEM pathway courses or more students of color in computing.	1R, 4R, 5R, 12P Attendance at the MAVA Connecting for Success conference will allow Director and attending CTE staff to think critically about current programming and attain resources required to improve programming. It is through attendance at events like MAVA, combined with innovation of CTE teachers, that programs retain relevance in today's shifting professional and career landscape. This is achieved through attending sessions on topics such as Project Based Learning, new industries such as Artificial Intelligence and Machine Learning, and staying informed on current Industry-Recognized Credentials.	2S1 5S1 Attendance at the conference will allow CTE director and staff to stay current with current industry standards within program disciplines (i.e. AI and Machine Learning in Engineering/Computing). This context is necessary to continue to pursue appropriate community partnerships, to organize the most relevant field-trips and learning experiences, as well as to recruit professionals for advisory committees and career panels that represent current industry standard. We believe this type of commitment to high quality career readiness programming connected to our pathways encourages students to pursue further study and employment opportunities beyond their time at BHS.

	<p>Funds will go to attendance at the Massachusetts STEM summit in Worcester, MA in November 2018. Sessions include topics such as closing the Access Gap to STEM for underserved populations, industry-driven lesson planning, connecting students and employers in meaningful ways, etc. The funds will cover the attendance of Coordinator, Engineering, Woodworking/Furniture Design, and Computer science teachers, as well as Career Counselor. \$50 per ticket x 6 tickets. Total = \$300</p>	<p>2S1 and 5S1 for students with disabilities, female students, and students of color. We continue to strive to build inclusive experiences across CTE programs. For this reason, we will attend sessions at the MA STEM conference on closing the Access Gap for underserved populations and network with professionals across the state to learn how other schools encourage a diverse range of students to explore courses in the STEM pathway.</p>	<p>7R/ 12P because attendance at the event will support teachers in continuing to improve their programs and to conceptualize new courses, such as the woodworking and engineering pathway attending sessions on tiny house building and green/clean engineering.</p>	<p>3S1 4S1 Attendance at the conference will allow CTE director and staff to work collaboratively with Career Counselor and others in guidance to develop career readiness programming around STEM fields, so that historically disengaged students have employment experiences that relate to their learning in CTE pathways. One example of such work is the TradeUp initiative to connect students in woodworking pathway with local contractors and tradespeople.</p>
	<p>Attendance for 20 Business pathway students at the November 2018 Harvard Young Women's Business Leadership Conference (http://www.huwib.org/ywblic-about/). Priority attendance will go to students in the business pathway from underrepresented groups, such as the African American and Latino Scholars Program and Steps to Success, a program for students who live in public housing. \$150 per student x 20 students. Total = \$3000</p>	<p>6S1 for female students. 4S1 and 5S1 for students of color and low-income students. We continue to build experiences that are inclusive to the needs and interests of female students who are pursuing careers in business, as well as students who live at or below the poverty line and low income students. Historically, all of these types of students have found it difficult to identify mentors in business fields who have relatable experiences. Through attendance at the Harvard YWBLC conference, students in these groups have the ability to meet university students of business, graduate students, and professionals who can highlight the unique challenges and supports of entering a career in business for women of color.</p>	<p>3P, 4P, 6P, 8R because the Harvard Young Women Business Leadership Conference allows girls in the business pathway, particularly girls of color and low-income girls, the opportunity to connect with undergraduate and graduate mentors. The event schedule includes workshop sessions and panels on the demand for diverse leaders in high demand careers, such as analytics, investing, and UX design. Additionally, the experience provides attending chaperones the chance to network with speakers, authors, professors, and professionals with the aim to build continued connections for the business pathway.</p>	<p>2S1 5S1 Attendance at the conference will allow teacher in business pathway to stay current with current industry standards within program disciplines (i.e. Cryptocurrency, Design Thinking in Finance and Business). This context is necessary to continue to pursue appropriate community partnerships, to organize the most relevant field-trips and learning experiences, as well as to recruit professionals for advisory committees and career panels that represent current industry standard. We believe this type of commitment to high quality career readiness programming connected to our pathways encourages students to pursue further study and employment opportunities beyond their time at BHS.</p>

9. Other Costs	Funds will be used to continue to develop and implement the ImBlaze Database System provided by The Big Picture Learning Company. This internship software program will be used to enhance internship opportunities for students being served by various programs at Brookline High School including but not limited to: ACE (Alternative Choices in Education), Special Education (Transitions Program), BHS Career Center Staff with the Guidance Dept., Steps to Success(a program for students who live in low- income housing), EPIC (a year long student-directed seminar for BHS seniors in mainstream courses), Social Justice Program (an internship-inclusive course that places students in non-profits and NGOs) and a series of other classes offered at BHS. Through Imblaze, students can move from career exploration and awarness into a career immersion experience by pursuing internships connected to relevant real-world projects. 100 student licenses + 6 faculty advisor licenses + internship coordinator acces = \$3000.	4S1 and 5S1 Investment in the ImBlaze platform allows collaboration across programs to support students in CTE pathways that will lead to better communication and more unified support across programs for students with disabilities, low-income students, and students of color.	3R because an investment in the ImBlaze platform will provide students with opportunities to pursue career immersion and exploration activities, such as job shadows and internships; 4R The use of ImBlaze will also leverage technology to track workplace goals, attendance, and performance of students in internships; 7R as the adoption of ImBlaze marks a new approach to bringing career learning experiences to students beyond the classroom, allowing students to "shop" for local career experiences on a computer or app, and allowing advisors and counselors to track student completion of such career-focused activities. The use of ImBlaze also covers 1P, 2P, and 3P as the opportunities available for career interest and immersion come as a direct result of deep community partnership, local industry support, and parental and family engagement. Through use of the app/website experience, students will be led by a teacher/counselor through career interest inventory activities, then coached through the selection and completion of a career immersion experience.	4S1 and 5S1 Investment in the ImBlaze platform provides students with an opportunity to build relationships with mentors, complete job shadowing and informational interviews, as well as internships. We believe this investment in career readiness planning with students will encourage at-risk students to stay in school, to identified dignified steps outside of high school, and to leverage the resources of community members in identifying relevant post-secondary experiences
10. Indirect	No entry required			
11. Equipment				

REQUIRED PROGRAM ELEMENTS	
Required Use by Fund Use Code	If COLUMN D above does not include reference to ALL required uses 1R through 8R, use the spaces below to describe how these required uses NOT REFERENCED in COLUMN D are a part of your CTE programming, even without commitment of Perkins funding. If all required uses ARE REFERENCED in COLUMN D, please leave this section blank.
1R	
2R	
3R	
4R	
5R	Note that at least a portion of Perkins allocation funds must be used for professional development even if the district has other sources of professional development funds.
6R	
7R	

8R	
9R	The process for assuring that the proposed budget would meet REQUIRED FUND USE CODE 9R (sufficient size, scope, and quality) was explained in the Perkins IV Five-Year Local Plan by each district, so it is not necessary to include reference to 9R in COLUMN D or here.

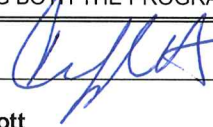
**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
STANDARD CONTRACT FORM AND APPLICATION FOR PROGRAM GRANTS**

PART I – GENERAL

A. APPLICANT: Brookline Public Schools	District Code:	0	0	4	6
ADDRESS: 333 Washington Street					
Brookline, MA 02245					
TELEPHONE: (617) 730-2400					

B. APPLICATION FOR PROGRAM FUNDING				
FUND CODE 400	PROGRAM NAME	PROJECT DURATION		AMOUNT REQUESTED
FY2019	FEDERAL – Perkins Secondary administered by the Resource Allocation Strategy and Planning	FROM	TO	
		Upon Approval	8/31/19	\$51,168

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.

AUTHORIZED SIGNATORY: 	TITLE: Superintendent of Schools
TYPED NAME: Andrew J. Bott	DATE: 10-23-18