

Career and Technical Education

PREPARING STUDENTS FOR COLLEGE AND CAREERS IN HIGH SKILL, HIGH WAGE,
AND/OR HIGH DEMAND OCCUPATIONS

Carl D. Perkins
Secondary Supplemental
Enhancement Grant
2025
RFP 818



Connecticut State
Department of Education
Due: March 31, 2025

**Equal Opportunity Statement
Connecticut State Department of Education**

**Charlene M. Russell-Tucker
Commissioner of Education**

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The Connecticut State Department of Education is an affirmative action/equal opportunity employer.

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Career and Technical Education Supplemental Enhancement Grant Application

I. Overview

The Strengthening Career and Technical Education for the 21st Century Act 20 U.S.C. 2322 (Perkins V) was signed into law on July 31, 2018. Perkins V promotes reform, innovation, and continuous improvement in career and technical education (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 industries and occupations.

II. Purpose of Perkins V

The purpose of Perkins V is to develop more fully the academic, technical, and employability skills of secondary and postsecondary education students who elect to enroll in CTE programs and programs of study. Perkins V:

- builds on the efforts of states and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or in-demand occupations in current or emerging professions;
- promotes the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;
- increases state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;
- conducts and disseminates national research and information on best practices that improve career and technical education programs and programs of study, services, and activities;
- provides technical assistance that promotes leadership, initial preparation, and professional development at the state and local levels and improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- supports partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;
- provides 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; and
- increases the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.

III. Purpose of the Career and Technical Education Secondary Supplemental Enhancement Grant

Perkins V legislation allows states to distribute a portion of the local funds to foster innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies. The supplemental enhancement concept was created to assist Perkins V secondary recipients in offering programs, practices, and strategies that prepare individuals for nontraditional fields and/or promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

IV. Grant Eligible Participants

Only those districts having received Perkins V funds during the 2024–2025 school year may apply for the Career and Technical Education Secondary Supplemental Enhancement Grant.

Eligible participants must reside in a rural area (see table below) or have a high percentage and high number of career and technical students (at least 40 percent, unduplicated CTE enrollment for the 2024–2025 school year). This funding source should assist in the advancement of goals established by the Connecticut State Board of Education and Perkins V legislation to close the achievement gap for CTE students in eligible districts by offering an opportunity for program development.

Table of Rural Towns in Connecticut*

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

*(2014, November 14). Retrieved November 8, 2023, from <http://www.ruralhealthct.org/towns.htm>.

V. Available Competitive Funding

Selected districts will be awarded a minimum of \$25,000 up to a maximum of \$50,000 to be encumbered by September 30, 2025. See obligation and liquidation dates on page 6, Section IX. This funding will be made available contingent upon the availability of Perkins V grant funding from the U.S. Department of Education. A sustainability plan must be developed and submitted with the grant application showing how grant initiatives will continue with other than local funding. Also, please note that funding can be used for students participating in CTE courses in Grades 6–12 only.

VI. Eligibility Requirements

This is a competitive grant and is not an entitlement. The following must be met in order for a district to be eligible to apply for funding:

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

- Agriculture, Food and Natural Resources;
- Architecture and Construction;
- Business Management and Administration;
- Education and Training;
- Finance;
- Health Science;
- Hospitality and Tourism;
- Information Technology;
- Manufacturing;
- Marketing;
- Science, Technology, Engineering and Mathematics (STEM); and
- Transportation, Distribution and Logistics.

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

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

VIII. Grant Awards

The Connecticut State Department of Education (CSDE) reserves the right to make grant and contract awards under this program without discussion with the applicants; therefore, proposals should represent the applicant's best effort to ensure a quality proposal from both a technical and cost standpoint. All awards are subject to the availability of federal funds. Grants are not final until the award letter is executed. The manager of the CTE unit will issue notification of the grant award. The level of funding and effective dates of the project will be set forth in the notification of the grant award.

IX. Grant Period

Grants will be awarded on or after April 18, 2025. All funds must be expended or obligated by September 30, 2025, and liquidated by November 30, 2025. There are no exceptions or waivers to this requirement.

X. Technical Assistance by Cluster/Pathway

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

Harold Mackin

Education Consultant
860-713-6799

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Transportation, Distribution, and Logistics

Kyllie Freeman

Education Consultant
860-713-6592

- Business Management and Administration
- Finance
- Health Science
- Marketing

[Kyllie Freeman](#)

Education Consultant

860-713-6592

- Education and Training
- Hospitality and Tourism
- Information Technology

[Sean McKeown](#)

Associate Education Consultant

860-713-6884

- Manufacturing
- Science, Technology, Engineering and Mathematics (STEM)
- Information Technology

XI. Obligation of Grant Recipients

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

XII. End-of-Year Reports

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

XIII. Application Submission Requirements

Proposals must be received by 3 p.m., on Monday, March 31, 2025. Late applications will only be considered for funding after all on time applications have been funded. Only one application per school district may be submitted. No additional pages may be added to this RFP. The application is available on the CSDE Web site under Quick Links “Request for Proposals.” Submitted proposals become the property of the CSDE and a part of the public domain. The grant application with original signatures of all sections of the grant, including the ED114 and budget narrative, must be e-mailed to Harold Mackin at Harold.Mackin@ct.gov.

**Career and Technical Education Secondary
Supplemental Enhancement Grant
2025
Grant Application Packet**

Career and Technical Education Secondary Supplemental Enhancement Grant 2025 Overview

Program Title:

Career and Technical Education Secondary Supplemental Enhancement Grant

Program Area:

The following Career Clusters:

- Agriculture, Food and Natural Resources;
- Architecture and Construction;
- Business Management and Administration;
- Education and Training;
- Finance;
- Health Science;
- Hospitality and Tourism;
- Information Technology;
- Manufacturing;
- Marketing;
- Science, Technology, Engineering and Mathematics (STEM); and
- Transportation, Distribution, and Logistics.

Funding Available:

Grant awards minimum of \$25,000 to a maximum of \$50,000

Purpose:

The purpose of the Career and Technical Supplemental Enhancement Grant is to further develop the academic, career and technical skills of secondary students who elect to enroll in CTE programs.

All grant expenditures must meet the criteria set forth in the Perkins V.

Examples of fundable Supplemental Enhancement options are listed below. *This list is not meant to be exhaustive nor is it meant to limit funding options.*

Examples:

- provide professional learning focused on incorporating equity, diversity, and inclusion;
- identify and eliminate barriers to accessing CTE programming;
- create or improve dual concurrent enrollment programming;
- embed competencies toward industry recognized credential attainment in curricula;
- provide professional learning for teachers to become certified to train students to earn industry-recognized credentials;
- improve technology across the career clusters;
- create or expand partnerships between high schools and businesses or not-for-profit organizations to provide students access to internships, pre-apprenticeships, Cooperative Work Education experiences, or other Work-Based Learning experiences;

- establish or expand a school-based enterprise such as an online or brick and mortar school store or banking institution;
- launch a Simulated Workplace Environment that fosters in-depth, first-hand engagement with the tasks required in a given career field;
- establish a Career and Technical Student Organization (CTSO);
- provide professional learning for CTSO advisor;
- purchase CTSO instructional supplies and materials (e.g., chapter handbooks, leadership development materials, and official recordkeeping handbooks);
- purchase equipment that is appropriate to the CTSO program and benefits all students in a program;
- develop new courses in alignment with Perkins V; and
- improve the CTE programming through contextualized projects.

Career and Technical Education Secondary Supplemental Enhancement Grant Application Checklist

Town/Agency:

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

Place a check where information has been completed:

All pages are sequentially numbered

Plan Summary

Sustainability Plan

ED114 Budget Form

Budget Narrative

The following forms are completed and signed by the superintendent:

Grant Application Cover Sheet is complete

Statement of Assurances (original signature)

Certifications

Connecticut State Department of Education
Academic Office



**Carl D. Perkins – Secondary Supplemental Enhancement Grant Application
RFP # 818**

Grant Period

April 18, 2025, to September 30, 2025

Grant Cover Page

To Be Completed and Submitted with the Grant Application

Program Funding Dates:

April 18, 2025 to September 30,

2025 Amount requested:

\$

Fiscal Agent (Individual that handles grant finances.)

Name:

E-mail:

Address:

Phone:

City, State, Zip Code:

Contact Person

Name:

E-mail:

Address:

Phone:

City, State, Zip Code:

To be eligible for this grant the school must have at least 40% unduplicated CTE enrollment and/or reside in a rural area in the 2024–2025 school year (see page two of the grant application). Check the appropriate box(es) below.

40% unduplicated enrollment: Total high school enrollment Unduplicated CTE

School resides in a rural town as listed on page 5 of the application.

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

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

Signature of Authorized Administrative Official:

Name (typed):

Date:

Town/Agency:

Local Plan Summary

Describe the proposed project that either fosters innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or promotes the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries, goals, objectives, and strategies. Include outcomes which are clearly specified and measurable. Clearly defined responsibilities, timelines, and milestones for accomplishing project tasks should also be listed.

Local Plan Summary, (page 2)

Local Plan Summary, (page 3)

Secondary Supplemental Enhancement Grant Sustainability Plan

In the space below, please describe how the eligible recipient will demonstrate their commitment to continue the work of this project beyond the work of this grant.

Secondary Supplemental Enhancement Grant Sustainability Plan
(page 2)

Instructions for ED114 Budget Form

Grantee Name:	Enter grantee name.
Town Code:	Enter ten digit vendor code assigned by the Connecticut State Department of Education.
Authorized Amount:	Enter total amount of grant allotment.
Budget:	Enter amount of proposed expenditures on appropriate object code lines. Note: Round all amounts to the nearest whole dollar.
Total:	Enter the total of proposed expenditures. Note: This figure should equal the Authorized amount.
Property Note:	Funds expended for Code 700. Single items under \$5,000 should not be charged to property unless they are an integral part of a larger piece of equipment. Items under \$5,000 should be listed as instructional supplies. Computers, regardless of cost, are considered property.
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.

ED114 Budget Form

Grantee Name:

TOWN CODE:

Grant Title: Carl D. Perkins Career and Technical Education Improvement Grant

Project Title: Supplemental Enhancement Grant

Core-CT Classification: Fund: 12060 SPID 20742 Program: 84010

Budget Reference: 2024 Chartfield1: 170003 Chartfield2: SDE00006

Grant Period: 04/18/2025–09/30/2025 Authorized Amount: \$

Code	Descriptions	Budget Amount
111A	Non-Instructional	
111B	Instructional	
200	Personnel Services-Employee Benefits	
320	Professional Education Services	
322	In-Service	
330	Employee Training and Development Services	
510	Student Transportation Service	
580	Travel	
600	Supplies	
700	Property	
917	Indirect Costs	
	Total	

Budget Narrative Instructions

In preparing the budget narrative, provide a complete description of the expenditure for each of the codes being used and identify the program area and course(s) of the required use of funds to which the expenditure applies.

- 1) Each line item in the budget narrative must identify the school(s) that will receive funds.
- 2) Program improvement line items in the budget narrative must stipulate the CTE program area and the course(s) being funded.
- 3) Each line item in the budget narrative must give a detailed description of the item(s) that will be purchased, including quantity and unit cost. Personnel costs should be shown by the number of positions, time involved, and hourly rate.
- 4) No more than 5 percent of the grant may be used for administrative purposes including approved indirect costs. Only school districts and regional educational service centers that have submitted indirect cost proposals for fiscal year 2024–2025 may apply indirect costs.
- 5) Compute all expenditures to the nearest dollar by line item. Do not include cents.

Budget Narrative

111A Non-Instructional

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.

No more than 5% of the total grant may be used for administrative purposes. Line item 111A is considered an administrative cost, and administrative expenses in other budget code lines including (200), (322), (580), and (917) must be calculated into the 5% administrative cap.

Position Name/Name of Individual	Description of Duties	Hourly Rate x Total Hours	How will this Improve the CTE Program?	Total
---	----------------------------------	--	---	--------------

Position Name:

Individual Name:

Position Name:

Individual Name:

Position Name:

Individual Name:

Position Name:

Individual Name:

111B Instructional

Stipends for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all stipends for these individuals while they are on the grantee payroll including overtime stipends or stipends of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Individuals whose services are acquired through a contract are not included in the category. A person for whom the grantee is paying employee benefits and who is on the grantee payroll is included in this budget code; a person who is paid a fee (such as a private consultant) with no grantee obligation for benefits is not included.

Name of Staff and Name of Position	Description of Duties	Compensation Formula: Hourly Rate x Total Hours or Set Stipend	How will this Improve the CTE Program?	Total
---	----------------------------------	---	---	--------------

Name of Staff:

Name of
Position:

Name of Staff:

Name of
Position:

Name of Staff:

Name of
Position:

Name of Staff:

Name of
Position:

Name of Staff:

Name of
Position:

200 Personal Services - Employee Benefits

Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A and 111B. These amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and while not paid directly to employees, these payments are nevertheless part of the cost of personnel services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance. Benefits may not exceed 25% of the total salary/stipend paid.

Position Name/Name of Individual Position Name:	Career Cluster/ CTE Program Area	Type of Benefit(s)	Compensation Formula	Total
--	---	-------------------------------	---------------------------------	--------------

Individual Name:

Position Name:

Individual Name:

Position Name:

Individual Name:

Position Name:

320 Professional Education Services

Service supporting the instructional program and its administration. Included are curriculum improvement services, assessment, counseling and guidance services, library, and media support, contracted instructional services and substitute services.

Individual and/or Organization Providing Service	Description of Service	How will this Improve the CTE Program?	Total
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Individual/Organization
Name:

Individual/Organization
Name:

Individual/Organization
Name:

Individual/Organization
Name:

322 In-Service (Instructional Program Improvement Services)

Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll. **List each contractor separately.**

Individual or Organization Providing Service	Name of Staff Receiving Training	Title of Event, Location and Date	How will this Improve the CTE Program?	Per Person x Cost=Total
Individual or Organization Name	Staff Name(s):	Title of Event: Location: Date:		
Individual or Organization Name	Staff Name(s):	Title of Event: Location: Date:		
Individual or Organization Name	Staff Name(s):	Title of Event: Location: Date:		
Individual or Organization Name	Staff Name(s):	Title of Event: Location: Date:		

330 Employee Training and Development Services

Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors.

Individual or Organization Name	Name of Staff Receiving In-Service:	Title of Event, Location and Date	How will this Improve the CTE Program?	Per Person x Cost=Total
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Individual or Organization Name:	Staff Name(s):	Title of Event: Location: Date:		
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Individual or Organization Name:	Staff Name(s):	Title of Event: Location: Date:		
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Individual or Organization Name:	Staff Name(s):	Title of Event: Location: Date:		
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Individual or Organization Name:	Staff Name(s):	Title of Event: Location: Date:		
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510 Student Transportation Services

Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children.

Name of Faculty Supervisor(s)	Courses Utilizing Student Transportation & Number of Students	Title of Event, Date and Location	How will this Improve the CTE Program?	Transportation Company Cost x per unit =Total
-------------------------------	---	-----------------------------------	--	---

Name:	Course	Title of Event:		
	Number of Students:			
	Number of Students	Location:		
		Date:		

Name:	Course	Title of Event:		
	Number of Students:			
	Number of Students	Location:		
	Course:	Date:		

Name:	Course	Title of Event:		
	Number of Students	Location:		
		Date:		

Name:	Course	Title of Event:		
	Number of Students	Location:		
		Date:		

580 Travel

Expenditures for transportation, hotel and other expenses associated with staff travel.

- Travel must be for instructional purposes, otherwise it is an administrative cost subject to the 5% cap.
- Travel for CTSO advisors to National CTSO Conferences cannot utilize Perkins funds.
- Perkins cannot pay for parking, rental cars, boat slips or docking fees and meals.

Staff Name Receiving Travel Funds	Courses to be Improved by Travel	Title of Event, Date and Location	How will this Improve the CTE Program?	Transportation Company Cost x per unit =Total
--	---	--	---	--

Name:	Course:	Title of Event:		
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Location:

Date:

Name:	Course:	Title of Event:		
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Location:

Date:

Name:	Course:	Title of Event:		
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Location:

Date:

Name:	Course:	Title of Event:		
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Location:

Date:

600 Supplies

Expenditures for non-consumable items purchased for instructional use. List each item separately.

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

600 Supplies (2nd Page)

Expenditures for non-consumable items purchased for instructional use. List each item separately.

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

600 Supplies (3rd Page)

Expenditures for non-consumable items purchased for instructional use. List each item separately.

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

700 Property

In accordance with the Connecticut State Comptroller's definition of equipment, included in this category are all items of equipment with a value of over \$5,000 and a useful life of more than one year. All computers and peripherals (regardless of unit cost) should be listed in this category. No vehicles that are lawfully required to be registered and licensed to drive on public roads may be purchased with Perkins funds.

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

700 Property (2nd Page)

In accordance with the Connecticut State Comptroller's definition of equipment, included in this category are all items of equipment with a value of over \$5,000 and a useful life of more than one year. All computers and peripherals (regardless of unit cost) should be listed in this category. No vehicles that are lawfully required to be registered and licenses to drive on public roads may be purchased with Perkins funds.

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

917 Indirect Costs

- Only grantees that received indirect costs in 2024–2025 may use this line item.
- Indirect costs are an administrative cost subject to the 5% cap.

Percentage Indirect Cost

Total

Standard Statement of Assurances for Grant Programs

Connecticut State Department of Education

Project Title:

Applicant:

The Applicant hereby assures the Connecticut State Department of Education that:

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

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the C.G.S., and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit.

L. Nondiscrimination

1) For purposes of this Section, the following terms are defined as follows:

- a. "Commission" means the Commission on Human Rights and Opportunities;
- b. "Contract" and "contract" means this grant;
- c. "Contractor" and "contractor" means the applicant and any successors or assigns;
- d. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
- e. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- f. "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;
- g. "marital status" means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;
- h. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- i. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of C.G.S. § 32-9n; and
- j. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

- 2) For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (a) a political subdivision of the state, including, but not limited to, a municipality, unless the contract is a municipal public works contract or quasi-public agency project contract, (b) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in C.G.S. § 1-267, (c) the federal government, (d) a foreign government, or (e) an agency of a subdivision, state or government described in the immediately preceding enumerated items (a), (b), (c), or (d).
- 3) (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, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to ensure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (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 the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers’ representative of the Contractor’s commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the Contractor agrees to comply with each provision of this Section and C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e, 46a-68f and 46a-86; and (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 C.G.S. § 46a-56. If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency projects.
- 4) 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.
- 5) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
 - 6) The Contractor shall include the provisions of subsection (3) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and in every subcontract entered into in order to fulfill any obligation of a municipal public works contract for a quasi-public agency project, 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 C.G.S. § 46a-56, as amended; 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 regarding the State contract, 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.
 - 7) 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.
 - 8) (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 manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (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 C.G.S. § 46a-56; and (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 C.G.S. § 46a-56.
 - 9) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or

purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56, as amended; 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 regarding a State contract, 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.

10) Nondiscrimination Certification. Pursuant to subsection (c) of section 4a-60 and subsection (b) of section 4a-60a of the Connecticut General Statutes, the Contractor, for itself and its authorized signatory of this Contract, affirms that it understands the obligations of this section and that it will maintain a policy for the duration of the Contract to assure that the Contract will be performed in compliance with the nondiscrimination requirements of such sections. The Contractor and its authorized signatory of this Contract demonstrate their understanding of this obligation by signing this Statement of Assurances below.

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

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the C.G.S. 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 of Authorized Official:

Printed Name:

Printed Title:

Date:

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

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

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary takeover- transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of roles implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by *this* clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant

PR/AWARD Number and/or Project Name

Printed Name and Title of Authorized Representative

Signature

Date

Appendix A

2025 Secondary Supplemental Enhancement Grant Proposal Scoring Sheet

District Name:

Scorer Name:

Grant Section	Score Range: 12-10 Points	Score Range: 9-7 Points	Score Range: 6-4 Points	Score Range: 3-0 Points	Total Points for Section:
Plan Summary	Must have all the following: Pathway/program being funded. Objectives/Goals of the project. Justification for project. Timeline.	Missing one of the following: Pathway/program being funded. Objectives/Goals of the project. Justification for project. Timeline.	Missing two of the following: Pathway/program being funded. Objectives/Goals of the project. Justification for project. Timeline.	Missing more than two of the following: Pathway/program being funded. Objectives/Goals of the project. Justification for project. Timeline.	Points
Innovation in improving the CTE program.	The idea is new and unique. The idea will improve for CTE program. The idea will improve opportunities for CTE students.	The idea updates current practices. The idea is an improvement on previous CTE practices. The idea is not new but is new to the district.	Idea replaces or updates current curriculum or equipment.	The idea will have minimal impact on the improvement of the CTE program in the district.	Points
Sustainability Plan	Must have all the following: Goal/objectives for project after grant funding is exhausted. Timeline for future of project. Statement of administrative support for project. Statement of financial support needed to sustain project. Commitment of personnel to sustain project.	Missing one of the following: Goal/objectives for project after grant funding is exhausted. Timeline for future of project. Statement of administrative support for project. Statement of financial support needed to sustain project. Commitment of personnel to sustain project.	Missing two of the following: Goal/objectives for project after grant funding is exhausted. Timeline for future of project. Statement of administrative support for project. Statement of financial support needed to sustain project. Commitment of personnel to sustain project.	Missing more than two of the following: Goal/objectives for project after grant funding is exhausted. Timeline for future of project. Statement of administrative support for project. Statement of financial support needed to sustain project. Commitment of personnel to sustain project.	Points

2025 Perkins Supplemental Enhancement Grant Scoring Rubric

ED114 & Budget Narrative	ED114 & Budget Narrative contains the following: Descriptions are complete and accurate. Descriptions on how the expense will improve CTE program are unambiguous, concise, and not repetitive. All expenses are accurate and in the proper budget category. All requested items can be purchased with Perkins V funds.	ED114 & Budget Narrative contains one of the following: Consumables. State registered and licensed vehicle. Mathematical errors. Not rounded to nearest dollar. Missing totals. Items in wrong objective code (property in supplies, etc.). Description on how expense will improve CTE program is ambiguous.	ED114 & Budget Narrative contains two of the following: Consumables. State registered and licensed vehicle. Mathematical errors. Not rounded to nearest dollar. Missing totals. Items in wrong objective code (property in supplies, etc.). Description on how expense will improve CTE program is verbose.	ED114 & Budget Narrative contains more than two of the following: Consumables. State registered and licensed vehicle. Mathematical errors. Not rounded to nearest dollar. Missing totals. Items in wrong objective code (property in supplies, etc.). Description on how expense will improve CTE program is repetitive.	Points
Comments:					Total Points

2025 Perkins Supplemental Enhancement Grant Scoring Rubric

The following rubric will be utilized to score the grant proposals.

Maximum Score	12	9	6	3
Plan Summary	Must have all the following: Pathway/program being funded. Objectives/Goals of the project. Justification for project. Timeline.	Missing one of the following: Pathway/program being funded. Objectives/Goals of the project. Justification for project. Timeline.	Missing two of the following: Pathway/program being funded. Objectives/Goals of the project. Justification for project. Timeline.	Missing more than two of the following: Pathway/program being funded. Objectives/Goals of the project. Justification for project. Timeline.
Innovation in improving the CTE program.	The idea is new and unique. The idea will improve opportunities for CTE students. The idea will improve opportunities for CTE students.	The idea updates current practices. The idea is an improvement on previous CTE practices. The idea is not new but is new to the district.	Idea replaces or updates current curriculum or equipment.	The idea will have minimal impact on the improvement of the CTE program in the district.
Sustainability Plan	Must have all the following: Goal/objectives for project after grant funding is exhausted. Timeline for future of project. Statement of administrative support for project. Statement of financial support needed to sustain project. Commitment of personnel to sustain project.	Missing one of the following: Goal/objectives for project after grant funding is exhausted. Timeline for future of project. Statement of administrative support for project. Statement of financial support needed to sustain project. Commitment of personnel to sustain project.	Missing two of the following: Goal/objectives for project after grant funding is exhausted. Timeline for future of project. Statement of administrative support for project. Statement of financial support needed to sustain project. Commitment of personnel to sustain project.	Missing more than two of the following: Goal/objectives for project after grant funding is exhausted. Timeline for future of project. Statement of administrative support for project. Statement of financial support needed to sustain project. Commitment of personnel to sustain project.

2025 Perkins Supplemental Enhancement Grant Scoring Rubric

ED114 & Budget Narrative	ED114 & Budget Narrative contains the following:	ED114 & Budget Narrative contains one of the following:	ED114 & Budget Narrative contains two of the following:	ED114 & Budget Narrative contains more than two of the following:
	<p>Descriptions are complete and accurate.</p> <p>Descriptions on how the expense will improve CTE program are unambiguous, concise, and not repetitive.</p> <p>All expenses are accurate and in the proper budget category.</p> <p>All requested items can be purchased with Perkins V funds.</p>	<p>Consumables.</p> <p>State registered and licensed vehicle.</p> <p>Mathematical errors.</p> <p>Not rounded to nearest dollar.</p> <p>Missing totals.</p> <p>Items in wrong objective code (property in supplies, etc.).</p> <p>Description on how expense will improve CTE program is ambiguous.</p>	<p>Consumables.</p> <p>State registered and licensed vehicle.</p> <p>Mathematical errors.</p> <p>Not rounded to nearest dollar.</p> <p>Missing totals.</p> <p>Items in wrong objective code (property in supplies, etc.).</p> <p>Description on how expense will improve CTE program is verbose.</p>	<p>Consumables.</p> <p>State registered and licensed vehicle.</p> <p>Mathematical errors.</p> <p>Not rounded to nearest dollar.</p> <p>Missing totals.</p> <p>Items in wrong objective code (property in supplies, etc.).</p> <p>Description on how expense will improve CTE program is repetitive.</p>