

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Carl D. Perkins Career and Technical Education Improvement Act of 2006 Public Law 109-270



Carl D. Perkins Continuous Improvement Plan College Career Pathways 2016-17

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 to the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270.

Application Due: June 30, 2016
RFP #990



CONNECTICUT DEPARTMENT OF EDUCATION

Dianna R. Wentzell

Commissioner of Education

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Levy Gillespie
Equal Employment Opportunity Director/Americans with Disabilities Act Coordinator
Connecticut State Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2071
Levy.Gillespie@ct.gov

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

Carl D. Perkins College Career Pathways (CCP) funds are awarded to Connecticut community colleges under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV). 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) students. 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.

The mission of the CCP program is to provide high school students the opportunity to earn college credit by means of a high quality experience in the high school equal to that of the college course. 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 non-duplicative, sequential course of study or an apprenticeship program of at least two years following secondary instruction. Funding is intended to improve or develop new CTE pathways at the community college level that lead to employment in high-skill, high-wage, high demand careers. Each high school and community college must continually meet all federal and Connecticut Perkins requirements regarding program size, scope and quality to continue to be eligible to receive Perkins funds.

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 will 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 2016-17 fiscal year, programs shall address the following CCP Goals:

1. Increase college and career readiness of participating secondary students by providing firsthand experience with the increased workload and personal responsibility required for successful college study.
2. Provide content-related professional development that improves classroom instruction and supports collaboration between high school and college faculty.
3. Ensure that Connecticut CTE secondary students are counseled into career pathways and earn college credit towards careers in high-skill, high-wage, or high-demand careers.
4. Increase awareness of Career Clusters, Programs of Study (POS) and Career Development in collaboration with K-12 partners, business and industry partners, and other stakeholders.
5. Maintain/increase the number of high school students who successfully complete courses within a POS that award postsecondary credits or lead to an industry-recognized credential or certificate.

III. College Career Pathways Grant - Eligible Participants

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

- show evidence of 2015-16 CCP programs participation;
- build student competency in academic and career courses—**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.

These core indicators should prepare students for:

- attainment of challenging state-established academic and CTE skill proficiencies;
- attainment of a secondary school diploma or its recognized equivalent, credential in conjunction with a secondary diploma or a postsecondary degree or credential;
- placement in military service or apprenticeship programs or placement/retention in employment, including placement in high-skill, high-wage or high-demand careers;
- participation in, and completion of, CTE programs that lead to nontraditional fields; and
- 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. Grant Application Requirements

All grant applicants should include the following:

- each community college must include at least one measurable process objective along with student performance objectives for each of the five College Career Pathways Goals. Refer to [CCP Guidelines](#);
- all aspects of use of Perkins funds must be supported by data and the college must have the capacity to measure improvement resulting from the use of Perkins funds;
- career and technical advisory boards must be active, meet at least twice a year and include business and industry partners. Evidence of advisory board activity should be provided in the 2016-17 CCP End of Year Report;
- no out-of-state travel for postsecondary programs, including CCP, will be funded;
- each college must budget and expend no less than 5 percent of the allocation for participation in state-approved professional development designed to provide strategies for improving student success;
- a maximum of 5 percent of the grant may be used for administrative costs;
- funding for positions (except grant administrator and CCP Coordinator) is limited to three years. There should be evidence that the community college plans to absorb salary-related costs funded by the Perkins grant within a three-year timeframe; and
- secondary schools with CCP programs must allocate a minimum of 5% to carry out the CCP program, preferably towards professional learning for high school faculty with the affiliated community college faculty.

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 sub-grantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or sub-grantee.

VIII. Application Review and Evaluation Process

The 2016-17 Perkins College and Career Pathways Grant proposals will be evaluated through the lens of systemic innovation and/or improvement. College Career Pathways proposal applications must reference supporting data (from the Department of Labor or other appropriate source) that each career pathway requesting funding leads to high-skill, high-wage or high-demand careers.

Applications will be evaluated by representatives from the CSDE, Connecticut Board of Regents (BOR) and others (as determined by the CSDE) according to the evaluation criteria contained in **Appendix A**. Applicants are advised to review the evaluation criteria when writing their grant application.

IX. 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 CSDE will initiate a grant. The content and cost of proposals are subject to negotiation prior to final contract.

X. 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 level of funding and effective dates of the project will be set forth in the notification of the grant award.

XI. Grant Period

The College Career Pathways grant is for one year. All funds must be expended and/or obligated by June 30, 2017. There are no exceptions or waivers to this requirement.

XII. 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 3, 2017** to the CSDE Academic Office. The delivery and mailing address is listed below.

XIII. Application Submission Requirements

Proposals, *irrespective of means of transmittal or postmark date*, must be received by 4:30 p.m. on **Thursday, June 30, 2016**. 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 the Academic Office at the address below:

Connecticut State Department of Education
Academic Office
165 Capitol Avenue, Room 215
Hartford, CT 06145

Grant Application Packet

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

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Academic Office



CARL D. PERKINS
College Career Pathways Application
RFP #990

GRANT PERIOD
July 1, 2016- June 30, 2017

GRANT COVER PAGE

To Be Completed and Submitted with the Grant Application

Table with 2 columns and 2 rows. Top-left: Applicant (Fiscal Agent) (Name, Address, Telephone, Fax, E-Mail). Top-right: Program Funding Dates (From July 1, 2016 to June 30, 2017) and Requested Amount \$. Bottom-left: Contact Person (Name, Address, Telephone, Fax, E-Mail). Bottom-right: (Empty)

I, _____, the undersigned authorized college 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 College 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 **2016-17** grant year.

All signatures must be original.

Signature: _____

Name: _____ Title: _____

School: _____

Address: _____

Signature: _____

Name: _____ Title: _____

School: _____

Address: _____

Signature: _____

Name: _____ Title: _____

School: _____

Address: _____

Signature: _____

Name: _____ Title: _____

School: _____

Address: _____

Plan Summary

The Plan Summary must include strategies that:

1. Provide opportunities to increase college and career readiness of participating secondary students.
2. Provide content-related professional development that improves course content and classroom instruction and supports collaboration between high school and college faculty.
3. Focus resources on Career Clusters, Programs of Study (POS) and Career Development in collaboration with K-12 partners, business and industry, and other stakeholders.
4. Provide opportunities for high school students to successfully complete courses within a Program of Study that award postsecondary credits or lead to an industry-recognized credential or certificate.
5. Target funds for new and/or improved activities- grantees may not use funds to simply maintain existing activities.

Plan Narrative Instructions

Definitions to assist in the completion of the plan narrative:

The Required and Permissible Use of Funds can be found in **Appendix B**.

Academic Integration - Infusing or reinforcing academic content within CTE content, and conversely, promoting strong CTE content that improves academic learning.

All Aspects of An Industry - Includes planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, and health, safety and environmental issues.

Non-Traditional Fields - occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Program of Study - a coherent, articulated sequence of rigorous academic and CTE courses, which 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, non-duplicative progression of courses that align secondary and postsecondary education to adequately prepare students to succeed in postsecondary education;
- include opportunities 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. (See Sample Program of Study – **Appendix E**)

Funding must:

- link to the CCP goals;
- directly relate to measurable program improvement- (stand-alone expenditures unrelated to measurable program improvement will not be funded);
- have a professional development plan that includes collaborative activities that improve student outcomes and expends a minimum of 5% of the total funds.
- target improvement for existing CTE two-courses sequences, for development of the second course sequence or a new career pathway*;

- give priority to programs that lead to an industry-recognized credential, certificate or associate degree for high-skill, high-need or high-wage careers; and
- be expended only for **career and technical education programs**, services, and activities. No academic courses, salaries or other academic expenditures may be funded by Perkins.

*Programs must have a **CTE two-course** sequence, with the exception of a course that leads to a certification, in order to fund any expenditures in a career cluster, pathway or program area. Academic courses do not count as part of the two-course sequence. Single course “programs” cannot receive funding, unless the above referenced exception. However, expenses for developing the second course may be funded for curriculum development and faculty collaboration over the course of 2016-17 but cannot include funding equipment, supplies or other related expenditures. The second course must be in place for students in the 2017-18 school year.

Plan Narrative College Career Pathways Grant Application

Provide a descriptive narrative for one or more of the following areas in which the 2016-17 funds will be focused:

- rigorous new programs of study;
- building additional content or course options into identified existing strong pathways;
- strengthening and/or building upon sequenced CTE pathways through dual/ concurrent enrollment courses; and/or
- addition of content as part of courses, courses as part of pathways or new pathways that align with current Department of Labor projections for high-skill, high-wage, high-demand careers.

Describe how the college will promote and incorporate rigorous, relevant CTE programs through the following five (5) goals:

CCP Goals	Process Objective	Adult and/or Student Objective	Process to Achieve Goal	Measureable Success Indicator that demonstrates goal has been achieved
<p>1. Increase college and career readiness of participating secondary students by providing firsthand experience with the increased workload and personal responsibility required for successful college study.</p>				
<p>2. Provide content-related professional development that improves classroom instruction and supports collaboration between high school and college faculty.</p>				
<p>3. Ensure that Connecticut Career and Technical Education (CTE) secondary students are counseled into career pathways and earn college credit towards careers in <u>high-skill, high-wage, high-demand careers</u>.</p>				

<p>4. Increase awareness of Career Clusters, Programs of Study (POS) and Career Development in collaboration with K-12 partners, business and industry, and other stakeholders.</p>				
<p>5. Maintain/increase the number of high school students who successfully complete courses within a Program of Study that award postsecondary credits or lead to an industry-recognized credential or certificate.</p>				

Example – Goal #2: Provide content-related professional development that improves classroom instruction and supports collaboration between high school and college faculty.

Process Objective: During the academic year, faculty members from pertinent disciplines will meet on at least one occasion with each high school teacher teaching an articulated college course to ensure curriculum alignment, enhance the quality of instruction and develop/review common assessments.

Measurement Indicator: Written reports to each program’s coordinator including schedule and outcomes of meetings.

Student Performance Objective: High school students enrolled in all courses will achieve 75% or better on common assessments. All students will receive college credit for all courses.

CCP ADVISORY COMMITTEE

All grantees are required to establish a partnership committee to serve in an advisory capacity. Each college is encouraged to involve local/regional workforce development agencies and industries pertinent to its career pathways. For an effective advisory committee, members should include representatives from relevant businesses and industries, and faculty that reflect the occupation. The goal of the CTE program advisory committee should be to actively and purposefully provide programs with information and advice leading to instructional improvement.

CAREER CLUSTER/PATHWAY REPRESENTED: _____

CCP Advisory	Name/Title of Advisory Committee Member	Organization/Agency Member Represents
College Faculty		
Secondary Faculty		
Administrators		
Business and Industry		
Community Organization		
Student		
Other(s)		

Focus Topics for 2016-17	Meeting Dates scheduled for 2016-17

In what ways will your advisory committee assist in establishment, operation and evaluation of your CTE programs?

If more than one advisory committee is active, then complete additional copies of this page.

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. **Perkins IV Budget Buddy should be referred to when completing the budget narrative** and can be found at [Perkins Budget Buddy](#).

- Program improvement line items in the budget narrative must stipulate the occupational program area and the course(s) being funded.
- 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.
- Compute all expenditures to the **nearest dollar** by line item. **Do not include cents.**

Administrative costs include all non-instructional stipends, partial salaries and benefits, and all clerical support. Staff travel is considered an administrative cost if the travel is solely related to grant administration. The exception to the benefit limits on personnel is for the CCP Coordinator, who is exempt from the 25% benefits cap. The total combined cost for all duties and expenses that are administrative may not exceed 5%.

INSTRUCTIONS FOR ED114 BUDGET FORM

Currently, each grantee 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. 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.

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: 2017	CHARTFIELD1: 170003	CHARTFIELD1:
GRANT PERIOD: 7/01/2016 - 6/30/2017		AUTHORIZED AMOUNT: \$
CODES	DESCRIPTIONS	BUDGET AMOUNT
111A	NON-INSTRUCTIONAL	
111B	INSTRUCTIONAL	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	
322	IN SERVICE	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	
510	STUDENT TRANSPORTATION SERVICES	
580	TRAVEL	
600	SUPPLIES	
700	PROPERTY	
917	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	
XSRT	SCIENTIFIC RESEARCH, ENGR. AND TECH SVCS.	
XTDL	TRANSPORTATION, DIST. AND LOGISTICS SVCS.	
XWRS	WHOLESALE/RETAIL SALES AND SERVICES	

____ ORIGINAL REQUEST DATE _____

____ REVISED REQUEST DATE _____

STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

DATE OF APPROVAL

ED 114 Budget Form Object Code Descriptions and Budget Narrative

Code	Object				Amount of Code Line
111A	Non-Instructional				
<p>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> <p>No more than 5% of the total grant may be used for administrative purposes including indirect costs (917). Line item 111A is considered an administrative cost, and administrative expenses in other budget code lines such as 200, 322, and 580 must be calculated into the 5% administrative cap.</p>					
	Name of Position	Description of Duties	Hourly Rate x Total Hours	What will be the measurable improvement gained?	Total

Code	Object				Amount of Code Line
111B	Instructional				
<p>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 <u>while they are 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. Individuals whose services are acquired through a contract are <u>not included</u> in the category. A person for whom the grantee is paying employee benefits and who is on the grantee payroll is included in this budget code; a person who is paid a fee (such as a private consultant) with no grantee obligation for benefits is not.</p>					
	Name of Position and Career Cluster	Description of Duties	Compensation Formula	What will be the measurable improvement gained?	Total

Code	Object				Amount of Code Line
200	Personal Services - Employee Benefits				
<p>Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A and 111B. 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 personnel 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> <p>Benefits may not exceed 25% of the total salary/stipend paid.</p>					
	Name of Position	Career Cluster	Type of Benefits	Compensation Formula	Total

Code	Object				Amount of Code Line
322	In-service (Instructional Program Improvement Services)				
<p>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. List each contractor separately.</p>					
	Individual/ Organization Providing Service	Who will be Receiving Training? Include # of Staff	Title of Event Location Date	What will be the measurable improvement gained?	Per person x Cost= Total

Code	Object				Amount of Code Line
330	Employee Training and Development Services				
<p>Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors. Expenses related to Out-of-State Travel for Postsecondary programs is not an eligible expense for 2016-17.</p>					
	Individual/ Organization Providing Service	Who will be Receiving Training? Include # of Staff	Title of Event Location Date	What will be the measurable improvement from this?	Per Person x Cost= Total

Code	Object				Amount of Code Line
510	Student Transportation Services				
Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children.*					
Expenses related to Out-of-State Travel for CCP programs are not eligible to be funded for 2016-17.					
	Faculty supervisor(s) of student travel	Courses utilizing student transportation Estimated # of students	Title of Event Date Location	What will be the measurable improvement gained from this activity?	Bus Company Cost/per unit =Total

Code	Object				Amount of Code Line
580	Travel				
Expenditures for transportation, hotel and other expenses associated with staff travel.					
<ul style="list-style-type: none"> • travel must be for instructional purposes, otherwise it is an administrative cost subject to the 5% cap; • travel for CTSO advisors to National CTSO Conferences cannot utilize Perkins funds; • Perkins cannot pay for parking, rental cars, boat slips or docking fees; and • meals are not fundable expenses. 					
Expenses related to Out-of-State Travel for CCP programs are not eligible to be funded for 2016-17.					
	College/ school district position (CCP coordinator, CTE teacher, etc.)	Courses to be improved by attendance	Title of Event Date Location	What will be the measurable improvement gained from this?	Cost per unit- (list hotel, transportation, shuttles, etc.) x pp =Total

Code	Object				Amount of Code Line
600	Supplies				
Expenditures for non-consumable items purchased for instructional use. <u>List each item separately</u>					
	Career Pathway	Name of Course supplies are requested for	List each supply item, description of supply and vendor	What will be the measurable improvement gained from this?	Quantity x Cost per Unit = Total

Code	Object				Amount of Code Line
700	Property				
In accordance with the Connecticut State Comptroller's definition of equipment, included in this category are all items of equipment with a value of over <u>\$1,000</u> and the useful life of more than one year. All electronic babies, computers and peripherals (regardless of unit cost) should be listed in this category. No vehicles or drivable equipment may be purchased with Perkins funds.					
An Equipment Request Form must be completed for requested property <u>by Cluster</u> . Instructions for completing the form, and a copy of the form is found in Appendix D .					
	Career Pathway	Name of Course equipment is requested for	List each item, description and vendor	What will be the measurable improvement gained from this?	Quantity x Cost per Unit = Total

**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) (8) (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) (8) (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) (4)]
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) (5) (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) (8)]
8. Equipment purchased, when not being used to carry out the provisions of the Perkins Act, may be used for other instructional purposes currently or previously supported by the federal government, 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. (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.
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: _____

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE:

THE APPLICANT:

HEREBY ASSURES THAT:

(insert Agency/School/CBO Name)

- 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 State Board of Education and the Connecticut 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 Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut 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 Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;
- L. Non-discrimination.
 - (a) For purposes of this Section, the following terms are defined as follows:
 - (1) "Commission" means the Commission on Human Rights and Opportunities;
 - (2) "Contract" and "contract" include any extension or modification of the Contract or contract;
 - (3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
 - (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
 - (5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
 - (6) "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;

- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- (9) "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: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- (10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

(b)

(1) 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, gender identity or expression, intellectual disability, mental disability 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; and 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, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) 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; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, 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; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) 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 Connecticut General Statutes § 46a-56. If the contract is a public works contract, 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 public works projects.

- (c) 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.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

(e) The Contractor shall include the provisions of subsection (b) 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 Connecticut General Statutes §46a-56; 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.

(f) 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.

(g)

(1) 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 manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) 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; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) 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 Connecticut General Statutes § 46a-56.

(h) The Contractor shall include the provisions of the foregoing paragraph 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 Connecticut General Statutes § 46a-56; 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 Connecticut 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.

College Administrator Signature: _____

Name: *(typed)* _____

Title: *(typed)* _____

Date: _____

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
Academic Office

2016-17
Total Score: ____/33

Community College Name: _____

Contact: _____

Essential Elements	Components	Points	Comments
<p>Plan Summary includes the following components:</p> <ul style="list-style-type: none"> • opportunities to increase college and career readiness of participating secondary students; • content-related professional development that improves course content and classroom instruction and supports collaboration between high school and college faculty; • focus on Career Clusters, Programs of Study (POS) and Career Development in collaboration with K-12 partners, business and industry, and other stakeholders; • opportunities for high school students to successfully complete courses within a Program of Study that award postsecondary credits or lead to an industry-recognized credential or certificate; and • new and/or improved activities. 	Plan summary includes the five components and provides satisfactory supporting details.	3	
	Plan summary includes the five components but lacks satisfactory supporting details.	2	
	Plan summary does not include the five components and lacks clarity and the supporting details.	1	
	Plan summary is missing or completely unclear.	0	

Essential Elements	Components	Points	Comments
<p>Proposal reflects innovation directly improving the CTE programs in the following:</p> <ul style="list-style-type: none"> Rigorous New Programs of Study; or Support or development of sequential courses that are part of a degree or certificate program 	Proposal describes an innovative initiative, which strives to raise the bar for CTE students and enhance the current CTE programs.	3	
	Proposal reflects an initiative developed for purposes of enhancing the current CTE programs.	2	
	Proposal is vague and reflects no new initiatives to enhance CTE programs.	1	
	Proposal is missing.	0	
<p>Proposal includes <u>at least one</u> measurable process objective along with student performance objectives for <u>the following CCP Goal</u>:</p> <p>Increase college and career readiness of participating secondary students by providing firsthand experience with the increased workload and personal responsibility required for successful college study.</p>	Proposal describes a strong process objective and student performance objective for this CCP goal that aligns with overall program goals and includes measurable indicators of success/completion.	3	
	Proposal includes 2 of the following: <ul style="list-style-type: none"> process objective; student performance; and/or measurable indicators of success/completion. 	2	
	Proposal includes 1 of the following: <ul style="list-style-type: none"> process objective; student performance; or measurable indicators of success/completion. 	1	
	Process objectives and student performance objectives or measurement indicators are missing or are very weak.	0	
<p>Proposal includes <u>at least one</u> measurable process objective along with student performance objectives <u>for the following CCP Goal</u>:</p> <p>Provide content-related professional development that improves classroom instruction and supports collaboration between high school and college faculty.</p>	Proposal describes a strong process objective and student performance objective for this CCP goal that aligns with overall program goals and includes measurable indicators of success/completion.	3	
	Proposal includes 2 of the following: <ul style="list-style-type: none"> process objective; student performance; and/or measurable indicators of success/completion. 	2	
	Proposal includes 1 of the following: <ul style="list-style-type: none"> process objective; student performance; or measurable indicators of success/completion. 	1	
	Process objectives and student performance objectives and/or measurement indicators are missing or are very weak.	0	

Essential Elements	Components	Points	Comments
<p>Proposal includes <u>at least one</u> measurable process objective along with student performance objectives <u>for the following CCP Goal:</u></p> <p>Ensure that Connecticut Career and Technical Education (CTE) secondary students are counseled into career pathways and earn college credit towards careers in <u>high-skill, high-wage, high-demand careers.</u></p>	<p>Proposal describes a strong process objective and student performance objective for this CCP goal that aligns with overall program goals and includes measurable indicators of success/completion.</p>	3	
	<p>Proposal includes 2 of the following:</p> <ul style="list-style-type: none"> • process objective; • student performance; and/or • measurable indicators of success/completion. 	2	
	<p>Proposal includes 1 of the following:</p> <ul style="list-style-type: none"> • process objective; • student performance; or • measurable indicators of success/completion. 	1	
	<p>Process objectives and student performance objectives and/or measurement indicators are missing or are very weak.</p>	0	
<p>Proposal includes <u>at least one</u> measurable process objective along with student performance objectives <u>for the following CCP Goal:</u></p> <p>Increase awareness of Career Clusters, Programs of Study (POS) and Career Development in collaboration with K-12 partners, business and industry and other stakeholders.</p>	<p>Proposal describes a strong process objective and student performance objective for this CCP goal that aligns with overall program goals and includes measurable indicators of success/completion.</p>	3	
	<p>Proposal includes 2 of the following:</p> <ul style="list-style-type: none"> • process objective; • student performance; and/or • measurable indicators of success/completion. 	2	
	<p>Proposal includes 1 of the following:</p> <ul style="list-style-type: none"> • process objective; • student performance; or • measurable indicators of success/completion. 	1	
	<p>Process objectives and student performance objectives or measurement indicators are missing or are very weak.</p>	0	
<p>Proposal includes <u>at least one</u> measurable process objective along with student performance objectives <u>for the following CCP Goal:</u></p> <p>Maintain/increase the number of high school students who successfully complete courses within a Program of</p>	<p>Proposal describes a strong process objective and student performance objective for this CCP goal that aligns with overall program goals and includes measurable indicators of success/completion.</p>	3	
	<p>Proposal includes 2 of the following:</p> <ul style="list-style-type: none"> • process objective; • student performance; and/or 	2	

Study that award postsecondary credits or lead to an industry-recognized credential or certificate.	<ul style="list-style-type: none"> measurable indicators of success/completion. 		
	Proposal includes 1 of the following: <ul style="list-style-type: none"> process objective; student performance; and/or measurable indicators of success/completion. 	1	
	Process objectives and student performance objectives or measurement indicators are missing or are very weak.	0	
The Budget Narrative describes clear, measurable <u>CTE improvements that will result from each expenditure.</u>	Measurable CTE improvements are clearly described for each expenditure.	3	
	Measurable CTE improvements are clearly described for most expenditures.	2	
	Measurable CTE improvements are vague for each/some expenditures.	1	
	No measurable improvement is described.	0	
Essential Elements	Components	Points	Comments
The Budget ED 114 and Budget Narrative supports plan objectives.	The budget ED114 and budget narrative are directly aligned to and support the project's goals and objectives.	3	
	The budget ED114 and budget narrative support most of the project's goals and objectives.	2	
	Some, not all, of the budget ED114 and budget narrative support the project's goals and objectives but there are inaccuracies/omissions.	1	
	The budget ED114 and budget narrative does not match the project goals and objectives or is incomplete.	0	
Essential Elements	Components	Points	Comments
Budget Narrative is completed accurately and filled in with information requested.	Budget Narrative is completed accurately using the form provided. All grids are filled in with the correct information requested.	3	
	Budget Narrative is completed accurately using the form provided. Most of the grids are filled in with the correct information requested.	2	
	Budget Narrative is incomplete in many areas but uses the form provided. Incorrect information is provided.	1	
	Budget Narrative is not completed using the form provided.	0	

Essential Elements	Components	Points	Comments
A minimum of 5 percent of the total grants funds will be spent on professional development to directly impact CTE programs.	A minimum of 5 percent of the funds will be spent on professional development to directly impact CTE programs.	3	
	Less than 5 percent of the grant funds will be spent on professional development to directly impact CTE programs.	0	
Total Points:			

Evaluator's Signature: _____ **Date:** _____

Evaluator's Name: _____

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.
18. Supporting other CTE activities consistent with the purpose of the Act.

APPENDIX C

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 D

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.

Equipment Request Form 2016-17
Carl D. Perkins College Career Pathways

1. Prepare a separate equipment grant application form for each cluster area
2. Single items under \$1,000 should not be charged to equipment (with the exception of computers) unless they are an integral part of a larger piece of equipment. These items may qualify as instructional supplies.

Grantee:	Address:	Date Submitted:
Name of Person Completing Forms: Title:	Title:	Telephone:

Check the cluster area for which equipment is being requested. Check ONE cluster area only.

- | | | |
|--|--|---|
| <input type="checkbox"/> Agriculture and Natural Resources | <input type="checkbox"/> Health Services | <input type="checkbox"/> Public Administration/Government Services |
| <input type="checkbox"/> Arts, Audio Video Tech and Communication Services | <input type="checkbox"/> Human Services | <input type="checkbox"/> Scientific Research Engineering and Technical Services |
| <input type="checkbox"/> Business and Administrative Services | <input type="checkbox"/> Hospitality and Tourism | <input type="checkbox"/> Transportation, Distribution and Logistics Services |
| <input type="checkbox"/> Construction | <input type="checkbox"/> Info. Tech. Telecom Services | <input type="checkbox"/> Wholesale/Retail Sales and Services |
| <input type="checkbox"/> Education and Training Services | <input type="checkbox"/> Legal and Protective Services | |
| <input type="checkbox"/> Financial Services | <input type="checkbox"/> Manufacturing | |

REQUEST FOR EQUIPMENT: Enter only one type of equipment on a line:

Item No.	Description	QTY	Unit Cost	Freight/Install/ Training Charge	Total Cost	Location of Equipment

TOTAL EQUIPMENT REQUEST: \$ _____

TOTAL EQUIPMENT APPROVED: \$ _____

Approved by CSDE Consultant _____

Date _____

Original Requested Amount: _____

Amended Requested Amount: _____



SAMPLE

Science, Technology, Engineering and Mathematics: Engineering and Technology Career Pathway Plan of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers/Faculty

This Career Pathway Plan of Study (based on the Engineering and Technology Pathway of the Science, Technology, Engineering and Mathematics Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Engineering and Technology Pathway	SAMPLE Occupations Relating to This Pathway	
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>									
SECONDARY	9	English/ Language Arts I	Algebra I or Geometry	Biology	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	<ul style="list-style-type: none"> • Introduction to Engineering Design 	<ul style="list-style-type: none"> ▶ Aeronautical Engineer ▶ Aerospace Engineer ▶ Agricultural Engineer ▶ Agricultural Technician ▶ Application Engineer ▶ Architectural Engineer ▶ Automotive Engineer ▶ Biomedical Engineer ▶ Biotechnology Engineer ▶ CAD Technician ▶ Chemical Engineer ▶ Civil Engineer ▶ Communications Engineer ▶ Computer Engineer ▶ Computer Programmer ▶ Construction Engineer ▶ Electrical Engineer ▶ Electronics Technician ▶ Geothermal Engineer ▶ Industrial Engineer ▶ Manufacturing Engineer ▶ Manufacturing Technician ▶ Marine Engineer ▶ Mechanical Engineer ▶ Metallurgist ▶ Mining Engineer ▶ Nuclear Engineer ▶ Petroleum Engineer ▶ Product/Process Engineer ▶ Survey Technician ▶ Systems Engineer ▶ Transportation Engineer 	
	10	English/ Language Arts II	Geometry or Algebra II	Chemistry	U.S. History		<ul style="list-style-type: none"> • Principles of Engineering • Information Technology Applications 		
	11	English/ Language Arts III	Algebra II or Trigonometry Pre-Calculus or Statistics	Physics	World History World Geography		<ul style="list-style-type: none"> • Product Engineering and Development • Digital Electronics 		
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>								
	12	English/ Language Arts IV	Trigonometry or Pre-Calculus/ Calculus or AP Calculus or Math Analysis	AP Science or Structured Com- puter Program Language	Economics Entrepreneurship	<ul style="list-style-type: none"> • Civil Engineering and Architecture • Engineering Innovation 			
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>									
POSTSECONDARY	Year 13	English Composition English Literature	Algebra or Trigonometry Calculus I Calculus II	Chemistry Physics I	Psychology Global Issues	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	<ul style="list-style-type: none"> • Engineering Analysis • Engineering Design 		
	Year 14	Speech/ Oral Communication Professional and Technical Writing	Introduction to Differential Equations Calculus III Statistics	Physics II Biology	American History Sociology Ethics and Legal Issues		<ul style="list-style-type: none"> • Engineering Processes 		
	Year 15	Continue courses in the area of specialization.					<ul style="list-style-type: none"> • Continue Courses in the Area of Specialization 		
	Year 16						<ul style="list-style-type: none"> • Complete Engineering and Technology Major (4-Year Degree Program) 		

Appendix F

CTE Career Clusters and Pathways

F - Programs where females are considered non-traditional

M - Programs where males are considered non-traditional

	National Career Clusters	Connecticut Career Pathways	CTE Program Areas	Assessed CTE Areas (High School Only)
F	Agriculture, Food and Natural Resources	• Animal Science	Agriculture Science Education	Animal Science
		• Environment & Natural Resources		Natural Resources and Environmental
		• Plant Science		Plant Science
		• Power, Structural and Technical Systems		Agriculture Mechanics
		• Aquaculture		Aquaculture
F	Architecture and Construction	• Design/Pre-construction	Technology Education	Computer Aided Drafting and Design Wood Technology
M	Arts, Audio/Video Technology and Communications	• Audio Visual Tech & Film	Technology Education	Video Production Systems
M	Business, Management and Administration	• Accounting • Business Management	Business and Finance Technology Education	Business Management
M	Education and Training	• Teaching/Training	Family and Consumer Sciences	Early Childhood Education and Services
F	Finance	• Investing and Personal Finance • Entrepreneurship	Business and Finance Technology Education	Accounting Personal Finance
M	Health Sciences	• Therapeutic Services • Health Information • Supportive Services • Diagnostic Services • Biotech Research & Dev.	Medical Careers Education	Medical Careers Education
M	Hospitality and Tourism	• Restaurants/Food Marketing and Management	Family and Consumer Sciences	Nutrition, Food Production and Services Culinary and Food Production
M	Human Services	• Early Childhood Dev & Services • Family and Community Services	Family and Consumer Sciences	Early Childhood Education and Services
F	Information Technology	• Computer Info Systems and Communication • Computer Program/Software Development	Business and Finance Technology Education	Computer Information Systems
F	Manufacturing	• Manufacturing Production Process Development	Technology Education	Engineering Technology
M	Marketing, Sales and Service	• Distribution & Logistics • Marketing Info, Management and Research • International Marketing • Retail Merchandising	Marketing Education Family and Consumer Sciences	Marketing Education Textiles and Design Cooperative Work Education
F	Science, Technology, Engineering and Mathematics (STEM)	• Engineering and Technology	Technology Education	Engineering Technology
F	Transportation, Distribution and Logistics	• Transportation, Dist. And Logistics	Technology Education	Automotive Technology