

District Name _____

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Academic Office

Career and Technical Education



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION
IMPROVEMENT ACT OF 2006**
20 U.S.C. §2301 et seq.

**CAREER AND TECHNICAL
EDUCATION
SECONDARY SUPPLEMENTAL
ENHANCEMENT GRANT**

2018

Purpose: To prepare the next generation of students with the knowledge and skills to compete in the global economy.

Applications Due: March 1, 2018

Published: January 2018

RFP #818



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Dianna R. Wentzell
Commissioner of Education**

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

**SECONDARY SUPPLEMENTAL ENHANCEMENT GRANT APPLICATION 2018
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**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006
20 U.S.C. §2301 et seq.**

SECONDARY SUPPLEMENTAL ENHANCEMENT APPLICATION

I. Overview

Signed into law on August 12, 2006, the Carl D. Perkins Career and Technical Education Improvement Act (Perkins IV) sets a new vision 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 professions.

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

II. Purpose of the Act

The purpose of Perkins IV is to further develop the academic, career and technical skills of secondary students and postsecondary students who elect to enroll in CTE programs by:

- building on the efforts of states and localities to develop challenging academic and technical standards within career pathways aligned with state economic projections;
- assisting students in meeting standards, including preparation for high-skill, high-wage or high-demand occupations in current or emerging professions;
- promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction and link secondary and postsecondary education for participating students;
- increasing state and local flexibility in providing services and activities designed to develop, implement and improve linkages between CTE and postsecondary options, including College Career Pathways;
- conducting and disseminating national research, providing professional development and disseminating information on best practices that improve CTE programs, services and activities;
- supporting partnerships among secondary schools, postsecondary institutions, baccalaureate-degree-granting institutions and business and industry;
- providing technical assistance that promotes leadership, initial preparation and professional development and improves the quality of CTE teachers, administrators and counselors; and
- providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

In accordance with this purpose, Perkins IV funding will be utilized for students in secondary and postsecondary programs only.

III. Purpose of the Secondary Supplemental Enhancement Grant

The Perkins IV legislation allows states to distribute a portion of the local funds (legislative reference P.L. 109-270 Sec. 112) to achieve an equitable balance of funding in the state. The supplemental enhancement concept has been created to balance the needs of districts statewide through

supplemental Perkins IV funding. Only those districts having received Perkins funds during the 2017-18 school year may apply for the Secondary Supplemental Enhancement Grant.

IV. Secondary Supplemental Enhancement Grant Eligible Recipients

Eligible recipients must:

- hold an approved local five-year Perkins Secondary Plan to be eligible to apply for the 2018 Secondary Supplemental Enhancement Grant; and
 - have a high percentage and high number of career and technical students (at least 40 percent, unduplicated CTE enrollment on October 1, 2017);
 - OR
 - be located in a rural area as listed in table below.

Table of Rural Towns in Connecticut*

Andover	Deep River	Lyme	Salisbury
Ashford	Durham	Marlborough	Scotland
Barkhamsted	Eastford	Middlebury	Sharon
Bethany	East Granby	Middlefield	Sherman
Bethlehem	East Haddam	Morris	Sprague
Bolton	Easton	New Hartford	Sterling
Bozrah	Franklin	Norfolk	Thompson
Bridgewater	Goshen	North Canaan	Union
Brooklyn	Haddam	North Stonington	Voluntown
Burlington	Hampton	Old Lyme	Warren
Canaan	Hartland	Pomfret	Washington
Canterbury	Harwinton	Portland	Westbrook
Chaplin	Hebron	Preston	Willington
Chester	Kent	Putnam	Woodbridge
Colebrook	Lebanon	Redding	Woodbury
Columbia	Lisbon	Roxbury	Woodstock
Cornwall	Litchfield	Salem	

*From <http://www.ruralhealthct.org/towns.htm>

This funding source should assist in the advancement of goals established by the Connecticut State Board of Education and Perkins IV legislation to close the achievement gap for CTE students in eligible districts by offering an opportunity for program development.

This grant is being provided to develop or improve programs in CTE.

V. Program Standards and Accountability

All CTE initiatives must be designed to meet performance levels of the core indicators that include:

- academic attainment in mathematics and reading;
- CTE skill attainment;
- increase graduation rate;
- placement in military, employment and postsecondary education;
- nontraditional participation; and
- nontraditional completion.

VI. Available Competitive Funding

Selected districts will be awarded **a minimum of \$5,000 up to a maximum of \$35,000**. See obligation and liquidation dates on page 3, Section X. This funding will be made available contingent upon the availability of Carl D. Perkins grant funding from the U.S. Department of Education. A sustainability plan must be developed and submitted with the grant application showing how grant initiatives will continue with local funding. Also, please note that funding can be used for students participating in CTE courses in **Grades 9-12 only**.

VII. Eligibility Requirements

The following must be met in order for a district to be eligible to apply for funding:

- size, scope and quality consistent with the approved local five-year Perkins Secondary Plan must be adhered to and administered under all projects funded by the Supplemental Enhancement Grant;
- programs are taught by certified CTE teachers or are interdisciplinary/team curriculum projects involving both CTE and academic certified staff; and
- career pathway(s) must be established or improved in the area(s) funded by the 2018 Secondary Supplemental Enhancement Grant.

Note: this is a competitive grant and is not an entitlement

VIII. Management 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.

IX. Grant Awards

The Connecticut State Department of Education (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 manager of the CTE unit 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.

X. Grant Period

Grants will be awarded on or after March 1, 2018. All funds must be obligated by September 30, 2018, and liquidated by November 30, 2018. There are no exceptions or waivers to this requirement.

XI. Technical Assistance by Cluster/Pathway

For content-specific information on career pathways and the application to the specific project area, contact the CSDE cluster leader below.

Harold Mackin (State Director Career Technical Education)	<ul style="list-style-type: none"> • Agriculture, Food and Natural Resources • Agricultural Science • Architecture and Construction • Arts, Audio/Video Technology and Communications • Engineering • Manufacturing • Science, Technology, Engineering and Mathematics (STEM) • Transportation, Distribution and Logistics • Family and Consumer Sciences • Education and Training • Human Services 	860-713-6779 harold.mackin@ct.gov
Suzanne Loud	<ul style="list-style-type: none"> • Business, Management and Administration • Finance • Information Technology • Marketing Education, Sales and Services • Cooperative Work Education/Diversified Occupations • Health Sciences • Sciences, Medical Careers (Biomedical) 	860-713-6746 suzanne.loud@ct.gov

XII. Obligation of Grant Recipients

Recipients of this competitive grant will be required to provide technical assistance and/or participate in statewide workshops or conferences for other local school districts requesting help in developing replicable programs.

XIII. End-of-Year Reports

Grant recipients will be required to complete an end-of-year report. An evaluation of progress may include on-site reviews.

XIV. Application Submission Requirements

Proposals, *irrespective of means of transmittal or postmark date*, must be received by 3 p.m. on Thursday, March 1, 2018. The application is available on the CSDE Web site under QuickLinks “Request for Proposals.” Submitted proposals become the property of the CSDE and a part of the public domain. Grants will not be accepted electronically. **One** grant application with original signatures and **one** hard copy of all sections of the grant, including the ED114 and budget narrative, must be sent to:

Mailing Address

Harold Mackin
Connecticut State Department of Education
Academic Office
P.O. Box 2219
Hartford, CT 06145-2219

Delivery Address

Harold Mackin
Connecticut State Department of Education
Academic Office
450 Columbus Blvd., Suite 603
Hartford, CT 06103-1841

SECONDARY

**Supplemental Enhancement
Grant
2018**

Program Title:

Career and Technical Education Secondary Supplemental Enhancement Grant

Program Area:

All CTE Pathways

Funding Available:

Grant awards minimum of \$5,000 to a maximum of \$35,000

Purpose:

The Secondary Supplemental Enhancement Grant is for districts to enhance, improve and to innovate in their current career and technical education programs. Grant expenditures must meet the criteria set forth in the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Below are a few program examples that the grant could fund. *This list is not meant to be exhaustive nor is it meant to limit funding options.*

Examples:

- Computer programming application/software development;
- Development of programs that lead to industry certification;
- Projects to engage students in 3-D design;
- Projects to create biotechnology program;
- Technology improvement;
- STEM programs;
- New courses (e.g., Veterinary Science, Certified Nurse Aide (CNA), Engineering, Finance, Culinary, etc.); and
- School-based enterprise.

Grant Application Packet

Secondary Supplemental Enhancement Grant Application Checklist

Town/Agency: _____

After completing the grant application, fill out the checklist to ensure that all necessary information has been provided and submit with the application.

Place a check where information has been completed:

- All pages are sequentially numbered;
- Grant Application Cover Sheet (original signature) is completed and signed;
- Plan Summary;
- Local Plan Narrative (**use template on page 5**);
- Sustainability Plan including local board of education minutes*;
- ED114 Budget Form;
- Equipment Request Form; and
- Budget Narrative.

The following forms are completed and signed by the superintendent:

- Statement of Assurances (original signatures);
- Carl D. Perkins Career and Technical Education Improvement Act Assurances; and
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions.

*If you are unable to obtain the board of education minutes before the application deadline, you may submit the minutes after the next local board of education meeting.

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
Academic Office**



**CARL D. PERKINS – SECONDARY SUPPLEMENTAL ENHANCEMENT GRANT
APPLICATION
RFP #818**

**GRANT PERIOD
March 1, 2018, to September 30, 2018**

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

<p><u>Applicant</u> (<i>Fiscal Agent</i>) Name: Address: Telephone: E-mail:</p>	<p><u>Contact</u> Name: Address: Telephone: E-mail:</p>	<p><u>Program Funding Dates:</u> From March 1, 2018, to September 30, 2018 <u>Amount requested:</u> \$ _____</p>
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To be eligible for this grant the school must have at least 40% unduplicated CTE enrollment and/or be located in a rural area, (see page two of the grant announcement). Check the appropriate box(es) below.

- 40% Unduplicated enrollment; Total High School enrollment _____ Unduplicated CTE enrollment _____
- School resides in a rural area.

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: _____

Town/Agency: _____

Plan Summary

Write a brief summary describing the purpose, objectives, strategies, and outcomes initiated through the Secondary Supplemental Enhancement Grant.

**Local Plan Narrative
Secondary Supplemental Enhancement Grant Application**

Describe how the Secondary Supplemental Enhancement Grant implementation will:
1. Improve and enhance CTE programs.
2. Enhance, improve and/or implement a career pathway(s).
3. Improve district, 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. Encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.
7. Provide opportunity for professional development in this initiative.
8. Ensure that the supplemental enhancement plan is of sufficient size, scope and quality to bring about improvement in CTE.
9. Develop a process to be used to evaluate the effectiveness of the initiative.
10. Ensure that individuals who are members of special populations will not be discriminated against based on this status.
11. Promote preparation for nontraditional training and employment.
12. Provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities.

Secondary Supplemental Enhancement Grant Sustainability Plan

Each school district should include approval of local board minutes* to apply for the Supplemental Enhancement Grant and commitment to continue the initiatives developed with this grant award.

Please use the space below for your sustainability plan:

***If you are unable to obtain the board of education minutes before the application deadline, you may submit the minutes after the next local board of education meeting.**

Instructions for ED114 Budget Form

- GRANTEE NAME:** Enter grantee name.
- TOWN CODE:** Enter three-digit local education agency code assigned by the Connecticut State Department of Education.
- AUTHORIZED AMOUNT:** Enter total amount of grant allotment.
- BUDGET:** Enter amount of proposed expenditures on appropriate object code lines. Note: Round all amounts to the nearest whole dollar.
- TOTAL:** Enter the total of proposed expenditures. Note: This figure should equal the AUTHORIZED AMOUNT.
- EQUIPMENT NOTE:** Funds expended for Code 700. Single items under \$5,000 should not be charged to equipment unless they are an integral part of a larger piece of equipment. Items under \$5,000 should be listed as instructional supplies. **COMPUTERS REGARDLESS OF COST ARE CONSIDERED EQUIPMENT.**
- PROGRAM CATEGORIES:** List the amount of the grant that is being expended for each of the program areas. The total amount should equal the authorized amount and the amount listed on the total line above.

GRANTEE NAME:		TOWN CODE:
GRANT TITLE: <u>CARL D PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT</u>		
PROJECT TITLE: <u>SECONDARY SUPPLEMENTAL ENHANCEMENT GRANT</u>		
CORE-CT CLASSIFICATION:	FUND: 12060	SPID: 20742
PROGRAM: 84010		BUDGET REFERENCE:
CHARTFIELD1: 170003		CHARTFIELD2:
GRANT PERIOD: <u>3/1/2018-9/30/2018</u>		REQUESTED AMOUNT: \$
AUTHORIZED AMOUNT BY SOURCE:		CURRENT DUE: \$
	DESCRIPTIONS	BUDGET AMOUNT
111A	NON-INSTRUCTIONAL	
111B	INSTRUCTIONAL	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	
320	PROFESSIONAL EDUCATION SERVICES	
322	IN SERVICE	
323	PUPIL SERVICES	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	
510	STUDENT TRANSPORTATION SERVICES	
580	TRAVEL	
600	SUPPLIES	
700	PROPERTY	
	TOTAL	

_____ 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 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 Budget Buddy Guide found at [Budget Buddy Guide.pdf](#) in preparing the budget narrative.

- 1) Each line item in the budget narrative must identify the school(s) that will receive funds.
- 2) Program improvement line items in the budget narrative must stipulate the CTE program area and the course(s) being funded.
- 3) 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. Personnel costs should be shown by the number of positions, time involved and hourly rate.
- 4) No more than 5 percent of the grant may be used for administrative purposes including approved indirect costs. Only school districts and regional educational service centers that have submitted indirect cost proposals for fiscal year 2016-17 may apply indirect costs.
- 5) Compute all expenditures to the nearest dollar by line item. Do not include cents.

ED114 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>				
Position Name/Name of Individual	Description of Duties	Hourly Rate x Total Hours	How will this improve the CTE program?	Total
Position Name: Individual Name:				
Position Name: Individual Name:				
Position Name: Individual Name:				
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>				
Position Name/Name of Individual	Description of Duties	Hourly Rate x Total Hours	How will this improve the CTE program?	Total
Position Name: Individual Name:				
Position Name: Individual Name:				
Position Name: Individual Name:				

Code	Object			Amount of Code Line
<p>200 Personal Services - Employee Benefits 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. Benefits may not exceed 25 percent of the total salary/stipend paid.</p>				
Position Name/Name of Individual	Career Cluster/ CTE Program Area	Type of Benefits	Compensation Formula	Total
Position Name: Individual Name:				
Position Name: Individual Name:				
Position Name: Individual Name:				
Code	Object			Amount of Code Line
<p>320 Professional Education Services Service supporting the instructional program and its administration. Included are curriculum improvement services, assessment, counseling and guidance services, library and media support, contracted instructional services and substitute services.</p>				
Individual and/or Organization Providing Service	Description of Service	How will this improve the CTE program?	Total Cost	
Individual/Organization Name:				

Code	Object			Amount of Code Line
322	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. List each contractor separately.			
Individual/Organization Providing Service	Name of Staff Receiving In-Service.	Title of Event, Location and Date	How will this improve the CTE program?	Per Person x Cost=Total
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		

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.</p>				
Individual/Organization Providing Service	Name of Staff Receiving In-Service.	Title of Event, Location and Date	How will this improve the CTE program?	Per Person x Cost=Total
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		
Individual/Organization Name:	Staff Name:	Title of Event: Location: Date:		

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.				
Name of Faculty Supervisor(s)	Courses Utilizing Student Transportation & Estimated Number of Students	Title of Event, Date and Location	How will this improve the CTE program?	Transportation Company Cost/per unit =Total
Name:	Course: Number of Students:	Title of Event: Location: Date:		
Name:	Course: Number of Students:	Title of Event: Location: Date:		
Name:	Course: Number of Students:	Title of Event: Location: Date:		
Name:	Course: Number of Students:	Title of Event: Location: Date:		
Name:	Course: Number of Students:	Title of Event: Location: Date:		
Name:	Course: Number of Students:	Title of Event: Location: Date:		
Name:	Course: Number of Students:	Title of Event: Location: Date:		

Code	Object			Amount of Code Line
580	<p align="center">Travel</p> <p>Expenditures for transportation, hotel and other expenses associated with staff travel.</p> <ul style="list-style-type: none"> • Travel must be for instructional purposes, otherwise it is an administrative cost subject to the 5 percent 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. <p>Meals are not fundable expenses.</p>			
Staff Name Receiving Travel Funds	Courses to be Improved by Travel	Title of Event, Date and Location	How will this improve the CTE program?	Cost per unit- (list hotel, transportation, shuttles, etc.) x pp =Total
Name:	Course:	Title of Event: Location: Date:		
Name:	Course:	Title of Event: Location: Date:		
Name:	Course:	Title of Event: Location: Date:		
Name:	Course:	Title of Event: Location: Date:		
Name:	Course:	Title of Event: Location: Date:		
Name:	Course:	Title of Event: Location: Date:		

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 or Program Area	Name of Course	List each item, including description of item and vendor	How will this improve the CTE program?	Quantity x Cost per Unit = Total
Career Pathway or Program Area:	Course:	Item Name: Description: Vendor:		
Career Pathway or Program Area:	Course:	Item Name: Description: Vendor:		
Career Pathway or Program Area:	Course:	Item Name: Description: Vendor:		
Career Pathway or Program Area:	Course:	Item Name: Description: Vendor:		
Career Pathway or Program Area:	Course:	Item Name: Description: Vendor:		
Career Pathway or Program Area:	Course:	Item Name: Description: Vendor:		

Code	Object			Amount of Code Line
700	<p align="center">Property</p> <p>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 \$5,000 and the useful life of more than one year. All computers and peripherals (regardless of unit cost) should be listed in this category. No vehicles or drive-able equipment may be purchased with Perkins funds.</p> <p>Appendix B: Equipment Request Form must be completed for requested property <u>by pathway or program area</u>.</p>			
Career Pathway or Program Area	Name of Course	List each item, including description of item and vendor	How will this improve the CTE program?	Quantity x Cost per Unit = Total
Career Pathway or Program Area:	Course:	Item Name: Description: Vendor:		
Career Pathway or Program Area:	Course:	Item Name: Description: Vendor:		
Career Pathway or Program Area:	Course:	Item Name: Description: Vendor:		
Career Pathway or Program Area:	Course:	Item Name: Description: Vendor:		
Career Pathway or Program Area:	Course:	Item Name: Description: Vendor:		

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 \$5,000 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 should be listed as instructional supplies.

COMPUTERS REGARDLESS OF COST ARE CONSIDERED EQUIPMENT.

Complete the Equipment Request Form as follows:

- A. GRANTEE - Enter grantee's name.
- B. ADDRESS - Enter grantee's address.
- C. DATE SUBMITTED - Enter date submitted.
- D. NAME OF PERSON - Indicate the name, title and telephone number of person completing the form.
- E. PATHWAY or PROGRAM AREA - Submit a *SEPARATE* equipment form for each pathway or program area. Indicate the pathway or program area for which equipment is being requested.
- F. 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 with other equipment that requires accessories and listed as a single unit.
- G. 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.
- H. Add the total cost for all line items and enter the total on the Equipment Request Form.

**Equipment Request Form 03/01/2018-09/30/2018
Secondary Supplemental Enhancement Grant**

1. Prepare a separate Equipment Request Form for each pathway or program area.
2. Single component items under \$5,000 (with the exception of computers) should not be coded as equipment unless all the component items comprise a larger piece of equipment and have a useful life of one year or more. Items that do not meet the definition of equipment are to be coded as instructional supplies.

Grantee:	Address:	Date Submitted:
Name of Person Completing Forms:	Title:	E-mail:

Check the Career Cluster for which equipment is being requested. Check one program area only. For shared resources, indicate the primary cluster.

- | | | |
|---|---|---|
| <input type="checkbox"/> Agriculture, Food and Natural Resources | <input type="checkbox"/> Engineering and Technology | <input type="checkbox"/> Information Technology |
| <input type="checkbox"/> Arts, Audio/Video Technology and Communication | <input type="checkbox"/> Finance | <input type="checkbox"/> Manufacturing |
| <input type="checkbox"/> Business, Management and Administration | <input type="checkbox"/> Health Sciences | <input type="checkbox"/> Marketing, Sales and Service |
| <input type="checkbox"/> Architecture and Construction | <input type="checkbox"/> Hospitality and Tourism | <input type="checkbox"/> Transportation, Distribution and Logistics |
| <input type="checkbox"/> Education and Training | <input type="checkbox"/> Human Services | |

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 (What CTE area/room)

TOTAL EQUIPMENT REQUEST: \$ _____ TOTAL EQUIPMENT APPROVED: \$ _____

Local Uses of Funds

Those in bold are new in Perkins IV

Required Uses of Funds to:

1. Strengthen the academic, career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.
2. **Link CTE at the secondary level and the postsecondary level, including 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 CTE, 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 all teachers, faculty, administrators, career guidance and academic counselors who are involved in integrated CTE programs on topics including: effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement and 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 CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met.
7. Initiate, improve, expand and modernize quality CTE 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 CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.**

Permissible Uses of Funds to:

1. Include parents, businesses and labor organizations in the design, implementation and evaluation of CTE programs.
2. Provide career guidance and academic counseling, **which may include information described in Section 2328 of Perkins IV, for students participating in CTE programs that improves graduation rates and provides information on postsecondary and career options and provides assistance for postsecondary students and adults.**

3. **Develop and support 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. Provide programs for special populations.
5. Assist career and technical student organizations.
6. Provide mentoring and support services.
7. Lease, purchase, upgrade or adapt equipment, including instructional aides and **publications (including support for library resources) designed to strengthen and support academic and technical skills achievement.**
8. Develop teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.
9. **Develop and expand postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.**
10. **Develop 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.**
11. **Provide activities to support entrepreneurship education and training.**
12. **Improve or develop new CTE courses, including the development of Programs of Study/Student Success Plan 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.**
13. **Develop and support small, personalized career-themed learning communities.**
14. Provide support for family and consumer sciences programs.
15. **Provide CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.**
16. Provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or in finding an appropriate job.
17. Support training and activities (**such as mentoring and outreach**) in nontraditional fields.
18. **Provide support for training programs in automotive technologies.**
19. **Pool a portion of such funds with a portion of funds available to other recipients for innovative initiatives.**
20. Support other CTE activities consistent with the purpose of Perkins IV.

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

1. Individuals, who are members of special populations preparing 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. 2354 (b) (9)]
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. 2354 (b) (8)]
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. 2354 (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. 2355 (b) (4)]
5. The grantee shall provide CTE students with the academic and career and technical skills (including the math and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields. Schools shall collaborate with technology industries to offer work-based learning programs. [Sec. 2355 (b) (4) (B)]
6. The grantee shall encourage parental and community involvement in its career and technical programs. [Sec. 2355 (5) (A) (iii)]
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. 2354 (b) (6)]
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. (34 CFR Sec. 74.34)
10. The grantee shall develop strategies to promote nontraditional training and employment for students participating in CTE programs. [Sec. 2354 (b) (10)]
11. The grantee shall provide sufficient information to the SDE to enable them to comply with the provisions of this Act. (20 U.S.C. §2301 et. seq.)

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: _____

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.

Superintendent 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
Perkins Supplemental Enhancement Grant
Proposal Scoring Rubric

Connecticut State Department of Education
 Academic Office, Career & Technical Education

Total Score: ___/67

District Name: _____

Address: _____

Contact: _____

Evaluator: _____ Date Reviewed: ___/___/___

Area	Total Points Possible	High Points 3	Medium Points 2	Low Points 1-0	Points Earned
Grant Cover Page	3 Points	Form is complete and includes: <ul style="list-style-type: none"> • Fiscal agent name, address, telephone and e-mail; • Contact name, address, telephone and e-mail; • Amount requested; • Enrollment numbers if required; or • Typed name and signature of authorized administrator. 	Form is missing one of the following elements: <ul style="list-style-type: none"> • Fiscal agent name, address, telephone and e-mail; • Contact name, address, telephone and e-mail; • Amount requested; • Enrollment numbers if required; or • Typed name and signature of authorized administrator. 	Form is missing more than one of the following elements: <ul style="list-style-type: none"> • Fiscal agent name, address, telephone and e-mail; • Contact name, address, telephone and e-mail; • Amount requested; • Enrollment numbers if required; or • Typed name and signature of authorized administrator. 	_____

Area	Total Points Possible	High Points 10-8	Medium Points 7-4	Low Points 3-0	Points Earned
Plan Summary	10 points	<ul style="list-style-type: none"> Plan summary precisely describes the purpose of the proposal. The objectives and outcomes initiated through the proposal are clear and have the potential to improve career and technical education programs. Strategies described relate to the purpose, objectives and outcomes. 	<ul style="list-style-type: none"> Plan summary describes the purpose of the proposal. The objectives and outcomes initiated through the proposal are not always clear and have only some have the potential to improve career and technical education programs. Strategies described have a vague relation to the purpose, objectives and outcomes. 	<ul style="list-style-type: none"> Plan summary is vague and/or it is hard to understand the purpose of the proposal. The objectives and outcomes initiated through the proposal are not clear and have only little to some potential to improve career and technical education programs. Strategies described have a little to no relation to the purpose, objectives and outcomes. 	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 1	3 points	The narrative is clear, concise and measurable on how the proposal will improve and enhance career and technical pathways or programs.	The narrative is not always clear on how the proposal will improve and enhance career and technical pathways or programs.	The narrative is vague and describes few if any measurable statements on how the proposal will improve and enhance career and technical pathways or programs.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 2	3 Points	The narrative is clear, concise and measurable on how the proposal will enhance, improve and/or implement career pathway(s).	The narrative is not always clear on how the proposal will enhance, improve and/or implement career pathway(s).	The narrative is vague and describes few if any measurable statements on how the proposal will enhance, improve and/or implement career pathway(s).	_____

Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 3	3 Points	The narrative is clear, concise and measurable on how the proposal will improve district, state, and local adjusted levels of performance.	The narrative is not always clear on how the proposal will improve district, state, and local adjusted levels of performance.	The narrative is vague and describes few if any measurable statements on how the proposal will improve district, state, and local adjusted levels of performance.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 4	3 Points	The narrative is clear, concise and measurable on how the proposal will improve students' academic and technical skill development through integration.	The narrative is not always clear on how the proposal will improve students' academic and technical skill development through integration.	The narrative is vague and describes few if any measurable statements on how the proposal will improve students' academic and technical skill development through integration.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 5	3 points	The narrative is clear, concise and measurable on how the proposal will provide students with strong experience in, and understanding of, all aspects of an industry.	The narrative is not always clear on how the proposal will provide students with strong experience in, and understanding of, all aspects of an industry.	The narrative is vague and describes few if any measurable statements on how the proposal will provide students with strong experience in, and understanding of, all aspects of an industry.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 6	3 points	The narrative is clear and concise on how the proposal will encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.	The narrative is not always clear on how the proposal will encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.	The narrative is vague and describes few if any measurable statements on how the proposal will encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.	_____

Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 7	3 points	The narrative is clear and concise on how the proposal will provide opportunity for professional development.	The narrative is not always clear on how the proposal will provide opportunity for professional development.	The narrative is vague on how the proposal will provide opportunity for professional development.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 8	3 points	The narrative is clear, concise and measurable on how the proposal will ensure that the plan is of sufficient size, scope and quality to bring about improvement in CTE.	The narrative is not always clear on how the proposal will ensure that the plan is of sufficient size, scope and quality to bring about improvement in CTE.	The narrative is vague and describes few if any measurable statements on how the proposal will ensure that the plan is of sufficient size, scope and quality to bring about improvement in CTE.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 9	3 points	The narrative is clear, concise and measurable on how the proposal will develop a process to be used to evaluate the effectiveness of the plan.	The narrative is not always clear on how the proposal will develop a process to be used to evaluate the effectiveness of the plan.	The narrative is vague and describes few if any measurable statements on how the proposal will develop a process to be used to evaluate the effectiveness of the plan.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 10	3 points	The narrative is clear, concise and measurable on how the proposal will ensure that individuals who are members of special populations will not be discriminated against based on this status.	The narrative is not always clear on how the proposal will ensure that individuals who are members of special populations will not be discriminated against based on this status.	The narrative is vague and describes few if any measurable statements on how the proposal will ensure that individuals who are members of special populations will not be discriminated against based on this status.	_____

Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 11	3 points	The narrative is clear, concise and measurable on how the proposal will promote preparation for nontraditional training and employment.	The narrative is not always clear on how the proposal will promote preparation for nontraditional training and employment.	The narrative is vague and describes few if any measurable statements on how the proposal will promote preparation for nontraditional training and employment.	_____
Area	Total Points Possible	High Point 3	Medium Points 2	Low Points 1-0	Points Earned
Local Plan Narrative: 12	3 points	The narrative is clear and concise on how the proposal will provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities.	The narrative is not always clear on how the proposal will provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities.	The narrative is vague and describes few if any measurable statements on how the proposal will provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities.	_____
Area	Total Points Possible	High Points 5-4	Medium Points 3-2	Low Points 1-0	Points Earned
Sustainability Plan	5 points	<ul style="list-style-type: none"> • Sustainability plan precisely describes how the proposal will be maintained at the end of the grant life. • Sustainability plan includes how the proposal will receive financial support at the end of the grant life. • Sustainability plan includes strategies for continual improvement and growth. 	<ul style="list-style-type: none"> • Sustainability plan describes the purpose of the proposal. • Sustainability plan is vague on how the proposal will receive financial support at the end of the grant life. • Strategies that describe continual improvement and growth are vague. 	<ul style="list-style-type: none"> • Sustainability plan is vague and/or it is hard to understand. • Sustainability plan has a brief statement or no information on how the proposal will receive financial support at the end of the grant life. • There are no strategies that describe continual improvement and growth. 	_____

Area	Total Points Possible	High Points 3	Medium Points 2	Low Points 1-0	Points Earned
ED 114 Form	3 points	Form is complete and includes: <ul style="list-style-type: none"> • Grantee name; • Town code; • Requested Amount; or • Budget amounts total requested amount. 	Form is missing one of the following elements and/or the budget amounts do not equal the requested budget: <ul style="list-style-type: none"> • Grantee name; • Town code; or • Requested Amount. 	Form is missing more than one of the following elements and/or the budget amounts are incorrect. <ul style="list-style-type: none"> • Grantee name; • Town code; or • Requested Amount. 	_____
Area	Total Points Possible	High Points 10-8	Medium Points 7-4	Low Points 3-0	Points Earned
Budget Narrative	10 points	Form is complete and includes: <ul style="list-style-type: none"> • All requested information for each code line; • Descriptions that precisely describe what is being requested when asked; • All position, staff and individual names are included; • The description on how the request will improve the CTE program is clearly answered; • When requested all event titles, locations and dates are included; and • Requested career pathway, program area, courses and vendor information is included. 	Form is missing more than one, but less than four of the following list below and/or the descriptions when requested are vague. <ul style="list-style-type: none"> • Requested information for each code line; • Descriptions that precisely describe what is being requested when asked; • All position, staff and individual names are included; • The description on how the request will improve the CTE program is clearly answered; • When requested all event titles, locations and dates are included; and • Requested career pathway, program area, courses and vendor information is included. 	Form is missing more than four of the following list below and/or the descriptions when requested are vague. <ul style="list-style-type: none"> • Requested information for each code line; • Descriptions that precisely describe what is being requested when asked; • All position, staff and individual names are included; • The description on how the request will improve the CTE program is clearly answered; • When requested all event titles, locations and dates are included; and • Requested career pathway, program area, courses and vendor information is included. 	_____
Total Points - 67					

APPENDIX B

ANNIE E. CASEY FOUNDATION

All Request for Proposals for competitive grants related to at risk youth must contain the uniform language that follows:

Applicants that are part of a collaborative effort funded in whole or in part by the Annie E. Casey Foundation must submit documentation that:

- The collaborative oversight entity has been provided the opportunity to review and comment on the grant application or proposal prior to submission to the CSDE.
- The proposal or application submitted provides information detailing the activities, which assure priority access to services to children, youth and families referred by the collaborative oversight entity.
- The application shall designate someone to act as liaison for the referral process.