

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
Career and Technical Education (CTE)**

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION
IMPROVEMENT ACT OF 2006**

Public Law 109-270

**Carl D. Perkins Continuous Improvement Plan
College Career Pathways
2012 – 2013**

PURPOSE: To continue the consortia College Career Pathways program goals and objectives that encourage the development of four-year or six-year career and technical education programs that combine secondary and postsecondary programs. These programs lead to a minimum of a two-year associate's degree, a two-year certificate, or credit towards a bachelor's degree in a related career and technical field pursuant under the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270.

Application Due: June 1, 2012

RFP #990

**Division of Teaching, Learning and Instructional Leadership
Bureau of Teaching and Learning
Hartford, Connecticut**



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Stefan Pryor
Commissioner of Education

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Levy Gillespie
Equal Employment Opportunity Director/American with Disabilities Act Coordinator
State of Connecticut Department of Education
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Middletown, CT 06457
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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

**COLLEGE CAREER PATHWAYS GRANT APPLICATION
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Carl D. Perkins Career and Technical Education Improvement Act of 2006

College Career Pathways Grant Application

I. Overview

Signed into law on August 12, 2006, Congress amended the Carl D. Perkins Career and Technical Education Improvement Act (Perkins IV) to provide an increased focus on the academic achievement of career and technical education (CTE) for the 21st century. Perkins IV promotes reform, innovation and continuous improvement in CTE to ensure that students acquire the skills and knowledge they need to meet challenging state academic standards and industry-recognized skill standards. It prepares students for postsecondary education, further learning and a wide range of opportunities in high-skill, high-wage or high-demand occupations in emerging occupations.

Perkins IV supports the alignment of CTE with state and local efforts to reform secondary schools and improve postsecondary education. The implementation of this statute promises to make CTE programs an integral part of these efforts.

Within Perkins IV, the College Career Pathways (CCP) program has been reauthorized as an important catalyst for secondary reform and postsecondary education improvement efforts. Each institution awarded a Carl D. Perkins grant will provide maintenance of effort consistent with the **2011** fiscal year funding level of each award for the CCP program. The CCP program promotes greater student achievement, postsecondary preparation and high accountability. An articulation agreement established between the high school and community college must combine a minimum of two years of secondary education, with a minimum of two years of postsecondary education, in a nonduplicative, sequential course of study or an apprenticeship program of at least two years following secondary instruction.

The focus of the CCP programs under Perkins relates to:

- integrating academic and CTE;
- promoting student attainment of academic and CTE standards;
- introducing all aspects of an industry;
- addressing the needs of individuals who are members of special populations;
- involving parents as well as employers;
- providing strong communication and linkages between secondary and postsecondary institutions;
- expanding the use of technology; and
- providing professional development to all of its partners in the consortium.

II. Proposal Rationale

As the nation is challenged by the changing nature of the economy, a shortage of workers and an ill-equipped workforce, CTE is forced to develop strategies to meet these challenges. It is important to raise expectations in order to close the achievement gap, measure and assess student performance and outcomes and identify and focus resources and energy on proven research-based strategies. With increased options for all students, the Connecticut State Department of Education (CSDE) and the community colleges move from a culture of compliance to a culture of accountability.

In order for students to meet the challenges of postsecondary education and workforce preparation in the CTE fields, Perkins IV focuses the federal investment in high-quality CTE programs. During the **2012-2013** fiscal year, CTE programs shall address the following activities: standards-based curriculum; the

state CTE assessment system; work-based learning; career pathways; career and technical student organizations; and postsecondary linkages. Also, the proposal should address the four cornerstones of the No Child Left Behind (NCLB) Act: narrowing the achievement gap; proven methods; increasing accountability for student performance; and coordination with federal employment and training programs.

III. College Career Pathways Grant - Eligible Participants

To be eligible to apply for the CCP grant, community colleges must:

- show evidence of 2011-2012 CCP programs participation;
- build student competency in math, science, reading, writing, communications and a career course—**no remedial courses are accepted**;
- develop and implement a data collection process to track student participation, completion, placement and retention; and
- offer certificate or apprenticeship programs at the postsecondary level or a consortium of two (2) or more institutions of higher education.

IV. Program Standards and Accountability

In order to promote continuous improvement of CTE, programs should be designed around the “core indicators of performance for postsecondary CTE students” located in the College Career Pathways Continuous Improvement Plan at the following link:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320802&sdePNavCtr=#45488>.

These core indicators should prepare students for:

- The attainment of challenging state-established academic and CTE skill proficiencies.
- The attainment of a secondary school diploma or its recognized equivalent proficiency, credential in conjunction with a secondary diploma or a postsecondary degree or credential.
- The placement in military service or apprenticeship programs or placement/retention in employment, including placement in high-skill, high-wage or high-demand occupations or professions.
- The participation in, and completion of, CTE programs that lead to nontraditional fields.
- Student retention in postsecondary education or transfer to a baccalaureate degree program.

V. Eligible Institution

The term “eligible institution” means an institution of higher education that provides not less than a two-year program of instruction that is creditable toward a bachelor’s degree, a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level or a consortium of two (2) or more institutions of higher education.

Eligible institutions must develop and implement a data collection process to track student participation, completion, placement and retention.

All grantees are required to establish a partnership committee (advisory board) to serve in an advisory capacity. One or multiple committees can be established to provide support to all program areas.

Definition of College Career Pathways/Programs of Study

In assisting students in planning for and completing future coursework, for career and technical content areas, the programs of study will:

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

VI. Other Grant Requirements

Each college receiving CCP funds must budget and expend no less than 5 percent of the allocation for participation in state and national state-approved professional development workshops designed to provide strategies for improving student academic success. Community colleges are allowed to expend additional funds for other professional development activities beyond the 5 percent allocated for state-sponsored professional development. Professional development opportunities should be made available to ALL community college CTE teachers.

Grantees must use funds to improve CTE programs. This means that eligible recipients must target the funds for new and improved activities. Grantees may not use funds to simply maintain existing activities.

A maximum of 5 percent of the grant may be used for administrative costs, including indirect costs. Only institutions that have submitted indirect cost proposals for fiscal year **2011-2012** may apply indirect costs to this grant.

Administrative activities are those necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under this Act, including supervision, but do not include curriculum development activities, personnel development or research activities.

VII. Management and Control of the Program and Grant Consultation Role of the State

The grantee has overall management control of the grant. While state agency staff may be consulted for their expertise, they will not be directly responsible for the selection of subgrantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or subgrantee.

VIII. Letter of Intent

All postsecondary institutions will be required to submit a letter of intent to apply for Perkins funding for the years **2012-2013**. A signature from the president implies that the community college meets and intends to comply with the eligibility requirements in the application.

IX. Application Review and Evaluation Process

Applications will be evaluated according to the evaluation criteria contained in **Appendix A**. Applicants are advised to review the evaluation criteria when writing their grant application.

X. Disposition of Applications

Applicants will be notified of acceptance or rejection of their proposals within approximately four weeks of the submission deadline date. If a proposal is selected for funding, the Division of Teaching, Learning and Instructional Leadership will initiate a grant. The content and cost of proposals are subject to negotiation prior to final contract.

XI. Grant Awards

The CSDE reserves the right to make grant and contract awards under this program without discussion with the applicants; therefore, proposals should represent the applicant’s best effort to ensure a quality proposal from both a technical and cost standpoint. All awards are subject to the availability of federal funds. Grants are not final until the award letter is executed. The Associate Commissioner of the Division of Teaching, Learning and Instructional Leadership will issue notification of the grant award. The level of funding and effective dates of the project will be set forth in the notification of the grant award.

XII. Grant Period

The College Career Pathways grant is for one year. All funds must be obligated by June 30, 2013. There are no exceptions or waivers to this requirement.

XIII. Technical Assistance by Program Area

Career and Technical Education Program Area Specialists

Agricultural Education Harold Mackin Tel: 860-713-6779 harold.mackin@ct.gov	Business & Finance Technology Education Lee Marcoux Tel: 860-713-6768 lee.marcoux@ct.gov	Cooperative Work Education Dr. Diane Ross Gary Tel: 860-713-6593 diane.ross.gary@ct.gov
Family & Consumer Sciences Lori Matyjas Tel: 860-713-6785 lori.matyjas@ct.gov	Marketing Education Dr. Stephen Hoag Tel: 860-713-6764 stephen.hoag@ct.gov	Medical Careers Lori Matyjas Tel: 860-713-6785 lori.matyjas@ct.gov
Technology Education Harold Mackin Tel: 860-713-6779 harold.mackin@ct.gov	College Career Pathways Dr. Diane Ross Gary Tel: 860-713-6593 diane.ross.gary@ct.gov	Fiscal Perkins Grant Manager June Sanford Tel: 860-713-6765 june.sanford@ct.gov
Career Guidance Judith Andrews Tel: 860-713-6766 judith.andrews@ct.gov		

XIV. End of the Year Report

All grant recipients must submit the End of the Year Report and copies of all published materials, which have been funded by the Carl D. Perkins Career and Technical Education Improvement Act – College Career Pathways. The report and materials must be submitted by **July 1, 2013**, to Dr. Diane Ross Gary. The delivery and mailing address is listed below.

XV. Application Submission Requirements

Proposals, *irrespective of means of transmittal or postmark date*, must be received by **4:30 p.m. on Friday, June 1, 2012**. Proposals submitted become the property of the CSDE and a part of the public domain. **One original and one copy of all sections of the grant with original signatures, including the ED 114 and budget narrative, must be mailed or delivered to Dr. Diane Ross Gary to the address below.**

Mailing Address

Dr. Diane Ross Gary, Program Manager
Connecticut State Department of Education
Bureau of Teaching and Learning
P.O. Box 2219
Hartford, CT 06145

Delivery Address

Dr. Diane Ross Gary, Program Manager
Connecticut State Department of Education
Bureau of Teaching and Learning
165 Capitol Avenue, Room #221
Hartford, CT 06106

*The application is available on the CSDE Web site at www.state.ct.us/sde.
There will be a link to the Internet ED 114 system from the application Web site.*

Grant Application Packet

***Please re-number pages prior to submission
Instruction pages should not be included in the packet**

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Teaching, Learning and Instructional Leadership



CARL D. PERKINS
College Career Pathways Application
RFP #990

GRANT PERIOD
July 1, 2012, to June 30, 2013

GRANT COVER PAGE
To Be Completed and Submitted with the Grant Application

<u>Applicant</u> <i>(Fiscal Agent)</i> <i>(Name, Address, Telephone, Fax, E-Mail)</i>	<u>Program Funding Dates</u> From July 1, 2012, to June 30, 2013 <u>Requested Amount</u> \$ _____
<u>Contact Person</u> <i>(Name, Address, Telephone, Fax, E-Mail)</i>	

I, _____, the undersigned authorized chief administrative official, submit this proposal on behalf of the applicant agency, attest to the appropriateness and accuracy of the information contained herein, and certify that this proposal, if funded, will comply with all relevant requirements of the state and federal laws and regulations.

In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein.

Signature of Authorized Administrative Official _____
Name (typed): _____ Date
College/Agency: _____

CONSORTIUM SIGNATURE PAGE

The following consortium partners agree to the College Career Pathways Partnership and will support the proposal that is being submitted for the **2012-2013** Grant Year.

All signatures must be original.

Name: _____ **Title:** _____

School: _____

Address: _____

Name: _____ **Title:** _____

School: _____

Address: _____

Name: _____ **Title:** _____

School: _____

Address: _____

Name: _____ **Title:** _____

School: _____

Address: _____

Plan Narrative Instructions

Below are definitions provided to assist in responding to the narrative. The Required and Permissible Use of Funds can be found in **Appendix B**.

Definitions to assist in the completion of the plan narrative:

Definition of Concentrator Postsecondary/Adult Level:

Participant – A student who is enrolled in a program of study leading to an occupational degree or certificate (excludes all liberal arts and general studies students).

Concentrators – A concentrator is defined as any student in a given year who is enrolled in a program of study leading to an occupational degree or certificate (excludes all liberal arts and general studies students) and has completed at least 15 semester hours worth of course work.

Nontraditional Students – Students enrolled in programs that have been defined as occupations where one gender comprises less than 25 percent of employment, such as females in pre-engineering programs or males enrolled in early childhood programs.

Academic Integration – strengthens the academic and career and technical skills of students participating in CTE programs by strengthening the academic and career and technical components of such programs through the integration of academics with CTE programs through a coherent sequence of courses to ensure learning in the core academic and career and technical subjects.

The academic integration component of the Carl D. Perkins grant requires colleges to focus teaching and learning strategies in CTE curricula, courses and instruction that will enhance the academic proficiency of students. Academic integration strategies may include local research, project-based assessment, cross-credited courses, increased leveling of CTE courses (Advanced Placement, honors levels), CCP, integrated curriculum models, expanded partnerships and specific management plans to measure results.

All Aspects of the Industry – includes planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, and health, safety and environmental issues.

Plan Narrative
College Career Pathways Grant Application

Describe how the Community College/University of Connecticut will:
1. carry out College Career Pathways (CCP) programs;
2. develop and implement not less than one career pathway or program of study;
3. ensure that CCP activities meet state and local adjusted levels of performance;
4. improve students' academic and technical skill development through integration;
5. provide students with strong experience in, and understanding of, all aspects of an industry;
6. ensure that students who participate in CCP programs are taught the same coherent and rigorous content aligned with challenging academic standards, as are taught to all other students;
7. encourage CCP students at the secondary level to enroll in rigorous and challenging courses in core academic subjects;
8. provide comprehensive professional development (including initial teacher preparation) for CCP academic, guidance and administrative personnel that promotes the integration of coherent and rigorous content aligned with challenging academic standards;
9. ensure that all stakeholders are involved in the development, implementation and evaluation of CCP programs and are provided information and understanding of Perkins, including programs of study;
10. ensure that all CCP programs are of sufficient size, scope and quality to bring about improvement in CCP;
11. develop a process to be used to evaluate and continuously improve core indicator levels of performance;
12. review CCP programs, identify and adopt strategies: <ul style="list-style-type: none"> a. to overcome barriers that result in lower access or success for special populations; b. to provide programs that enable special populations to meet local performance levels; c. to provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.
13. ensure that individuals who are members of special populations will not be discriminated against based on this status;
14. use funds to promote preparation for nontraditional training and employment;
15. provide career guidance and academic counseling to CCP students, including linkages to future education and training opportunities; and
16. improve efforts to recruit and retain CCP teachers, faculty and career guidance academic counselors, including under-represented groups, and the transition to teaching from business and industry.

Partnership/Advisory Committee

Instructions:

Provide the information below identifying the program(s) areas served and names and titles of all partnership committee members. Also, please attach a brief work plan to be executed by the committee this school year.

College: _____

Program Area(s) Served: _____

Committee Members

Student(s):

Teacher(s):

Administrator(s):

Business and Industry(s):

Secondary Education:

Community Organization(s):

Other(s):

PROFESSIONAL DEVELOPMENT OUTCOMES

Colleges will complete the chart below relative to professional development activities for school year **2011-2012**.

Program Area Staff	#of Staff	Name of Workshop/Conference	Teacher Outcomes	Student Outcomes
Business	3	Career Pathways: Next Steps - SDE	Development of career pathways	Every student can benefit from career pathways

BUDGET NARRATIVE INSTRUCTIONS

In preparing the budget narrative, provide a complete description of the expenditure for each of the codes being used and identify the program area and course(s) of the required use of funds to which the expenditure applies. Please refer to the *Perkins IV Budget Buddy* found at the address listed below:

http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Career/Budget_Buddy.pdf.

1. Program improvement line items in the budget narrative must stipulate the occupational program area and the course(s) being funded.
2. Each line item in the budget narrative must give a detailed description of the item(s) that will be purchased, including quantity and unit cost. The personnel costs should be shown by the number of positions, time involved and hourly rate.
3. No more than 5 percent of the grant may be used for administrative purposes including approved indirect costs. Only those community colleges and the University of Connecticut that have submitted indirect cost proposals for fiscal year 2011-2012 may apply indirect costs.
4. A minimum of 5 percent must be used for the CSDE approved professional development activities.
5. Compute all expenditures to the **nearest dollar** by line item. **Do not include cents.**

Note: There should be evidence that the community college plans to absorb salary-related costs funded by the Perkins grant within a three-year timeframe.

INSTRUCTIONS FOR ED 114 BUDGET FORM

The FY 2012-13 ED 114 System will be available on the Internet. For the purposes of this application process, preliminary 2013 budgets will appear in the system with 2011-2012 allotment amounts.

Currently, each community college has one log on, password and certification code. This information is used by the business manager or finance officer to file monthly cash drawdown requests. Those codes will be used by this system to get access to the system and to certify this information.

When the grantee logs on to this system, any budgets awaiting grantee data entry will be available on the first screen.

Find the budget on this page that coincides with the coding on the blank budget in this package and click on "Select."

Enter the proposed expenditures on the appropriate budget object code line. Code descriptions can be found on pages 16-19. Note: Round all amounts to the nearest whole dollar and do not enter commas. "The Grantee User ID" Code, "Grantee Name" and "Authorized Amount" should appear on the screen.

BUDGET: Enter amount of proposed expenditures on appropriate object code lines.

Note: Round all amounts to the nearest whole dollar – do not enter commas.

Click on the box at the bottom, "Total Detail Lines." If the budget does not add up to the authorized amount, a message will display. The budget cannot be saved until the line items are revised.

Click the “Save Budget.” The business manager or finance officer of the community college or University of Connecticut has the certification code. They will need to electronically sign-off on this budget. You may also print this budget and ask the president to sign it.

A complete set of system instructions are available under the “Help” category once you are logged into this system.

ED 114

FISCAL YEAR 2013

BUDGET FORM

FUNDING STATUS:

GRANTEE NAME:		TOWN CODE:
GRANT TITLE: CARL D. PERKINS CAREER AND TECHNICAL EDUCATIONAL IMPROVEMENT ACT OF 2006		
PROJECT TITLE: COLLEGE CAREER PATHWAYS GRANT		
CORE-CT CLASSIFICATION:	FUND: 12060	SPID: 20742
PROGRAM: 84013	BUDGET REFERENCE: 2013	CHARTFIELD1: 170003
		CHARTFIELD2:
GRANT PERIOD: 7/01/2012 - 6/30/2013		AUTHORIZED AMOUNT:\$
AUTHORIZED AMOUNT BY SOURCE:		CURRENT DUE: \$
LOCAL BALANCE: \$		CARRY-OVER DUE: \$
CODES	DESCRIPTIONS	BUDGET AMOUNT
111A	ADMINISTRATOR/SUPERVISOR SALARIES	
111B	TEACHERS	
112A	EDUCATION AIDES	
112B	CLERICAL	
119	OTHERS	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	
322	IN SERVICE	
330	OTHER PROFESSIONAL TECHNICAL SERVICES	
510	PUPIL TRANSPORTATION	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	
641	TEXTBOOKS	
700	PROPERTY	
940	INDIRECT COSTS	
	TOTAL	
XANR	AGRICULTURE AND NATURAL RESOURCES	
XAVC	ARTS, AUDIO VIDEO TECH, AND COMM. SERVICES	
XBAS	BUSINESS AND ADMIN. SERVICES	
XCON	CONSTRUCTION	
XETS	EDUCATION AND TRAINING SERVICES	
XFS	FINANCIAL SERVICES	
XHS	HEALTH SERVICES	
XHSS	HUMAN SERVICES	
XHT	HOSPITALITY & TOURISM	
XITS	INFO. TECH. TELECOM. SERVICES	
XLP	LEGAL AND PROTECTIVE SERVICES	
XMAN	MANUFACTURING	
XPAG	PUBLIC ADMINISTRATION/GOVERNMENT SERVICES	
XSRT	SCIENTIFIC RESEARCH, ENGR. AND TECH SVCS.	
XTDL	TRANSPORTATION, DIST. AND LOGISTICS SVCS.	
XWRS	WHOLESALE/RETAIL SALES AND SERVICES	

ORIGINAL REQUEST DATE

STATE DEPARTMENT OF EDUCATION

DATE OF

REVISIED REQUEST DATE

PROGRAM MANAGER AUTHORIZATION

APPROVAL

ED 114 Budget Form Object Code Descriptions and Budget Narrative

Code	Object	Amount
111A	<p>Administrator/Supervisor Salaries Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll, including overtime salaries or salaries paid to employees of a temporary nature.</p>	
111B	<p>Teachers Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are <u>on the grantee payroll</u>, including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits, and who is on the grantee payroll, is included; a person who is paid a fee with no grantee obligation for benefits is not.</p>	
112A	<p>Education Aides Salaries for grantee employees who assist staff in providing classroom instruction. Include all gross salaries for these individuals while they are on the grantee payroll, including overtime salaries or salaries of temporary employees.</p>	
112B	<p>Clerical Salaries for grantee employees performing clerical/secretarial services. Include all gross salaries for these individuals while they are on the grantee payroll, including overtime salaries or salaries of temporary employees.</p>	

Code	Object	Amount
119	<p>Other Salaries for any other grantee employee not fitting into object codes 111A, 111B, 112A or 112B. Include the gross salaries for these individuals, including overtime salaries or temporary employees. Included in this category can be janitorial personnel costs, grant activity coordinators' salaries and food service personnel.</p>	
200	<p>Personal Services - Employee Benefits Amounts paid by the grantee on behalf of the employees whose salaries are reported in object codes 111A, 111B, 112A, 112B or 119. These amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, these payments are nevertheless part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.</p>	
322	<p>In-service (Instructional Program Improvement Services) Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.</p>	
330	<p>Other Professional/Technical Services Payments for professional or technical services that are not directly related to instructional activities. Included in this category are payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor.</p>	

Code	Object	Amount
510	<p>Pupil Transportation Expenditures for transporting pupils to and from school and other activities. Such items as bus rentals for field trips and payments to drivers for transporting handicapped children are included in this category.</p>	
580	<p>Travel Expenditures for transportation, meals, hotel and other expenses associated with <u>staff</u> travel; per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included.</p>	
590	<p>Other Purchased Services All other payments for services rendered by organizations or personnel not on the GRANTEE payroll and not detailed in object codes 510 or 580. These include: Insurance Costs (other than employee benefits) - payments for all types of insurance coverage including property, liability and fidelity; Printing and Binding - publication costs; and Advertisement - any expenditures for announcements in professional publications, newspapers or broadcasts over radio or television including personnel recruitment, legal ads and the purchase and sale of property.</p>	
611	<p>Instructional Supplies Expenditures for consumable items purchased for instructional use.</p>	

Code	Object	Amount
641	Textbooks Expenditures for textbooks, workbooks, textbook binding and repair.	
700	<p>Property Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment. For most grants, only equipment such as computers, duplicating machines, furniture and fixtures is allowable, and the line item description on the budget will read Property/Equipment only. Other items which could be included in this category, if allowable under grant legislation, are expenditures for the acquisition <u>but not the rental</u> of buildings and land. Although cost of materials which resulted in a new or vastly improved structure would also be included here, the expenditures for the contracted construction of buildings, for permanent structural alterations and for the initial or additional installation of heating and ventilating systems, fire protection systems and other service systems in existing buildings are recorded under object code 400 - Purchased Property Services.</p> <p>In accordance with the Connecticut State Comptroller's definition of equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over <u>\$1,000</u> and the useful life of more than one year.</p>	
940	<p>Indirect Costs Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Beginning Fiscal Year 1998, grantees must submit indirect cost proposals to the SDE to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. Please note however, that grantees, who receive the majority of their grant funds other than through the SDE, may use the rate approved by another federal agency.</p>	

**CARL D. PERKINS CAREER AND TECHNICAL
EDUCATION IMPROVEMENT ACT ASSURANCES**

1. Individuals who are members of special populations, including single parents and displaced homemakers, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency, shall be provided with equal access to recruitment, enrollment and placement activities and equitable participation in Perkins funded CTE programs. Such populations shall be provided with equal access to the full range of applied education programs available to individuals who are not members of special populations, including occupationally-specific courses of study, cooperative education, apprenticeship programs, and comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations. [Sec. 134 (b) (8)]
2. The progress of special population students participating in programs receiving Perkins funds shall be assessed to ensure their successful participation in CTE programs in the most integrated setting possible. Strategies to overcome any barriers encountered by special populations shall be implemented. [Sec. 134 (b) (7) (A)]
3. An annual evaluation of CTE programs funded under this Act shall be conducted, and shall include an assessment of the needs of special populations and whether such programs enable special populations to meet local levels of performance and prepare them for further learning or for high skill, high wage careers. [Sec. 134 (b) (7) (B)]
4. The grantee shall develop, improve or expand the use of technology in CTE programs and ensure that CTE personnel are trained to use state-of-the-art technology and effective techniques and practices. [Sec. 135 (b) (3)]
5. The grantee shall provide CTE students with the academic and career and technical skills (including math and science knowledge that provides a strong basis for such skills) that lead to entry into technology fields. Encourage schools to collaborate with technology industries to offer work-based learning programs. [Sec. 135 (b) (4) (B)]
6. The grantee shall encourage parental and community involvement in its career and technical programs. [Sec. 135 (b) (4) (A)]
7. The grantee shall provide a CTE program that is of sufficient size, scope and quality to bring about improvement in the quality of CTE programs. [Sec. 134 (b) (5)]
8. Equipment purchased, when not being used to carry out the provisions of the Perkins Act, may be used for other instructional purposes if it does not interfere with the use of that equipment for programs funded under the Act and does not add to the cost of using that equipment. [EDGAR (34 CFR Sec. 80.32)]
9. All equipment purchased under the Act must comply with Education Department General Administrative Regulations. [EDGAR. (CFR Sec. 74.140)]
10. The grantee shall develop strategies to promote nontraditional training and employment for students participating in CTE programs. [Sec. 134 (9)]
11. The grantee shall provide sufficient information to the CSDE to enable them to comply with the provisions of this Act. [P. L. 105-332 *passim*]

12. The CTE curriculum shall be planned, ongoing and systematic. [C.G.S. Sec. 10-16b]

13. The funds made available under the Act shall be used to supplement not supplant non-federal funds used to provide CTE activities.

I, the undersigned authorized official hereby certify that these Assurances shall be fully implemented.

Signature: _____

Name: (typed) _____

Title: (typed) _____

Date: _____

**Connecticut State Department of Education
Standard Statement of Assurances
Grant Programs**

PROJECT TITLE: _____

THE APPLICANT: _____ **HEREBY ASSURES THAT:**
(Insert Agency)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Connecticut State Board of Education and the State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the State Department of Education, including information relating to the project records and access thereto as the State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the State Department of Education any monies not expended in accordance with the approved program/operation budget as determined by the audit;

L. Required Contract Language

1. For purposes of this section, "Commission" means the Commission on Human Rights and Opportunities.

For the purposes of this section, "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (a) who are active in the daily affairs of the enterprise, (b) who have the power to direct the management and policies of the enterprise and (c) who are members of a minority, as such term is defined in subsection (a) of Conn. Gen. Stat. Section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "Good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

For purposes of this section, "sexual orientation" means having a preference for heterosexuality, homosexuality or bisexuality, having a history of such preference or being identified with such preference, but excludes any behavior which constitutes a violation of part VI of chapter 952 of the general statutes.

2. (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the state of Connecticut. If the contract is for a public works project, the contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such project. The contractor further agrees to take affirmative action to insure that applicants with job related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the commission, advising the labor union or worker's representative of the contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to comply with each provision of this section and Conn. Gen. Stat. Sections 4a-62, 32-9e, 46a-56 and 46a-68b to 46a-68k, inclusive, and with each regulation or relevant order issued by said commission pursuant to said sections; (e) the contractor agrees to provide the commission on human rights and opportunities with such information requested by the commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.
3. Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: The contractor's employment and subcontracting policies, patterns and

practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

4. The contractor shall develop and maintain adequate documentation, in a manner prescribed by the commission, of its good faith efforts.
5. The contractor shall include the provisions of subsection (2) of this section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the commission. The contractor shall take such action with respect to any such subcontract or purchase order as the commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with this section and Conn. Gen. Stat. Sections 4a-62, 32-9e, 46a-56 and 46a-68b to 46a-68k, inclusive; provided if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.
6. The contractor agrees to comply with the regulations referred to in this section as they exist on the date of this contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.
7. (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any matter prohibited by the laws of the United States or of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the commission on human rights and opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said commission pursuant to sections 46a-56 of the general statutes; (d) the contractor agrees to provide the commission on human rights and opportunities with such information requested by the commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this section and section 46a-56 of the general statutes.
8. The contractor shall include the provisions of subsection (7) of this section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the commission. The contractor shall take such action with respect to any such subcontract or purchase order as the commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56 of the general statutes; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

M. The grant award is subject to approval of the State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official, hereby certify that these assurances shall be fully implemented.

Signature: _____

Name (typed): _____

Title (typed): _____

Date: _____

AFFIRMATIVE ACTION PLAN

IF A CURRENT AFFIRMATIVE ACTION PLAN IS ON FILE WITH THE STATE DEPARTMENT OF EDUCATION, COMPLETE THE STATEMENT WRITTEN BELOW AND SUBMIT AS PART OF THE PROPOSAL.

IF A CURRENT AFFIRMATIVE ACTION PLAN IS NOT ON FILE, COMPLETE THE AFFIRMATIVE ACTION PACKET AND SUBMIT AS PART OF THE PROPOSAL.

**CERTIFICATION THAT A CURRENT
AFFIRMATIVE ACTION PLAN IS ON FILE**

I, the undersigned authorized official, hereby certify that the current affirmative action plan of the applying organization/agency is on file with the Connecticut State Department of Education. The Affirmative Action Plan is, by reference, part of this application.

Signature of Authorized Official

Date

Print Name of Authorized Official

**Certification Regarding Debarment, Suspension, Ineligibility and
Voluntary Exclusion – Lower-Tier Covered Transactions**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary takeover~ transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of roles implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
- 5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.**
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by *this* clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant

PR/AWARD Number and/or Project Name

Printed Name and Title of Authorized Representative

Signature

Date

APPENDIX A
Carl D. Perkins
College Career Pathways (CCP) Competitive Grant
Evaluation Criteria

Connecticut State Department of Education
 Bureau of Teaching and Learning

2012-2013
 Total Score: _____/

Community College Name: _____
 Address: _____
 Contact: _____

Evaluation Criteria	Elementary and Secondary Education Act (ESEA) Dimension	Points Circle One
1. Description of how CCP programs will be carried out. <i>*Ensuring Student Success – Integrated Education Opportunities; Guidance and Counseling; and Individual Learning Plans. (In Connecticut, the Student Success Plan.)</i>	High Level of cooperation between college and secondary partners. Clearly defined breakdown of proportion of funds designated to high schools and college. High prioritization and resource designation from college and clear designation of how college personnel will perform grant activities. Relationship between CCP and Carl D. Perkins funding.	3
	Adequate cooperation between college and secondary partners. Adequate prioritization on behalf of college.	2
	Minimal cooperation between college and secondary partners. Poor prioritization on behalf of college.	1
2. Description of how CCP activities will meet state and local adjusted levels of performance. <i>*Ensuring Student Success – Integrated Education Opportunities.</i> <i>Rigorous Standards – Multiple Measures.</i> <i>Improving High School Performance – Dropout Prevention.</i> <i>Data Systems – Value-Added Growth Models; Statewide Longitudinal Data System; Comparability Across States; and Funding for Data Systems.</i>	Multiple strategies to improve and achieve all core indicators are specified in detail, with activities at both college and secondary level.	3
	Strategies to improve most core indicators are specified.	2
	Strategies to improve some but not all core indicators are specified.	1
3. Description of how the college will establish not less than one career pathway; improve academic integration; provide an understanding of all aspects of an industry; that students are taught to the same rigorous	Description of each career pathway, include the related need in the community, the connections from secondary to two-year and four-year schools and clear delineation of how the academics are coordinated.	3

Evaluation Criteria	Elementary and Secondary Education Act (ESEA) Dimension	Points Circle One
<p>academic subjects as to all other students; and encourage students to enroll in rigorous challenging core academic subjects.</p> <p>*Ensuring Student Success – Integrated Education Opportunities; Guidance and Counseling; and Individual Learning Plans.</p> <p>Rigorous Standards – College– and Career-Ready Standards; and Multiple Measures.</p> <p>Improving High School Performance – Dropout Prevention.</p> <p>Data Systems – Value-Added Growth Models.</p> <p>Innovation – Accelerated Learning.</p>	Some career pathways are described in detail.	2
	Few career pathways are described in detail.	1
<p>4. Description of professional development plan.</p> <p>*Highly Effective Teachers – Professional Development; Recruit Teachers from Industry.</p>	College and secondary faculty attend CCP annual national and state conferences and multiple career conferences throughout the year. Multiple professional development days are established for secondary and postsecondary instructors.	3
	Two professional development days are established for secondary and postsecondary instructors.	2
	One professional development day is established for secondary and postsecondary instructors.	1
<p>5. Description of how stakeholders are involved and informed of Carl D. Perkins requirements, evaluation and programs of study.</p> <p>*Ensuring Student Success – Integrated Education Opportunities; Guidance and Counseling.</p> <p>Rigorous Standards – College– and Career-Ready Standards.</p> <p>Data Systems – Value-Added Growth Models; Statewide Longitudinal Data Systems; and Comparability Across States.</p> <p>Innovation – Accelerated Learning.</p>	All career pathways are included in secondary and postsecondary catalogs, publications and Web site, with the sequence (or listing) of courses clearly defined. Secondary and college administrators are knowledgeable of grant requirements. Responsible administrators at secondary and postsecondary level have signed articulation agreements.	3
	All career pathways are included in secondary and postsecondary catalogs, publications and Web site, with the sequence (or listing) of courses clearly defined. Some administrators and counselors are aware of grant requirements.	2
	Some career pathways are listed in secondary and postsecondary catalogs, publications and Web site. Few administrators, counselors are	1

Evaluation Criteria	Elementary and Secondary Education Act (ESEA) Dimension	Points Circle One
	aware of grant requirements.	
<p>6. Assurances that programs are of appropriate size, scope and quality.</p> <p>*Ensuring Student Success –Integrated Education Opportunities; and Individual Learning Plans.</p> <p>Rigorous Standards – College– and Career-Ready Standards; and Multiple Measures.</p> <p>Innovation – Accelerated Learning.</p>	Multiple strategies are employed to ensure equivalent level of instruction and course outcomes exist for all articulated courses. These can include common final examinations, common diagnostic tests student portfolios, periodic course articulation reviews and more.	3
	Two strategies are used to ensure quality of instruction and equivalent course outcomes.	2
	Periodic course articulation reviews are the only method used to ensure quality of instruction and equivalent course outcomes.	1
<p>7. Description of process to evaluate and continuously improve performance.</p> <p>*Rigorous Standards – College– and Career-Ready Standards; and Multiple Measures.</p> <p>Innovation –Accelerated Learning.</p>	One new secondary partner is added each year. One new program of study is added each year. Committees of college faculty/staff work in collaboration with committee from high school to review course articulations on each articulated course every two years.	3
	A new program of study is added every two years. One college faculty member works with one high school representative.	2
	No new partners or course articulations planned.	1
<p>8. Description of strategies to include and provide access to special populations and will not be discriminated against.</p> <p>*Ensuring Student Success – Integrated Education Opportunities; Guidance and Counseling; and Individual Learning Plans.</p> <p>Innovation – Use of Technology.</p>	Strong integration of services and collaboration between college and high school counselors, faculty and staff to ensure CCP is available for as many students as possible. Discussions and mechanisms are put in place to ensure accommodations are made for as many students as possible.	3
	Frequent discussions over the telephone and periodic visits to the high school are made to ensure access to CCP program.	2
	Periodic phone calls and trips to the high school are made by college faculty and staff.	1
<p>9. Description of how funds will be used to promote preparation for nontraditional fields.</p> <p>*Ensuring Student Success – Guidance and Counseling;</p> <p>Improving High School Performance – Dropout Prevention.</p> <p>Innovation – Accelerated Learning; and Use of Technology.</p>	The college puts a great amount of effort, and uses multiple marketing and recruitment strategies (mailings, seminars, high school visits, Open Houses, Web site, etc.), to promote the nontraditional fields to CCP students. The college employs surveys, questionnaires, etc., to assess effectiveness of marketing/recruitment efforts.	3
	Good effort and multiple marketing or recruitment strategies used.	2

Evaluation Criteria	Elementary and Secondary Education Act (ESEA) Dimension	Points Circle One
	Adequate effort and only one marketing or recruitment strategy used.	1
<p>10. Description of how career guidance and academic counseling will be provided to CCP students, including linkages to future education and training opportunities.</p> <p>*Ensuring Student Success –Integrated Education Opportunities; Guidance and Counseling.</p>	“Strong Integration of Services” – High level and frequent cooperation between college, high school counselors and career guidance personnel. Frequent visits to high school from college staff and vice-versa.	3
	Periodic visits to high school from college staff and vice-versa.	2
	Invite counselors, high school staff to college for discussions and seminars. Periodic discussion over the phone.	1
<p>11. Description of efforts to improve recruitment and retention of CCP teachers, faculty, career guidance and academic counselors, including underrepresented groups; and the transition to teaching from business and industry.</p> <p>*Highly Effective Teachers –Professional development; and Recruit Teachers from Industry.</p>	Strong outreach effort is used to inform high school and college faculty about CCP program. College faculty/staff make frequent visits to high school to recruit high school teachers and promote CCP program. Professional development activities are promoted to both groups.	3
	Periodic visits to high school are made to recruit high school faculty. Periodic recruitment activities are used to recruit college faculty.	2
	Phone calls, e-mails are primary mechanism for recruitment.	1

***Elementary and Secondary Education Act (ESEA) Dimension**

APPENDIX B

Local Uses of Funds

Required Uses of Funds

1. Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CCP programs
2. Link CCP at the secondary level and the postsecondary level, including by offering the relevant elements of not less than one program of study described in Section 122(c)(1)(A).
3. Provide students with strong experience in, and understanding of, all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve or expand the use of technology in CCP, which may include training to use technology, providing students with the skills needed to enter technology fields and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
5. Provide in-service and pre-service professional development programs to teachers, faculty, administrators and career guidance and academic counselors who are involved in integrated CCP programs on topics including effective integration of academics and CCP, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically-based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry, involve internship programs that provide relevant business experience and train teachers in the effective use and application of technology.
6. Develop and implement evaluations of the CCP programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
7. Initiate, improve, expand and modernize quality CCP programs, including relevant technology.
8. Provide services and activities that are of sufficient size, scope and quality to be effective.
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CCP programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

Permissible Uses of Funds

1. involving parents, businesses and labor organizations in the design, implementation and evaluation of CCP programs;
2. providing career guidance and academic counseling, which may include information described in Section 118 for students participating in CCP programs that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults;

3. local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty;
4. providing programs for special populations;
5. mentoring and support services;
6. providing leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skills achievement;
7. teacher preparation programs that address the integration of academic and CCP and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry;
8. developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including the use of distance education.
9. developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion;
10. providing activities to support entrepreneurship education and training;
11. improving or developing new CCP courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities;
12. Developing and supporting small, personalized career-themed learning communities;
13. providing support for family and consumer sciences programs;
14. providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job;
15. supporting training and activities (such as mentoring and outreach) in nontraditional fields;
16. providing support for training programs in automotive technologies;
17. pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives; and
18. supporting other CTE activities consistent with the purpose of the Act.

APPENDIX C

Instructions for Equipment Request Form

Equipment purchases must be part of an overall program improvement proposal for the CTE program. Equipment requests must be accompanied by a description of curriculum improvement/development within the program area where the equipment will be used.

In the budget narrative, indicate the amount of funds to be expended on equipment. Single items under \$1,000 should not be charged to equipment in this grant unless they are an integral part of a larger piece of equipment, such as a computer system (these items may qualify as instructional supplies).

COMPUTERS REGARDLESS OF COST ARE CONSIDERED EQUIPMENT.

Complete the Equipment Request Form as follows:

- A. Complete all grantee information.
- B. PROGRAM AREA - Submit a *SEPARATE* equipment form for each program area. Indicate the program area for which equipment is being requested.
- C. REQUEST FOR EQUIPMENT - The state program area consultant will review the equipment for appropriateness. Freight and installation costs and instructor training are permissible under this section. Leasing of equipment is allowable under Perkins IV. Equipment requiring accessories to become operational is to be grouped and listed as a single unit.
- D. List only one type of equipment on each line; describe the equipment; give the manufacturer's number, model number, quantity, unit cost, freight, installation (if any) and total cost for each item; state the intended location of equipment and indicate the number of such existing items on hand; and give the estimated number of students who will use the equipment per day.
- E. Add the total cost for all line items and enter the total on the Equipment Request Form.

APPENDIX D
PREPAYMENT GRANTS ED 114 SYSTEM
Budgets and Grant Award Letters
(Rev. 3/2010)

Grantee Access:

Grantees have access from the same menu that they currently use to file the monthly ED 111 Cash Management Request and the yearly ED 141 Expenditure Reports.

<https://www.csde.state.ct.us/>

You will be required to enter a first set of passwords to get access to the computer server's initial menu; we call them the "Enter Box" logons. If you are a school district, RESC or Charter School, then the School Business Manager will have the User Name and Password for this menu and the certification codes for the application.

If you are not a school district, RESC or Charter School, then use the initial (Enter Box) User Name (cmed111) and Password used to access the monthly ED 111 system.

From the menu, choose ED 114 Prepayment Grant System. Enter your second ("Application" logons) User Name and Password that you use for the monthly ED 111 system.

Once you log on, choose the newest Fiscal Year. There is an *Instruction Manual for Grantees* that can be printed from the HELP link, which is located on the first screen at the bottom of the list on the left side. For an overview of the most common ED 114 tasks, use the link *Guide for Common ED 114 Tasks and ED 111 Payment Requests—WORD Doc, NEW Mar 2010*, which includes screen prints and instructional highlights; it can be found under the section for General Help on the HELP page.

System Requirements

ED 114 is an ASP.NET Web Application that will run best on a computer that has, at a minimum, Microsoft Windows XP with Service Pack 2 and Internet Explorer version 6 or greater installed.

Grantee Roles and System Explanation

This System automatically processes the budget from one system user to another based on the role that is assigned to the User Name (logon). The CSDE Program Manager decides the role for the grantee. There are three possible actions for the grantee: budget data entry, budget certification and grant award letter receipt.

For most entitlement (calculated) grants, the budget will be available for grantee data entry as soon as the entitlement has been calculated by the Bureau of Grants Management. For most discretionary or competitive grants, including the Interdistrict Cooperative grant, the budgets will be entered by the CSDE program manager or their staff, and not available for data entry by grantees. Budgets that are awaiting grantee data entry and certification will be listed on the first screen (referred to as the Workbox) when the grantee logs onto the system. The Pending Step will be listed as "1.1 Grantee Certification". Select the grant, enter the detail lines, and save the budget. Return to the workbox, check the grant, enter the superintendent sign off code, move the mouse to "Perform following Batch Update on Selected Budget(s)" and choose "Certify Selected Budget(s) for PM Review." When you complete this step, the budget will leave the Grantee Workbox and move to the CSDE Program Manager's Workbox for review and approval.

APPENDIX E

College Career Pathways Career and Technical Innovation Models

- **College Career Pathways**
- **College Career Pathways-Teacher Preparation**

Program Title:	College Career Pathways – Community Colleges
Program Area:	College Career Pathways
Funds Available:	\$20,000 - \$27,000 Competitive Grant
Eligibility:	Eligible Community Colleges that offer Career and Technical Education (CTE)

Purpose:

The purpose of this grant is to develop more fully the academic, career and technical skills of secondary students and postsecondary students who elect to enroll in CTE programs by:

1. building on the efforts of states and localities to develop challenging academic and technical standards;
2. assisting students in meeting standards, including preparation for high-skill, high-wage or high-demand occupations in current or emerging professions;
3. promoting leadership, initial preparation and professional development;
4. promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction;
5. supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions and business and industry;
6. linking secondary schools and two-year postsecondary institutions, and if possible, four-year institutions of higher education, through nonduplicative sequences of courses in career field, with the use of articulation agreements through the CCP program;
7. building student competence in math, science, reading, writing, communications and career course—**no remedial courses are accepted**; and
8. conducting and disseminating national research and disseminating information on best practices that improve CTE programs, services and activities.

Rationale and Justification:

Students will make better informed decisions regarding rigorous academic and career and technical courses to assist their transition to postsecondary education and work if they are engaged in a guided career development process in secondary school that will continue throughout their lifetime. A Career Pathways Initiative that focuses on providing a comprehensive system of career development activities, reflecting individual student career interests and abilities, will positively affect outcomes such as improved interest in school, increased graduation rates and increased enrollment and completion of appropriate postsecondary education and training programs. As a result, the Career Pathways Initiative as the foundation of CTE, will ultimately improve the future lives of students as well as the economy of our state and nation.

Plan:

The plan for this grant is to award, develop and implement as follows:

1. competitive grant will be awarded to eligible community colleges in the amount of \$20,000 to \$27,000;
2. grantee will develop a Career Pathways Initiative that will establish a comprehensive career development process for CTE students; and
3. school counselors, CTE educators and parents will participate in the planning and implementation of the Career Pathways Initiative.

Program Title: College Career Pathways – Teacher Preparation

Program Area: Family and Consumer Sciences

Funds Available: \$20,000 Grant

Eligibility: Consortia consisting of a four-year postsecondary institution, which offers a four-year or five-year teacher preparation program in one of the areas of CTE and one or more local educational agencies and/or technical high schools are eligible to apply.

Purpose:

To develop a model College Career Pathway program for family and consumer sciences students interested in pursuing careers in teaching. The grantee will develop a comprehensive educational program that would:

1. designing a program to introduce students to the teaching profession to develop knowledge and skills and to further their education and career goals;
2. increasing academic performance, skill proficiency and CTE concentration;
3. responding to the shortage of Family and Consumer Sciences teachers within the State of Connecticut;
4. articulating course(s) with four-year colleges;
5. including development of a student portfolio; and
6. providing innovative educational opportunities for students to acquire teaching experience in a Pre-K-12 setting.

Rationale and Justification:

The Connecticut Department of Labor has projected that the need for elementary, middle and secondary school teachers will grow at an accelerated pace through the year 2012. The projected growth of teaching positions statewide is due to a rise in student enrollment, the retiring of “baby boomer” teachers from our state’s workforce and a growing number of students with developmental and cognitive disabilities.

Although child development programs exist that give high school students exposure to teaching young children, most are limited to working only with Pre-K children in a childcare lab setting within Family and Consumer Sciences programs. The programs should include curriculum that prepares students for teaching careers, Pre-K through 12, and career exploration opportunities in all respective grade levels.

In addition, extended partnerships with secondary education are required in providing opportunities for dual/concurrent high school and college credit leading to postsecondary teacher preparation programs.

Establishing a rigorous pre-teaching program with comprehensive Pre-K through 12 teaching opportunities will provide students with the skills, knowledge and experience to pursue a future in teaching.

Plan:

The plan for this grant is to award, develop and implement as follows:

1. competitive grant will be awarded to an eligible university in an amount of approximately \$20,000;
2. grantees must provide for student career pathways leading to concentration and postsecondary education;
3. district must provide for student internships, job shadows to encompass a variety of Pre-K, elementary and secondary teaching experiences;
4. teachers will be provided opportunities to participate in professional development related to program development;
5. program must include an advisory board with representation from Pre-K, elementary and secondary education, higher education and community; and
6. teacher and student outcomes must be clearly defined.