

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Teaching, Learning and Instructional Leadership
Bureau of Curriculum and Instruction**

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

**PERKINS SECONDARY BASIC
GRANT APPLICATION**

2008-13

Purpose: To develop fully the academic, career and technical skills of secondary students who elect to enroll in career and technical education programs.

Applications Due: May 23, 2008

Published on: April 2008

RFP 116



Approved by Fiscal Review Committee
RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Mark K. McQuillan
Commissioner of Education

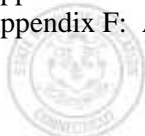
“The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons and does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, national origin, sex, disability, age, religion or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to the Equal Employment Opportunity Manager, State of Connecticut, Department of Education, 25 Industrial Park Road, Middletown, Connecticut 06457, (860) 807-2071.”

PERKINS SECONDARY BASIC GRANT APPLICATION

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

**SECONDARY BASIC GRANT APPLICATION
TABLE OF CONTENTS**

GRANT BACKGROUND INFORMATION	PAGE
I. Overview	1
II. Purpose of the Act	1
III. Proposal Rationale.....	2
IV. Program Standards and Accountability	2
V. Eligible Applicants	2
VI. Other Grant Requirements	4
VII. Management and Control of the Program and Grant Consultation Role of State	5
VIII. Letter of Intent.....	5
IX. Application Review and Evaluation Process.....	5
X. Disposition of Applications.....	5
XI. Grant Awards	5
XII. Grant Period	5
XIII. Technical Assistance by Program Area	6
XIV. Bidders' Conference.....	6
XV. Self-Evaluation and End-of-Year-Report (ED 400).....	6
XVI. Application Submission Requirements	6
GRANT APPLICATION PACKET	7
Grant Cover Page	8
Checklist for Completing Application	9
Continuous Improvement Grid Instructions.....	10
Core Indicator Improvement Plan Instructions	12
Plan Narrative Instructions.....	15
Partnership/Advisory Committee	16
Professional Development Outcomes	17
Self-Evaluation Process.....	18
Budget Narrative Instructions	31
Instructions for ED 114 Budget Form.....	32
ED 114 Budget Form Object Code Descriptions	34
Purpose Code Budget Form	36
Instructions for Equipment Request Form	37
Carl D. Perkins CTE Improvement Act Assurances	39
Statement of Assurances	41
Affirmative Action Plan	45
Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions	46
APPENDICES	
Appendix A: Federal CTE Clusters and Connecticut Career Pathways.....	47
Appendix B: Evaluation Criteria.....	52
Appendix C: Carl D. Perkins Technical Assistants.....	54
Appendix D: Continuous Improvement Grid Sample.....	55
Appendix E: Local Use of Funds	57
Appendix F: Annie E. Casey Foundation.....	59



Approved by the State Board of Education
RFP116-042308

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

SECONDARY BASIC GRANT 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.

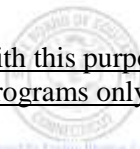
Perkins IV supports the alignment of CTE with state and local efforts to reform secondary schools and improve postsecondary education. The implementation of the new law promises to make CTE programs an integral part of these efforts.

II. Purpose of the Act

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

- building on the efforts of states and localities to develop challenging academic and technical standards;
- 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 that link secondary and postsecondary education for participating students;
- increasing state and local flexibility in providing services and activities designed to develop, implement and improve CTE, including College Career Pathways;
- conducting and disseminating national research 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;
- disseminating national research and providing professional development and technical assistance that will improve career and technical programs, services and activities;
- 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.



Approved by Finance & Economic Committee
RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

III. 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. The State Department of Education (SDE) and districts must move from a culture of compliance to a culture of accountability with increased options for all students.

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. Throughout 2008-13, CTE programs shall address the following activities: standards-based curriculum, the state CTE Assessment System, work-based learning, career pathways, Career and Technical Student Organizations (CTSOs), and postsecondary linkages. The proposal shall address the four corner stones of the No Child Left Behind (NCLB) Act: narrowing the achievement gap; proven methods; increasing accountability for student performance; and coordination with federal employment and training programs.

IV. Program Standards and Accountability

In order to promote continuous improvement of CTE programs, CTE must be designed to meet performance levels of the core indicators. These core indicators should prepare secondary students for:

- attainment of challenging state-established academic content standards and student academic achievement standards, as adopted by a state under the Elementary and Secondary Education Act (ESEA) and measured by the state's determined proficient levels on the academic assessments under ESEA;
- attainment of CTE proficiency, including student (concentrator) achievement on the Connecticut statewide CTE Assessment, aligned with state and national performance standards and competencies that are industry-validated;
- attainment of a secondary school diploma or its recognized equivalent, proficiency credential in conjunction with a secondary diploma or a postsecondary degree or credential;
- achievement of graduation rates as described in ESEA;
- placement in postsecondary education or advanced training, in military service or in employment; and
- participation in and completion of CTE programs that lead to nontraditional fields.

V. Eligible Applicants

Local education agencies, including participating charter and magnet schools, must meet the following criteria in size, scope and sequence in order to be eligible for funding. This grant is not an entitlement.

It should be noted that although the state will approve a district Perkins Five-Year Plan, the district is required to meet all eligibility requirements each year to maintain its eligibility for Perkins funds.

Size, Scope and Sequence

The following measures of eligibility must be met throughout the five-year period in order for a district to apply for funding. Districts need to meet these measures to maintain eligibility for the full period.

- Eligible programs are taught by certified CTE teachers or interdisciplinary/team curriculum projects involving both CTE and academic staff.

- Each district, including charter and magnet schools, must qualify for a minimum allocation of \$15,000 or join in a consortium with another eligible district(s) to meet the minimum allocation requirement;
- A **consortium** shall operate only **joint projects** that serve all the secondary districts participating in the consortium. Funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to **all members** of the consortium and can be used only for programs authorized under this title. Such funds may **not** be reallocated to individual members of the consortium for the purpose of funding programs and/or activities that benefit only those individual members of the consortium. All members of the consortium must meet the eligibility requirements.
- Each comprehensive high school within a district or consortium must offer at least three of the seven recognized state CTE programs:

Agriculture Education	Marketing Education
Cooperative Work Education	Medical Careers
Business and Finance Technology Education	Technology Education
Family and Consumer Sciences	

- A magnet or charter school must offer at least one of the seven recognized state CTE programs. In all schools, one of the CTE program areas must result in students who reach the threshold of concentrator.
- Each district high school must implement its existing career pathway(s) as found in the Connecticut Career Cluster Pathways Crosswalk (Appendix A) and add at least one additional career pathway/program of study over the five-year period 2008-13.
- All districts must offer at least one CTSO and show progress in establishing new CTSOs in other CTE program areas.

Program Area	Related Student Organization	
Business and Finance Technology Education	Future Business Leaders of America	FBLA www.ctfbla.com
Family and Consumer Sciences	Family Career and Community Leaders of America	FCCLA www.fcclainc.org
Marketing Education	Marketing Education	DECA www.deca.org
Technology Education	Technology Student Association	TSA www.tsawww.org
Agriculture Education	Formerly known as Future Farmers of America	FFA www.ffa.org
Cooperative Work Education	Skills USA formerly known as VICA	SkillsUSA www.skillsusa.org
Medical Careers	Skills USA formerly known as VICA Health Occupation Students of America	SkillsUSA www.skillsusa.org HOSA www.hosa.org

Note: See Frequently Asked Questions at:
(<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320802>) for use of funds to support CTSOs.

- All grantees are required to continue working with the partnership committee (advisory board) to serve in an advisory capacity. One or more committees may be established to provide support to all seven program areas. A work plan and membership identification must be submitted with this grant application.
- All students who reach the threshold of **concentrator** are to be tested in the state CTE Assessment.

Concentrator

A concentrator is a student who is enrolled in a final course of a two-credit sequence of courses that specifically addresses the state performance standards and competencies in one of Connecticut's 18 areas of concentration. **To address the acquisition of competencies, courses included in a sequence may be academic and/or from different CTE programs. A student may be a concentrator for more than one year if that student continues to take courses that address the performance standards and competencies in one of the areas of concentration.**

Programs that do not produce concentrators who take the state assessment in at least one area of concentration shall lose funding.

Each district (high school) receiving Perkins funds must determine the career and technical instructional program/course sequences that meet the threshold of a concentration. This task is accomplished by matching the Connecticut Performance Standards and Competencies for each CTE instructional program with local program curriculum and/or stated competencies. The 2007 CTE Performance Standards and Competencies must be used in developing course sequences that lead to concentration with subsequent participation in the annual statewide assessment of CTE students. The standards have been provided to all high schools at the regional assessment meetings and **will** be posted on the SDE website.

The following CTE program areas have special stipulations to determine concentration:

Agriculture Education – A concentrator is any senior enrolled in the fourth year of agriculture education in a regional agriculture center or magnet agriculture center.

Business and Finance Technology Education – A concentrator is any Accounting II student who has previously completed Accounting I with both courses totaling two full credits.

Cooperative Work Education – A concentrator is any student enrolled in a state approved Cooperative Work Education Program.

Medical Careers – A concentrator is any student enrolled in a Certified Nurse Assistant program or a two-credit sequence in medical careers.

VI. Other Grant Requirements

- Each district receiving Perkins funds must budget and expend a minimum of 5 percent of the allocation for participation in national and state-approved professional development workshops designed to provide strategies for improving student academic success. Districts are allowed to expend additional funds for other professional development activities beyond the 5 percent allocated for state sponsored professional development. Professional development opportunities should be made available to ALL district CTE teachers.

- A school district shall risk loss of funding if its programs do not meet the state's eligibility requirements (page 2).
- A maximum of 5 percent of the grant may be used for administrative* costs including indirect costs. Only institutions that have submitted indirect cost proposals for fiscal year 2009 may apply indirect costs to this grant.

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

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

The grantee has overall management control of the grant. While state agency staff may be consulted for their expertise, they will not be directly responsible for the selection of 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. Letter of Intent

All districts including charter schools will be required to submit a letter of intent to apply for Perkins funding for years 2008-13. A signature from the superintendent or executive director implies that the district, including charter schools, meets and intends to comply with the eligibility requirements.

IX. Application Review and Evaluation Process

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

X. Disposition of Applications

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

XI. Grant Awards

SDE 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 Deputy Commissioner of the SDE will issue notification of the grant award. The level of funding and effective dates of the project will be set forth in the notification of the grant award.

XII. Grant Period

The Carl D. Perkins CTE 2008-13 grant application calls for a five-year plan. However, funding is provided to the local district each respective year starting on July 1 and concluding on June 30. All funds must be obligated by June 30 each year. There are no exceptions or waivers to this requirement.

XIII. Technical Assistance by Program Area

CTE Program Area Specialists

Agricultural Education Gregory Kane Tel: (860) 713-6756 Gregory.kane@ct.gov	Business & Finance Technology Education Lee Marcoux Tel: (860) 713-6768 lee.marcoux@ct.gov	Cooperative Work Education Dr. Diane Ross Gary Tel: (860) 713-6593 diane.ross.gary@ct.gov
Family & Consumer Sciences Lori Matyjas Tel: (860) 713-6785 lori.matyjas@ct.gov	Marketing Education Dr. Stephen Hoag Tel: (860) 713-6764 stephen.hoag@ct.gov	Medical Careers Lori Matyjas Tel: (860) 713-6785 lori.matyjas@ct.gov
Technology Education Gregory Kane Tel: (860) 713-6756 gregory.kane@ct.gov	College Career Pathways Program Dr. Diane Ross Gary Tel: (860) 713-6593 diane.ross.gary@ct.gov	Fiscal/Program Grant Manager State Director of Career &Tech. Edu. June Sanford Tel: (860) 713-6765 June.sanford@ct.gov
Career Guidance Judith Andrews Tel: (860) 713-6766 judith.andrews@ct.gov		

Technical assistants by region can be found in Appendix C.

XIV. Bidders' Conference

The SDE will hold a bidders' conference on April 21, 2008, at Gateway Community College, North Haven Campus, from 1:00-3:00 p.m.

XV. Self-Evaluation and End-of-Year Report (ED 400)

All grant applications must be submitted with the completed Self-evaluation Form. All grant recipients must complete the ED400 form mailed to districts in May for collection of the current year's data needed for federal reporting.

XVI. Application Submission Requirements

Proposals, *irrespective of means of transmittal or postmark date*, must be received by 5:00 p.m. on Friday, May 23, 2008. Submitted proposals become the property of the SDE and a part of the public domain. **One** original and **two** hard copies of all sections of the grant with original signatures, including the ED 114 and budget narrative, must be sent to June Sanford at:

Mailing Address

June Sanford, Perkins Program Manager
 CT State Department of Education
 Bureau of Curriculum and Instruction
 P.O. Box 2219
 Hartford, Connecticut 06145

Delivery Address

June Sanford, Perkins Program Manager
 CT State Department of Education
 Bureau of Curriculum and Instruction
 165 Capitol Avenue, Room #363
 Hartford, Connecticut 06106

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

Grant Application Packet

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



Approved By: Finance & Grants Committee

RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

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



**CARL D. PERKINS GRANT APPLICATION SECONDARY BASIC GRANT
RFP #116**

GRANT PERIOD
July 1, 2008, to June 30, 2009

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

<p><u>Applicant</u> (<i>Fiscal Agent</i>) (<i>Name, Address, Telephone, Fax, E-Mail</i>)</p>	<p><u>Program Funding Dates</u> From July 1, 2008, to June 30, 2009</p> <p><u>Preliminary Funding Amount: \$</u> _____</p> <p>Check Program Areas Funded Under this Grant Proposal:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agricultural Education <input type="checkbox"/> Business and Finance Technology <input type="checkbox"/> Cooperative Work Education <input type="checkbox"/> Family and Consumer Sciences <input type="checkbox"/> Marketing Education <input type="checkbox"/> Medical Careers <input type="checkbox"/> Technology Education
<p><u>Contact Person</u> (<i>Name, Address, Telephone, Fax, E-Mail</i>)</p>	<p><u>Check if Consortium Application</u> <input type="checkbox"/></p> <p>Participating Districts: (<i>list districts</i>)</p>

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): _____
College/Agency: _____

_____ Date

Checklist for Completing Application

Town/Agency: _____

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

Check in column marked **YES** if information has been provided. Under **PAGE(S)**, give page number where the information is located.

Grant Narrative Requirements	YES	PAGE(S)
A. Grant Application Cover Page is completed and signed	_____	_____
B. Continuous Improvement Grid for each program area is completed	_____	_____
C. Core Indicator Improvement Plan is completed.	_____	_____
D. The Plan Narrative (16 elements are addressed).	_____	_____
E. Partnership Advisory Committee is completed.	_____	_____
F. Professional Development Outcomes is completed.	_____	_____
G. Self-Evaluation	_____	_____
 Grant Budget Requirements		
A. Budget narrative provides object codes and explanations for all line items.	_____	_____
B. Budget narrative indicates the CTE program improvement area(s) and course(s) to be funded.	_____	_____
C. Administrative costs including indirect is 5 percent maximum.	_____	_____
D. A minimum of 5 percent is used for professional development activities.	_____	_____
E. Total budget on ED 114 equals amount allocated.	_____	_____
F. Budget line item totals equal budget narrative and totals are accurate.	_____	_____
G. The Purpose Code Budget Form showing the distribution of funds by program areas is completed.	_____	_____
H. Equipment Form is completed.	_____	_____
 Grant Assurances (Signed by Superintendent/Executive Director)		
A. Original signature is provided on the Statement of Assurances and it is submitted.	_____	_____
B. Federal Certifications are signed.	_____	_____
C. Affirmative Action Statement is signed.	_____	_____



Approved by Federal Home Committee
RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

Continuous Improvement Grid Instructions

The Continuous Improvement Grid must be completed per the following instructions. The grant narrative must reflect continuous improvement in the five major focus areas. Districts will be required to provide the state with a Continuous Improvement Grid each year over the five-year 2008-13 period. A sample of a completed grid can be found in Appendix D.

Districts should complete the Continuous Improvement Grid before responding to the narrative questions.

Complete one Continuous Improvement Grid for each CTE program offered in the district, including: Agriculture Education, Business and Finance Technology, Cooperative Work Education, Family and Consumer Sciences, Marketing, Medical Careers, and Technology Education. Indicate the name of the program on the top of the grid and describe the progress achieved in 2007-08. **Plans for continuous implementation should be indicated for 2008-09.**

FIVE FOCUS AREAS

- Standards-Based Curriculum and the state CTE Assessment System (SB)
- Comprehensive Work-Based Learning Programs and Career Pathways (WB & CP)
- CTE Student Organizations (CTSOs)
- CTE Advisory Partnership Committees (CTEAC)
- Postsecondary Linkages (PSL)



Approved by Finance Board Committee

RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

**Continuous Improvement Grid
Carl D. Perkins Grant Application**

Key:
SB: Standards-Based Curriculum
WB & CP Work-Based Learning,
 Career Pathways
CTSOs: CTE Student Organization
CTEAC: CTE Advisory Committees
PSL: Postsecondary linkages

Program Area:

SB	
WB & CP	
CTSOs	
CTEAC	
PSL	



Application of CTE Advisory Committee
 RE 1416-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

Core Indicator Improvement Plan Instructions

During 2008-13, the SDE will be measuring performance on student graduation and on the mathematics and language arts sections of the Connecticut Academic Performance Test for federal reporting purposes. All grant recipients will be held accountable for performance on all of the core indicators. Districts will be required to submit the Core Indicator Improvement Plan to the state each year. Below are the NCLB targets utilized for Perkins performance targets pertaining to math and language arts for CTE student concentrators. The NCLB targets below indicate performance for reading and mathematics for CTE students through the year 2014.

Core Indicator Performance

State Response and State Activities for Meeting Standards				
	CAPT			
	Reading		Mathematics	
	AYP Level	Suggested Annual Targets	AYP Level	Suggested Annual Targets
2002-03	62%	62%	59%	59%
2003-04		65%		62%
2004-05		72%		69%
2005-06	72%	75%	69%	73%
2006-07		78%		76%
2007-08		81%		80%
2008-09	81%	84%	80%	83%
2009-10		88%		87%
2010-11		91%		90%
2011-12	91%	96%	90%	95%
2012-13		99%		98%
2013-14	100%	100%	100%	100%

The Perkins IV for Core Indicator Improvement Plan on the following page indicates the Connecticut SDE negotiated targets for all core indicators. Although 2007-08 state targets are listed, districts are required to insert actual performance levels for the year 2006-07. In addition the districts must insert strategies for improving student performance for each of the core indicators. The district actual performance levels are available by contacting the regional technical assistance staff as indicated on page 6.



Approved by Finance/Disburse Committee
RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

Perkins IV Core Indicator Improvement Plan

District: _____

Date: _____

Reviewer: _____

Core Indicator Performance	State Target 2007-08	Actual Performance	Strategies for Improvement
Academic CAPT			
Reading	81.00%*		
Math	80.00%*		
Skill Attainment CTE Assessment	37.00%		
# of CTE students (unduplicated) _____			
# of CTE concentrators Tested _____			
# of Concentrators Completers who graduated _____	70.0%*		
# of 12 th Concentrators _____			
Placement (Military, Employment, Advanced Placement)	90.00%		
Nontraditional Participation	38.00%		
Nontraditional Completion	35.00%		

***NCLB targets for math, language arts and graduation.**



Approved by State Board of Education
RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

Plan Narrative Instructions

For the first time, districts will be writing a Perkins Five-Year Plan to describe initiatives and activities over a five-year period for years 2008-13. However, districts will be required to submit a budget, budget narrative, the Core Indicator Improvement Plan and other plan updates each year during the five-year period. Under Perkins IV, districts are held accountable for reaching or exceeding each of the core indicators of performance as indicated on the Core Indicator Improvement Plan.

The district must provide the projected plan for the next five years, responding to the 16 elements indicated by Section 2354 of Perkins IV in the Plan Narrative (20 U.S.C. §2354). Changes to the original 2008-13 five-year plan must be provided to the state in the annual updates. Below are definitions for the terms used in the Plan Narrative. The required and permissible use of funds can be found in Appendix E. When responding to the 16 questions in the Plan Narrative, incorporate the required and permissive use of funds where appropriate.

Definitions to assist completion of the Plan Narrative:

Career Pathway/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 education 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 to acquire postsecondary credit; and
- lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

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

Academic Integration - The academic integration component of the Perkins IV grant requires districts to focus teaching and learning strategies in CTE curricula, courses and instruction that will enhance the academic proficiency of students. Academic integration strategies may include local research, project-based assessment, cross-credited courses, increased leveling of CTE courses (advanced placement, honors levels), College Career Pathways, integrated curriculum models, expanded partnerships and specific management plans to measure results.

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

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



Approved by Finance & Economic Committee

RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

**Plan Narrative
Perkins IV Grant Application**

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

Partnership/Advisory Committee

Instructions:

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

District: _____

Program Area(s) Served: _____

Committee Members

Student(s):

Teacher(s):

Administrator(s):

Business and Industry(s):

Postsecondary Education:

Community Organization(s):

Parent(s):

Other(s):



Approved by Federal Home Office Committee
RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

Professional Development Outcomes

Districts will complete the chart below relative to professional development activities for school year 2007-08.

Program Area Staff	# of staff	Name of Workshop/Conference	Teacher Outcomes	Student Outcomes
(Sample) BFT	3	Connecticut Business Educator’s Association “Strategies for Teaching Input Technologies”	Development of creative lesson plans for keyboarding.	Increase of reading and writing skills by engaging in creative keyboarding activities.

KEY:

- | | | |
|---|----------------------------------|-------------------------|
| AE Agricultural Education | FCS Family and Consumer Sciences | MC Medical Careers |
| BFT Business & Finance Technology Education | ME Marketing Education | TE Technology Education |
| CWE Cooperative Work Education | | |



Self-Evaluation Process 2008

PURPOSES

The self-evaluation of the total local CTE program is critical to the ongoing development of CTE instructional programs. The Division of Teaching, Learning and Instructional Leadership has identified a series of eight elements for program development. Each of these elements contains a sequence of statements that contribute to the characteristics of exemplary programs. This self-evaluation instrument is designed as a tool for schools in improving their CTE teaching and learning, while also assisting the SDE in preparing for site reviews.

PROCEDURES

This process, which is part of the Program Compliance Review of the Perkins IV grant, is designed for local schools to examine the total CTE program according to the criteria identified as indicators of program effectiveness and quality. Perkins IV places great emphasis on the evaluation process of local CTE programs as it results in total program improvement. Therefore, all CTE staff should fully participate in the responses to this self-evaluation instrument. By discussing the criteria as a group, CTE staff will become more fully aware of the items of program quality recognized by the SDE that will guide the program review and the development of local CTE.

ELEMENTS

The nine elements of a CTE self-evaluation include:

- Curriculum
- Administration and Staffing
- Course Selection and Counseling
- Facilities and Equipment
- Work-Based Learning
- School, Business, Family Partnership
- Career and Technical Student Organizations
- Continuous Improvement Plan
- Teacher Recruitment



Approved by Fiscal Review Committee
RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

Instructions for Completing the Self-Evaluation

1. Each high school in your district receiving Perkins IV funds must submit one completed self-evaluation booklet.
2. Please complete the front page of the self-evaluation booklet, making sure to include the name of the CTE coordinator/liaison.
3. The self-evaluation must be received by the Division of Teaching, Learning and Instructional Leadership, along with the Perkins Grant Application.

Submit the self-evaluation along with the grant application to: june.sanford@ct.gov

Rating Scale

The rating next to each item should reflect the reviewer's estimate of how well the program addresses each statement. The scale of 5-1 represents a descending order of attainment for each item. If a district or school feels that the statement is not applicable to their CTE program, N/A should be checked off.

5 level rating	Students receive a written evaluation by an employer each month.
4 level rating	Students receive a written evaluation by an employer each marking period.
3 level rating	Written evaluations only occur at the end of the year.
2 level rating	Written evaluations are not requested from employers, but are given verbally to students and teachers.
1 level rating	No student evaluations by an employer are required.
N/A	Not applicable to the program.



Approved by Finance & Procurement Committee

RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

BASIC PROGRAM INFORMATION AND DESCRIPTION

I. Career and Technical Education

~PRINT OR TYPE ALL INFORMATION~

School _____

School Address _____

Town _____ Zip _____

Principal _____

Local CTE Coordinator _____

Name of Person Responsible for Writing the Perkins Grant: _____

Coordinator Telephone _____ E-mail Address _____

Coordinator FAX _____

CTE Instructional Program Information

Please check the CTE instructional programs in your school and the number of different courses in each.

Instructional Program	<i>Check School Programs</i>	NUMBER OF COURSES in each program
Agriculture Education		
Business and Finance Technology		
Cooperative Work Education		
Family and Consumer Sciences		
Marketing Education		
Medical Careers		
Technology Education		

Concentrations and Concentrators

Please indicate (yes/no) those CTE programs where course sequences have been identified leading to a concentration(s), and an estimate of the number of concentrators for the upcoming school year.

Instructional Program	Are there course sequences leading to concentration(s)?	Estimated Concentrators
Agriculture Education		
Business and Finance Technology		
Cooperative Work Education		
Family and Consumer Sciences		
Marketing Education		
Medical Careers		
Technology Education		

**Career and Technical Education Program
Self-Evaluation**

I. CURRICULUM

Rationale - The CTE curriculum is an organized set of intended learning outcomes leading to the achievement of educational goals. It also deals directly with helping students to develop a broad range of knowledge, skills, attitudes and values, each of which ultimately contributes in some manner to the student's employability. The CTE learning environment makes provision for student development of knowledge, manipulative skills, attitudes and values, as well as the integration of these areas and their application to simulated and realistic work settings. The CTE curricular focus includes the integration of academics so that students are better able to link academic skills to CTE content areas.

Review Self-Assessment Items	Levels					N/A
	5	4	3	2	1	
1. The curricula are revised utilizing the Connecticut Performance Standards and Competencies for each career instructional program.						
2. The curricula are competency based and the objectives measurable.						
3. The curricula revision process includes a review and validation by professionals/employers, consistent with the skill/occupation area of the course content.						
4. The curricula have been reviewed to overcome gender and racial bias, emphasizing equal access to all occupations, encouraging nontraditional occupational pursuits.						
5. CTE courses are sequential.						
6. CTE courses offer a variety of assessment options.						
7. CTSOs are integrated into the CTE curricula and are not viewed as extra-curricular.						
8. The curricula are designed to meet the needs of all students.						
9. All CTE courses offered receive equal credit and weight with academic courses.						
10. CTE instructional materials and texts are current (less than 5 years old) and available in sufficient quantity for all students.						

Additional Comments:



Approved by Perkins Program Committee
RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

**Career and Technical Education Program
Self-Evaluation**

II. ADMINISTRATION & STAFFING

Rationale - The participation of educational leaders in the planning and development of CTE programs insures a supportive environment that fosters continuous improvement. A quality staff will contribute to the success of the CTE programs. Quality must be defined not only in terms of teacher qualifications and credentials, but also in terms of the program/system that provides staff with the opportunity to discharge properly their functions as instructors in their given subject areas.

Review Self-Assessment Items	Levels					N/A
	5	4	3	2	1	
1. An individual has been identified as the district/school CTE coordinator and duties and responsibilities have been identified.						
2. There is an annual action plan for program improvement for CTE.						
3. Administration makes provisions for guidance services at all levels.						
4. CTE staff is involved in program planning, development and scheduling.						
5. Office assistance and facilities (telephone, storage, equipment, supplies) are provided to the CTE programs.						
6. There is a consistent flow of program information from the administration through supervisors to program instructional staff.						
7. Program area faculty and staff are given time to work together to improve the quality of instructional programs, identifying areas for improvement and plan professional development activities.						
8. Professional development opportunities for CTE staff represent a planned program of activities designed to meet both the individual and mutual career area teacher needs.						
9. Staff is encouraged to pursue and hold advanced credentials in areas related to their instruction field.						

Additional Comments:



RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

**Career and Technical Education Program
Self-Evaluation**

III. COURSE SELECTION AND COUNSELING

Rationale – Career and school counseling staff provides all students with information pertinent to individual career interest areas relative to current labor trends. A marketing plan to include CTE program/course selection and information on related postsecondary and career opportunities is in place and made available to all students.

Review Self-Assessment Items	Levels					
	5	4	3	2	1	N/A
1. Both CTE teachers and career school counseling staff delineate their responsibility for student recruitment.						
2. CTE staff conducts an annual formal orientation program to update career and school counseling staff and administrators on program updates and descriptions.						
3. School counselors and CTE staff share in the responsibility of enrollment and determination of CTE “concentrators” for purposes of the required Perkins assessment process.						
4. A formal plan is in place to provide the student body with written information and orientation describing the purposes, requirements, varieties, scope and the sequence of CTE courses.						
5. Career and school counseling staff has current knowledge of postsecondary educational programs, job market projections and occupations.						
6. Career and/or school counseling staff have established a process to provide students with individual career plans leading to entry employment or further education.						
7. Career center provides a full spectrum of occupational/career information for job entry and post secondary education.						
8. A recruitment plan to provide information to middle school students regarding CTE is in place.						
9. CTE students and CTSOs participate in orientation and recruiting activities.						

Additional Comments:



RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

**Career and Technical Education Program
Self-Evaluation**

IV. FACILITIES AND EQUIPMENT

Rationale – Availability of state-of-the-art facilities and equipment directly affects the program’s scope and quality. With the continuous changes in technology, items such as buildings, equipment, and material will represent a sizable investment. The efficient use of facilities and equipment will impact program effectiveness and student preparation.

Review Self-Assessment Items	Levels					N/A
	5	4	3	2	1	
1. All classroom and laboratory facilities are adequate for the program of instruction.						
2. All classroom and laboratory facilities are fully handicapped accessible.						
3. Multi-media materials and equipment are available in sufficient quantities and easily accessible to CTE programs.						
4. Classrooms, computer laboratories, and shops equipped for career education are used primarily for CTE programs.						
5. Instructional program facilities and equipment are comparable to those found in the workplace.						
6. Multi-media materials and equipment are available in sufficient quantities and easily accessible to CTE programs.						
7. There is an appropriate workstation for students in each subject area.						
8. CTE staff has been provided professional development on safety and preventive maintenance procedures on all equipment.						
9. All equipment purchased with Perkins funds is located in the appropriate CTE area and is properly operated, maintained and inventoried.						
10. The school district has established and enforces a maintenance and repair policy for all program equipment.						
11. Inventory system is in place for replacement of obsolete equipment.						
12. Students receive safety instructions pertaining to the local, state, and national safety codes.						
13. Material Safety Data Sheets on all compliant products and hazardous materials are maintained in accordance with OSHA regulations.						

Additional Comments:



Approved by Perkins Review Committee
RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

**Career and Technical Education Program
Self-Evaluation**

V. WORK-BASED LEARNING

Rationale – Work-based learning is an invaluable component of CTE and work experience site placement should strengthen and complement the relationship between classroom and business/industry training. Work-based learning opportunities may exist in many forms including the areas listed in the chart below. Please check (√) areas below that apply to your CTE programs. Paid work experience as listed indicates a business partnership that is teacher/coordinator supervised and employer evaluated affording student grade and credit. The state collects information on work-based learning utilizing the Work-Based Learning Application each year. The state also approves Cooperative Work Education (CWE) programs through the above-mentioned application. Please indicate any state-approved CWE programs by inserting an * under the programs areas located below.

Type of Work-Based Learning	CTE PROGRAMS						
	Cooperative Work Education	Business Education	Marketing Education	Family Consumer Sciences	Agriculture Education	Medical Careers	Technology Education
Job Shadows							
Field/Industry Tours							
Observation							
Cooperative Work							
School-based Enterprise							
Entrepreneurship							
Internships							
Clinical							
Practicum							
Faculty Externship							
Other (please specify)							

Review Self-Assessment Items	Levels					
	5	4	3	2	1	N/A
1. The relevancy of the work-based learning opportunities to the student’s career interest area is documented.						
2. Instruction in the classroom and at the worksite integrates academic curricula with hands on applications.						
3. Students receive coaching and supervision by an employer/mentor at the worksite.						
4. Student extended on-site work-based learning experiences involve a sequence of activities that increase in complexity and promote mastery of rigorous academic and employability skills.						

**Career and Technical Education Program
Self-Evaluation**

VI. SCHOOL, BUSINESS AND FAMILY PARTNERSHIP

Rationale – A local school, business and/or family partnership is a formally organized group designed to advise a local school on matters pertaining to the areas within the school. In terms of CTE, the local partnership provides input, validation and support for all instructional programs. The members of these organizations serve as a link among teachers, business, and the community, promoting community public relations and providing information concerning current and future job needs in the region thereby helping to provide relevant programs and services that fulfill realistic student needs and interests.

Review Self-Assessment Items	Levels					
	5	4	3	2	1	N/A
1. The partnership comprises representatives of the general public who are knowledgeable in the CTE program areas.						
2. CTE and academic faculty and staff members participate in the partnership and attend meetings.						
3. The partnership advises and validates the process of curriculum development and the evaluation of CTE instructional subject areas.						
4. Input from the partnership is incorporated into instructional program and curricular improvement plans.						
5. The partnership is involved in publicizing and promoting CTE in the community.						
6. The partnership is involved in the development of work-based learning opportunities for CTE students.						
7. The partnership actively supports all career instructional areas in the school including the <i>FFA, DECA, VICA, FBLA, FCCLA, TSA, HOSA</i> .						
8. If a district-wide school business partnership exists, at least one member of each program committee serves on the district local advisory committee.						

Place a check mark in the column next to those instructional program areas where advisory committees or school business partnerships exist.

Agriculture Education	
Business and Finance Technology Education	
Cooperative Work Education	
Family and Consumer Sciences Education	
Health Occupations Student Association	
Marketing Education	
Medical Careers Education	
Technology Education	
District-Wide School, Business, Family Partnership	

**Career and Technical Education Program
Self-Evaluation**

VII. CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO)

Rationale - CTSOs have traditionally focused on supporting and enhancing the educational curricula while providing a forum in which to develop student leadership skills. CTSOs are a strong contributor in assisting school districts and states in meeting state standards for CTE programs. They aid students in the completion of secondary and postsecondary programs, retention in programs and participation in and completion of programs that lead to both traditional and nontraditional training and employment. CTSOs should be co-curricular and an integral part of the CTE instruction offered.

Career and Technical Student Organizations	Check those that apply
DECA (Marketing Education)	
FCCLA (Family and Consumer Sciences)	
FFA (Agriculture Education)	
FBLA (Business and Finance Technology)	
Skills USA-VICA (Trade and Industrial, CWE, Medical Careers)	
TSA (Technology Education)	
Other : Please specify	

Review Self-Assessment Items	Levels					
	5	4	3	2	1	N/A
1. CTSOs are recognized by the school as co-curricular, utilizing their functions and opportunities to enhance instruction and student learning.						
2. Student officers of each organization are elected annually.						
3. Each CTSO prepares a written program of work that includes annual goals and activities, designed to provide a balanced package and leads to opportunities for participation for all members.						
4. Each CTSO participates in their respective state association/organization activities, including the annual state conference and competitive events.						
5. A system of organizational record keeping is in place that includes membership, minutes of meetings and communications with state and national organizations.						
6. Each CTSO maintains a planned program of public relations in the school and community.						
7. Each CTSO prepares an annual budget, plans appropriate fund raising and follows all school and district fiduciary guidelines.						
8. Regular communication with school and district administrators takes place, ensuring that all CTSO activities are supported and approved.						
9. Systematic and continuous leadership development is part of the curriculum that all students receive and all teachers are involved in this process.						

Additional Comments:



RFP116-042308

PEERING SECONDARY BASIC GRANT APPLICATION

**Career and Technical Education Program
Self-Evaluation**

VIII. CONTINUOUS IMPROVEMENT PLAN

Rationale - A local continuous improvement plan for CTE programs provides a basis for identifying the strengths and concerns of the various instructional areas and the overall CTE curricula. The analysis of CTE provides a baseline of information from which critical issues or areas of improvement can be identified.

Review Self-Assessment Items	Levels					
	5	4	3	2	1	N/A
1. There is a planned, systemic and ongoing process for the annual evaluation of all CTE instructional areas.						
2. There is a planned, systemic and ongoing process for the annual evaluation of the overall CTE program.						
3. There are specific goals for the local CTE evaluation process.						
4. Data are available which will be used in the evaluation process, including, but not limited to the following sources: a) local labor market/community needs assessments; b) follow-up data on CTE students (postsecondary and employment); c) student interest surveys; d) surveys of employers of CTE graduates; and e) student satisfaction surveys.						
5. Based on the data collected in #4, there is a description of the process for the improvement of CTE which includes, but not limited to: a) areas of improvement, which are identified and prioritized; b) an action plan and timeline for each area identified; and c) the relationship of the CTE program evaluation process to the overall school improvement plans.						

Additional Comments:



Approved by Federal Reserve Committee
RFP110-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

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). Please refer to the Perkins IV Budget Buddy in preparing the budget narrative. http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Career/budget_buddy.pdf

1. Each line item in the budget narrative must identify the school(s) that will receive funds.
2. 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 should show 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 2008-09 may apply indirect costs.

Note: There should be evidence that the LEA plans to absorb salary-related costs funded by the Perkins grant within a reasonable timeframe.

5. All school districts that sign on to participate in a consortium shall be active participants and the funds must be used for joint activities only. Funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for the purpose of funding programs and/or activities that benefit only those individual members of the consortium. Consolidate funds requested for all consortium members under the jurisdiction of the fiscal agent.
6. A minimum of 5 percent must be used for SDE approved professional development activities.
7. Compute all expenditures to the **nearest dollar** by line item. **Do not include cents.**



Approved by Finance & Human Resources Committee
RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

Instructions for ED 114 Budget Form

The FY 2008-09 ED 114 system will be available on the Internet. For the purposes of this application process, preliminary 2009 budgets will appear in the system with 2007-08 allotment amounts. SDE expects the system to be available by May 1, 2008, or earlier. A link to this system will be available from the RFP as soon as the system is available.

Currently, each district has one logon, 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. Some school business officials may be willing to share the logon and password but may withhold the certification code. The certification code denotes an electronic signature by the superintendent.

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

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

Enter the proposed expenditures on the appropriate budget object code line. Code Descriptions can be found in Appendix F. 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 lines items are revised.

Click the "Save Budget." The business manager or superintendent of the school district has the certification code. They will need to electronically sign off on this budget. You may also print this budget and ask the superintendent to sign it.

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

Equipment Note: Funds expended for Code 700. (Single items under \$1000 should not be charged to equipment unless they are an integral part of a larger piece of equipment. Items under \$1000 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.**



Approved by Finance & Home Committee
RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

GRANTEE NAME:		VENDOR CODE:
GRANT TITLE: CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATIONAL ACT		
PROJECT TITLE: SECONDARY BASIC GRANT		
CORE-CT CLASSIFICATION: FUND: 12060		SPID: 20742 PROGRAM: 84010
BUDGET REFERENCE: 2009		CHARTFIELD1: 170002 CHARTFIELD2:
GRANT PERIOD: 7/01/2008 - 6/30/2009		AUTHORIZED AMOUNT: \$
AUTHORIZED AMOUNT by SOURCE:		
LOCAL BALANCE: \$	CARRY-OVER DUE:\$	CURRENT DUE: \$
CODES	DESCRIPTIONS	BUDGET
111A	ADMINISTRATOR/SUPERVISOR SALARIES	
111B	TEACHERS	
112A	EDUCATION AIDES	
112B	CLERICAL	
119	OTHERS	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	
321	TUTORS	
322	IN SERVICE	
323	PUPIL SERVICES	
330	OTHER PROFESSIONAL TECHNICAL SERVICES	
510	PUPIL TRANSPORTATION	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	
641	TEXTBOOKS	
700	PROPERTY	
940	INDIRECT COSTS	
	TOTAL	
XAS	AGRICULTURE SERVICE	
XBF	BUSINESS AND FINANCE	
XCWE	COOPERATIVE WORK EDUCATION	
XFCS	FAMILY AND CONSUMER SCIENCES	
XMC	MEDICAL CAREERS	
XME	MARKETING EDUCATION	
XTE	TECHNOLOGY EDUCATION	
XXXT	TOTAL PROGRAM CATEGORIES	

ORIGINAL REQUEST DATE

REVISED REQUEST DATE

STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

DATE OF
APPROVAL

ED 114 Budget Form Object Code Descriptions—Perkins IV

- 111A Administrator/Supervisor Salaries
Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll, including overtime salaries or salaries paid to employees of a temporary nature.
- 111B Teachers
Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll, including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits, and who is on the grantee payroll, is included; a person who is paid a fee with no grantee obligation for benefits is not.
- 112A Education Aides
Salaries for grantee employees who assist staff in providing classroom instruction. Include all gross salaries for these individuals while they are on the grantee payroll, including overtime salaries or salaries of temporary employees.
- 112B Clerical
Salaries for grantee employees performing clerical/secretarial services. Include all gross salaries for these individuals while they are on the grantee payroll, including overtime salaries or salaries of temporary employees.
- 119 Other
Salaries for any other grantee employee not fitting into objects 111A, 111B, 112A or 112B. Include the gross salaries for these individuals including overtime salaries or temporary employees. Included can be janitorial personnel costs, grant activity coordinators' salaries and food service personnel.
- 200 Personal Services - Employee Benefits
Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A, 111B, 112A, 112B or 119. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.
- 321 Tutors (Instructional Non-Payroll Services)
Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee.
- 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.
- 323 Pupil Services (Non Payroll Services)

Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, contracted guidance counselors, etc.

330 Other Professional/Technical Services

Payments for professional or technical services that are not directly related to instructional activities. Included are payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category.

510 Pupil Transportation

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.

580 Travel

Expenditures for transportation, meals, hotel and other expenses associated with staff travel Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included.

590 Other Purchased Services

All other payments for services rendered by organizations or personnel not on the GRANTEE payroll not detailed in 510, 530, 560 or 580. These include: Insurance Costs (other than employee benefits) - payments for all types of insurance coverage including property, liability and fidelity, Printing and Binding - publication costs, and Advertisement - any expenditures for announcements in professional publications, newspapers or broadcasts over radio or television including personnel recruitment, legal ads and the purchase and sale of property.

611 Instructional Supplies

Expenditures for consumable items purchased for instructional use.

641 Textbooks

Expenditures for textbooks, workbooks, textbook binding and repair.

700 Property

Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment. For most grants, only equipment such as computers, duplicating machines, furniture, and fixtures is allowable and the line item description on the budget will read Property/Equipment only. Other items which could be included in this category, if allowable under grant legislation, are expenditures for the acquisition but not the rental of buildings and land. Although cost of materials which resulted in a new or vastly improved structure would also be included here, the expenditures for the contracted construction of buildings, for permanent structural alterations and for the initial or additional installation of heating and ventilating systems, fire protection systems and other service systems in existing buildings are recorded under object 400 - Purchased Property Services.

In accordance with the Connecticut State Comptroller's definition of equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$1,000 and the useful life of more than one year.

940 Indirect Costs

Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Beginning Fiscal Year 1998, grantees must submit indirect cost proposals to the SDE to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. Please note however, that grantees who receive the majority of their grant funds other than through the SDE, may use the rate approved by another federal agency.

Purpose Code Budget Form

Instructions: Please complete the Purpose Code Budget Form by transferring your fiscal budget allocations from your ED 114 into the budget code column and allocate each budget line amount attributed to the purpose codes below.

ED114 Budget Codes	Professional Development	Academic Skill Attainment	CTE Skill Proficiency	Work-based Learning/Career Pathways	Special Populations	Parent, Community, Business Partnerships	Secondary/Post Secondary Linkages
111A SAMPLE \$7,000	2,000	3,000	2,000	-0-	-0-	-0-	-0-
111A							
111B							
112A							
112B							
119							
200							
321							
322							
323							
330							
510							
580							
590							
611							
641							
700							
940							
TOTAL							



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. 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. PROGRAM AREA - Submit a *SEPARATE* equipment form for each program area. Indicate the 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 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.



Approved by Finance & Procurement Committee

RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

**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. 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. Encourage schools to 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 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: _____



Approved By: *[Signature]*
RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

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

PROJECT TITLE: _____

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

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

M. The applicant agrees and warrants that C.G.S. Sections 4-190 to 4-197, inclusive, 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; and

N. Required Contract Language

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

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

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

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

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

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

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

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

Signature: _____

Name (typed): _____

Title (typed): _____

Date: _____



Approved By: *[Signature]*
RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

AFFIRMATIVE ACTION PLAN

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

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

CERTIFICATION THAT A CURRENT
AFFIRMATIVE ACTION PLAN IS ON FILE

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

Signature of Authorized Official

Date

Print Name of Authorized Official



Approved By Federal Home Corporation
RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

**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

Federal CTE Clusters and Connecticut Career Pathways

Career clusters identify pathways from secondary schools to postsecondary education so students can learn in school what they can do in the future, motivating them to work harder and to enroll in more rigorous courses. The federal Office of Career and Adult Education have identified 16 career clusters that represent all career possibilities. Districts will continue to align CTE student enrollments within these 16 career clusters.

Connecticut has established 34 career pathways organized under the federally recognized 16 career clusters illustrated in Figure 1, page 48. Currently, there are 18 areas of concentration aligned to the 34 pathways and to the 16 career clusters that are assessed each year under the CTE assessment system. See Figure 2, page 49, for an illustration of the Connecticut Career Cluster Pathways Crosswalk. The crosswalk also indicates the nontraditional designation for each cluster, pathway and concentration.

The Connecticut Career Certificate:

Districts may chose to offer students enrolled in SDE approved career pathways programs, the opportunity to earn the Connecticut Career Certificate (CCC). Students must have an established Student Success Plan in one of the 34 career pathways related to the 16 career clusters. The CCC is signed by the Commissioners of Education and Labor and is awarded to eligible senior students, who, in addition to earning their diploma, have met rigorous and comprehensive academic, career exploration and work-based learning criteria. An application to offer the CCC will be made available on the SDE website.



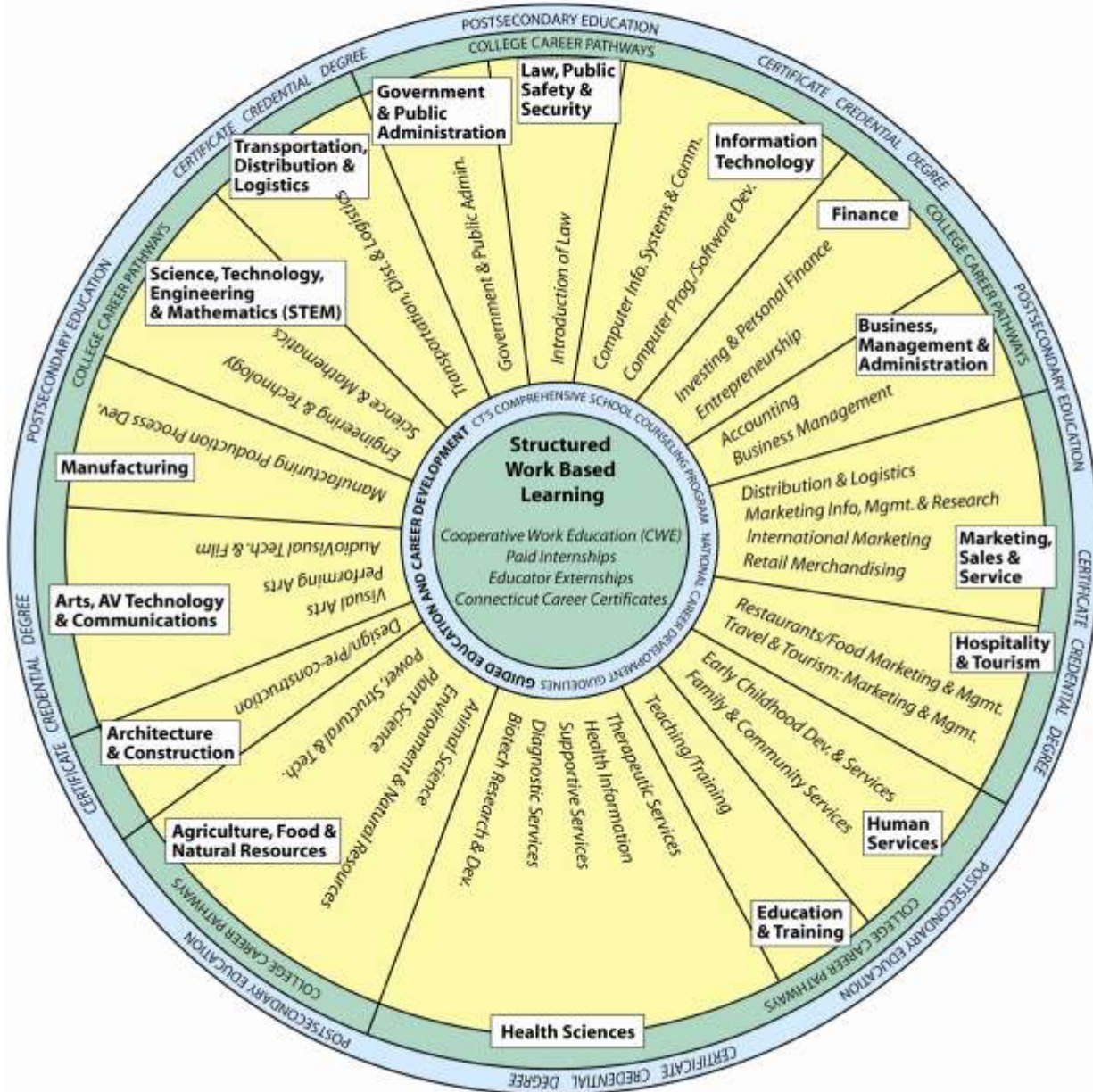
Approved by the State Board of Education

RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

Figure 1:

The Connecticut Career Pathways Initiative 2008-2013



Approved by the State Board of Education
 RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

Figure 2:

**Connecticut Career Cluster Pathways Crosswalk to
Areas of Concentration and Nontraditional Designation
CTE**

		16 Career Clusters	34 Career Pathways	Areas of Concentration		
* Nontraditional Designation	*	Agriculture, Food and Natural Resources	• Animal Science	Animal Science Aquaculture and Marine-Related Technologies	Cooperative Work Education	
			• Environment and Natural Resources	Natural Resources and Environmental Aquaculture and Marine-Related Technologies		
			• Plant Science	Plant Science		
			• Power, Structural and Tech	Agriculture Mechanics		
	*	Architecture and Construction	• Design/Pre-construction • Visual Arts	Computer Aided Drafting and Design		
	**	Arts, Audio/Video Technology and Communications	• Performing Arts • Audio Visual Tech and Film	Video Production Systems		
	**	Business, Management and Administration	• Accounting • Business Management	Accounting Business Management		
	**	Education and Training	• Teaching/Training	Early Childhood Education and Services		
	*	Finance	• Investing and Personal Finance • Entrepreneurship	Business Management		
	**	Government and Public Administration	• Government and Public Administration	N/A		
	**	Health Sciences	• Therapeutic Services • Health Information • Supportive Services • Diagnostic Services • Biotech Research and Dev.	Medical Careers Education		
	**	Hospitality and Tourism	• Restaurants/Food Marketing and Management • Travel and Tourism: Marketing and Management	Nutrition, Food Production and Services Marketing Education		
	**	Human Services	• Early Childhood Development and Services • Family and Community Services	Early Childhood Education and Services		
	*	Information Technology	• Computer Information Systems and Communication • Computer Program/Software Development	Computer Information Systems		
**	Law, Public Safety, Corrections and Security	• Introduction of Law	Business Management			

	16 Career Clusters	34 Career Pathways	Areas of Concentration
*	Manufacturing	<ul style="list-style-type: none"> Manufacturing Production Process Development 	Computer Aided Drafting and Design
**	Marketing, Sales and Service	<ul style="list-style-type: none"> Distribution and Logistics Marketing Information, Management and Research International Marketing Retail Merchandising 	Marketing Education Fashion Marketing and Merchandising
*	Science, Technology, Engineering and Mathematics (STEM)	<ul style="list-style-type: none"> Engineering and Technology Science and Mathematics 	Pre-Engineering Technology
*	Transportation, Distribution and Logistics	<ul style="list-style-type: none"> Transportation, Dist. and Logistics 	Automotive Technology

*Programs where females are considered nontraditional

**Programs where males are considered nontraditional

For content specific information on career pathways contact the State Department of Education cluster leader below. Contact information can be found in Section XIII, Technical Assistance on page 6.

State Cluster Leader	Cluster
Greg Kane: Agriculture Education, Technology Education	Agriculture, Food and Natural Resources
	Architecture and Construction
	Arts, Audio/Video Technology and Communications
	Manufacturing
	Science, Technology, Engineering and Mathematics (STEM)
	Transportation, Distribution and Logistics
Lee Marcoux: Business and Finance Technology	Business, Management and Administration
	Finance
	Government and Public Administration
	Law, Public Safety, Corrections and Safety
	Information Technology
Lori Matjyas: Family and Consumer Sciences, Medical Careers	Education and Training
	Health Sciences
	Hospitality and Tourism
	Human Services
Stephen Hoag: Marketing Education	Marketing, Sales and Service
Other related Technical Assistance	
Diane Ross Gary: Cooperative Work Education	Cooperative Work Education for each pathway
	Postsecondary linkages
Judith Andrews	Work-based Learning and Career Development
Stephen Hoag	Areas of Concentration/CTE Assessment
June Sanford	Federal Requirements/Data Reporting

SAMPLE STUDENT SUCCESS PLAN

Figure 3: Connecticut Career Pathways Initiative Transition Plan



Name: _____

Learner ID: _____

School/College/University: _____

Cluster: Science, Technology, Engineering and Mathematics (STEM) Pathway: Engineering and Technology
 Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Pathway (PEP) (based on 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 PEP, 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	
SECONDARY	6 & 7	Interest Inventory Administered and Plan of Study Initiated for all Learners						Exploratory Courses	
	8	English	Pre-Algebra or Algebra 1	Integrated Science	American History	First Robotics	The Magic of Electronics		
	9	English Composition	Algebra 1 or Geometry	Earth Science	Social studies 9	<ul style="list-style-type: none"> • Experiential Learning • A/P,Dual/Concurrent credit • 21st Century and Professional skills • Capstone Projects • Related extra-andco-curricular • Arts elective • Physical Education • World Language 	Introduction to Engineering Design	<p>2-vr College Degree</p> <ul style="list-style-type: none"> ► Manufacturing Technician ► Electronic Technician ► Survey Technician ► CAD Technician <p>4-vr College Degree</p> <ul style="list-style-type: none"> ► Aerospace Engineer ► Civil Engineer ► Biomedical Engineer ► Computer Engineer 	
	10	English Literature	Geometry or Algebra II	Biology	Modern Europe		Principles of Engineering Information Technology Application		
	11	Literature and Composition	Pre-Calculus or Trigonometry	Chemistry	U.S. History		Product Engineering and Development Digital Electronics		
	College Placement Assessments-Academic/Career Advisement Provided								
	12	English Composition	Intermediate Algebra or Trig or Calculus or Math Analysis	Physics, Advanced Chemistry or Organic Chemistry	World Issues	Civil Engineering and Architecture Engineering Innovation			
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes									
POST SECONDARY	Year 13	English Composition	Algebra or Trig Calculus I Calculus II	Physics or Chemistry	American Government Global Issues	<ul style="list-style-type: none"> • Experiential Learning • Practicum • Portfolio • 21st Century • Professional Skills • Internship • Related extra- & co-curricular 	Engineering Analysis Engineering Design		
	Year 14	Speech/Oral Communication or Technical Writing	Intro to Differential Equations Calculus & Statistics	Organic Chemistry Microbiology	Modern Western Traditions Ethics/Legal Issues		Engineering Processes		
	Year 15	Literature	Statistical or Trig	Chemistry	Economics or Geography		Continue Courses in Area of Specialization		
	Year 16	Technical Writing	Math	Physics	Psychology or Anthropology		Complete Engineering and Technology Major (4-Year Degree Program)		

CT Comprehensive School Counseling Program

Connecticut State Department of Education, Division of Teaching, Learning and Instructional Leadership
 Blank copies and samples of the Connecticut Pathways can be found at www.state.ct.us/sde/



APPENDIX B

EVALUATION CRITERIA

Eligible Applicant: _____

Reviewer: _____

Date Approved: _____

Evaluation Criteria	Acceptable	Unacceptable	N/A
PLAN NARRATIVE			
1. Description of how CTE programs will be carried out.			
2. Description of how CTE activities will meet state and local adjusted levels of performance.			
3. Description of how the district will establish not less than one career pathway; improve academic integration; provide an understanding of all aspects of an industry; students are taught to the same rigorous academic subjects as to all other students; and encourage students to enroll in rigorous challenging core academic subjects.			
4. Description of professional development plan.			
5. Description of how stakeholders are involved and informed of Perkins requirements, evaluation and Programs of Study.			
6. Assurances that programs are of appropriate size, scope and quality.			
7. Description of process to evaluate and continuously improve performance.			
8. Description of strategies to include and provide access to special populations.			
9. Description of how members of special populations will not be discriminated against.			
10. Description of how funds will be used to promote preparation for nontraditional fields.			
11. Description of how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities.			
12. Description of efforts to improve recruitment and retention of CTE teachers, faculty, career guidance and academic counselors, including underrepresented groups and the transition to teaching from business and industry.			
ELIGIBILITY REQUIREMENTS			
Offers a minimum of three CTE programs and at least one provides students an area of concentration. (A minimum of one CTE program and one student area concentration for a magnet/charter schools.)			
Attests that staff is appropriately certified.			
PERKINS SECONDARY BASIC GRANT APPLICATION			

APPENDIX C

**Perkins IV
Technical Assistants
2008 - 13**

Region A Dr. Stephen Hoag (860) 713-6764	Region B Gregory Kane (860) 713-6756	Region C Lee Marcoux (860) 713-6768	Region D Lori Matyjas (860) 713-6785
Bridgeport	Bloomfield CREC I	Danbury	Griswold
Fairfield	East Hartford Avon	Newtown	Killingly
Greenwich	Enfield Bolton	New Fairfield	Plainfield
Norwalk	Farmington Canton	Brookfield	Putnam
Stamford	Glastonbury Somers	New Milford	Stafford
Stratford	Hartford Windsor Locks	Torrington	Colchester
Trumbull	Manchester Dept. of Correction	Bethel	Windham
Westport	Berlin Rocky Hill	Ridgefield	RSD #8
New Canaan	Vernon		Tolland
Wilton	West Hartford CREC II	RSD #7	
	Wethersfield Ellington	Litchfield	Lebanon
	Windsor E. Windsor	RSD #6	Coventry
	CREC Granby		RSD #11
	South Windsor Suffield	Education Connection	RSD #19
	Plainville	RSD # 9	Woodstock Academy
	Simsbury	RDS #16	Thompson
	Newington	Plymouth	
		RSD #12	
		Oxford	

Region E Dr. Stephen Hoag (860) 713-6764	Region F Judith Andrews (860) 713-6766	Region G Dr. Diane Ross Gary (860) 713-6593	Region H June Sanford (860) 713-6765
Meriden	Ansonia	Clinton Housatonic CC	Cheshire
		Groton Norwalk CC	Naugatuck
Middletown	Branford/North Branford	Montville	Seymour
Bristol	Madison	New London Middlesex CC	Waterbury
New Britain	East Haven	Norwich Free Acad. Asnuntuck CC	Watertown
Southington	Derby	Stonington Northwestern CC	RSD #14
	Hamden	Waterford	Monroe
RSD #13	Milford	Three Rivers CC	Wolcott
Portland	New Haven	LEARN Naugatuck Valley CC	Thomaston
	North Haven	East Haddam Gateway CC	RSD #15
	Shelton	East Lyme Quinebaug CC	
	Wallingford	Ledyard Capital CC	
	West Haven	Old Saybrook Manchester CC	
	RSD #5	Westbrook Tunxis CC	
		RSD #4 CT Tech. High Sch.	
		RSD #17	
		RSD #18	

APPENDIX D

**SAMPLE
Continuous Improvement Grid
Perkins IV Grant Application**

Program Area: Family and Consumer Sciences

Focus Area	Progress and Continuous Improvement
WB + CP	Students enrolled in Early Childhood Development II participate in structured district teacher assistant programs. For students interested in becoming teachers, a structured work-based experience allows students to assist district elementary and middle schools teachers. Some students participate in a structured paid work experience in area daycare centers. The family and consumer sciences teacher is responsible for coordinating and monitoring the worksite experiences. The student receives additional credit for the work-based experience. Plans are to extend the work experience program to students enrolled in the culinary program. A clearly delineated College Career Pathway will be established for Early Childhood Development and Services in cooperation with Asnuntuck Community College and the University of Connecticut.
CTEAC	In 2007-08, a CTE Advisory Board established to serve the Early Childhood Program met three times to discuss curriculum improvements and opportunities for students. The advisory board has been expanded to include members from each program/cluster area.
PSL	Currently, students enrolled in the Human Development Programs articulated with the University of Connecticut, are provided with high school/college dual credit through the College Career Pathways. Plans for 2008-09 are to seek College Career Pathways credit for students enrolled in the culinary program through Naugatuck Valley Community College.

1. Develop comprehensive work-based learning programs and career pathways:

Work-based learning opportunities are structured through the use of a written work plan that connects the work-based learning to the classroom curriculum. They include externships for educators, employer-paid internships or cooperative work experiences for students that are both monitored and mentored, and/or non-paid credit-bearing structured entrepreneurial activities or community service learning projects. Student work-based learning activities shall be identified and selected in the context of an individual, comprehensive student career development plan that is created and maintained throughout the student's postsecondary education. See definition of Career Pathways/Programs of Study under Section V.

2. Establish CTE advisory partnership committees:

A CTE partnership/advisory committee must be in place to provide curriculum enhancement and opportunities for work-based experience for teachers and students. This committee should comprise, but not be limited to, representatives of business and industry, postsecondary education, parents, faculty, administrators, students and community organizations. This linkage is considered to be an essential ingredient to inform educators of current and future employment needs and to assist in the design of CTE programs.

3. Establish postsecondary linkages (should include, but not be limited to, the College Career Pathways and any other type of dual credit program):

Develop and implement a four-year or six-year CTE program that combines secondary and postsecondary programs and leads to a two-year associate degree or two-year certificate in a related applied educational field or a baccalaureate degree in a career field. Use work-based or work-site learning in conjunction with business and all aspects of the industry.

4. Establish CTE advisory partnership committees:

A CTE partnership/advisory committee must be in place to provide curriculum enhancement and opportunities for work-based experience for teachers and students. This committee should comprise, but will not be limited to, representatives of: business and industry, postsecondary education, parents, faculty, administrators, students and community organizations. This linkage is considered to be an essential ingredient to inform educators of current and future employment needs and to assist in the design of CTE programs.

5. Establish postsecondary linkages (should include but not be limited to the College Career Pathways and any other type of dual credit program):

Develop and implement a four-year or six-year CTE program that combines secondary and postsecondary programs and leads to a two-year associate degree or two-year certificate in a related applied educational field or a baccalaureate degree in a career field. Use work-based or work-site learning in conjunction with business and all aspects of the industry.



Approved by Finance & Human Resources Committee

RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION

APPENDIX E

Local Uses of Funds

Those in bold are new in Perkins IV

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 CTE programs.
2. **Link CTE 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 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 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, 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

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 for 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. Provide 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.**
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 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 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.

APPENDIX F

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 SDE;
- 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; and
- the application shall designate someone to act as liaison for the referral process.



Approved by Finance & Procurement Committee

RFP116-042308

PERKINS SECONDARY BASIC GRANT APPLICATION