

# CONNECTICUT STATE DEPARTMENT OF EDUCATION

## CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006 PUBLIC LAW 109-270

### POSTSECONDARY BASIC GRANT APPLICATION

2007-2008

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

**Applications Due:** May 25, 2007

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**RFP 117**

**Division of Teaching and Learning Programs and Services  
Bureau of Early Childhood, Career and Adult Education  
165 Capitol Avenue  
Hartford, Connecticut 06106**

# CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Mark K. McQuillan**  
Commissioner of Education

IT IS THE POLICY OF THE CONNECTICUT STATE BOARD OF EDUCATION THAT NO PERSON SHALL BE EXCLUDED FROM PARTICIPATION IN, DENIED THE BENEFITS OF, OR OTHERWISE DISCRIMINATED AGAINST UNDER ANY PROGRAM INCLUDING EMPLOYMENT, BECAUSE OF RACE, COLOR, RELIGIOUS CREED, SEX, AGE, NATIONAL ORIGIN, ANCESTRY, MARITAL STATUS, SEXUAL ORIENTATION, MENTAL RETARDATION AND PAST/PRESENT HISTORY OF MENTAL DISORDER, LEARNING DISABILITY AND PHYSICAL DISABILITY.

# POSTSECONDARY BASIC GRANT APPLICATION

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**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION  
IMPROVEMENT ACT OF 2006, PUBLIC LAW 109-270**

**POSTSECONDARY BASIC GRANT APPLICATION**

**I. Overview**

Signed into law on **August 12, 2006**, the Carl D. Perkins **Career** and Technical Education Act of **2006** (Perkins **IV**) sets out a new vision of career and technical education for the 21st century. Perkins **IV** **promotes reform, innovation, and continuous improvement in career and technical education to ensure that students acquire the skills and knowledge they need to meet challenging state academic standards and industry-recognized skill standards, and to prepare 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 **career** and technical education with state and local efforts to reform secondary schools and improve postsecondary education. The implementation of the new law promises to make career and technical education programs an integral part of these efforts.

**Within Perkins IV, the College Career Pathways Program has been reauthorized as an important catalyst for secondary reform and postsecondary education improvement efforts. Each institution awarded a Carl D. Perkins Grant will provide maintenance of effort consistent with the 2007 fiscal year funding level of each award for the College Career Pathways program. The College Career Pathways program promotes greater student achievement, postsecondary preparation and high accountability. This program of study is with an articulation agreement between the participants which combines a minimum of two years of secondary education with a minimum of two years of postsecondary education in a nonduplicative, sequential course of study, or an apprenticeship program of at least two years following secondary instruction .**

**II. Purpose of the Act**

The purpose of this Act is to develop more fully the academic, career, and technical skills of secondary students and postsecondary students who elect to enroll in career and technical education 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 leadership, initial preparation, and professional development;**
- promoting the development of services and activities that integrate **rigorous and challenging** academic and career and technical **instruction;**
- **supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, and business and industry;**
- linking secondary schools and two-year postsecondary institutions, and if possible, four-year institutions of higher education, through nonduplicative sequences of courses in a career field, the use of articulation agreements, and College Career Pathways Program;
- **building student competence in math, science, reading, writing, communications, and career course. No remedial courses are accepted;**

- increasing state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including **College Career Pathways**;
- **conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services and activities; and**
- **providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training opportunities, the knowledge and skills needed to keep the U.S. competitive.**

**It should be noted that Carl D. Perkins funds are to be utilized for students in secondary and postsecondary programs only.**

### **III. Proposal Rationale**

As the nation is challenged by the changing nature of the economy, a shortage of workers and an ill-equipped workforce, career and technical education is forced to develop strategies to meet these challenges. It is important to raise expectations in order to close the achievement gap and to measure and assess student performance and outcomes, identify and focus resources and energy on proven research-based strategies, and 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 post-secondary education and workforce preparation in the career and technical education fields, Perkins **IV** focuses the Federal investment in high quality career and technical education programs. During the 2007-2008 fiscal year, career and technical education programs shall address the following activities: standards-based curriculum, the state Career and Technical Education (CTE) assessment system, work-based learning, career pathways, career and technical student organizations, and postsecondary linkages. Also, the proposal should address the four corner stones of the new federal education law, “No Child Left Behind” which are, Narrowing the Achievement Gap, Focusing on What Works, Increasing Accountability for Student Performance, and Coordination with Federal Employment and Training Programs.

### **IV. Program Standards and Accountability**

In Connecticut in order to promote continuous improvement of career and technical education, programs should be designed around the “core indicators of performance for postsecondary career and technical education students.” These core indicators should prepare students for:

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

### **V. Eligible Institution**

The term “eligible institution” means an institution of higher education that provides not less than a two-year program of instruction that is creditable toward a bachelor’s degree; a nonprofit educational

institution offering certificate or apprenticeship programs at the postsecondary level; or a consortium of two (2) or more institutions of higher education.

Eligible institutions:

- shall not receive an allocation of funds unless the amount allocated to such eligible institution is at least **\$50,000**. An eligible institution may enter into a consortium with other eligible institutions for the purpose of meeting the minimum allocation requirements.
- must develop and implement a data collection process to track student participation, completion, placement, and retention.

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

A **Consortium** shall operate only **joint projects** that serve all the postsecondary institutions 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.

#### **Definition of Career Pathway/Programs of Study**

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

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

**All grantees are required to establish a partnership committee (advisory board) to serve in an advisory capacity. A work plan and membership identification must be submitted with this grant application (Section XXVI).**

#### **Definition of Concentrator Postsecondary/Adult Level**

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

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

## **VI. Letter of Intent**

**All postsecondary institutions will be required to submit a letter of intent to apply for Perkins funding. A signature from the President implies that the community college meets and intend to comply with the eligibility requirements in the application outlined in Section V.**

## **VII. Federal Career and Technical Education Clusters**

Career clusters identify pathways from two-year to four-year postsecondary education, encouraging students to advance their education and career opportunities. The Federal Office of Vocational and Adult Education has identified sixteen (16) career clusters, which represent all career possibilities.

**Connecticut has established 34 Career Pathways organized under the federally recognized 16 career clusters illustrated in Figure 1, page 5. 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 6 for an illustration of The Connecticut Career Cluster Pathways Crosswalk. The crosswalk also indicates the nontraditional designation for each cluster, pathway, and concentration.**

VIII. Figure 1:

## The Connecticut Career Pathways Initiative for Career & Technical Education 2007-2008

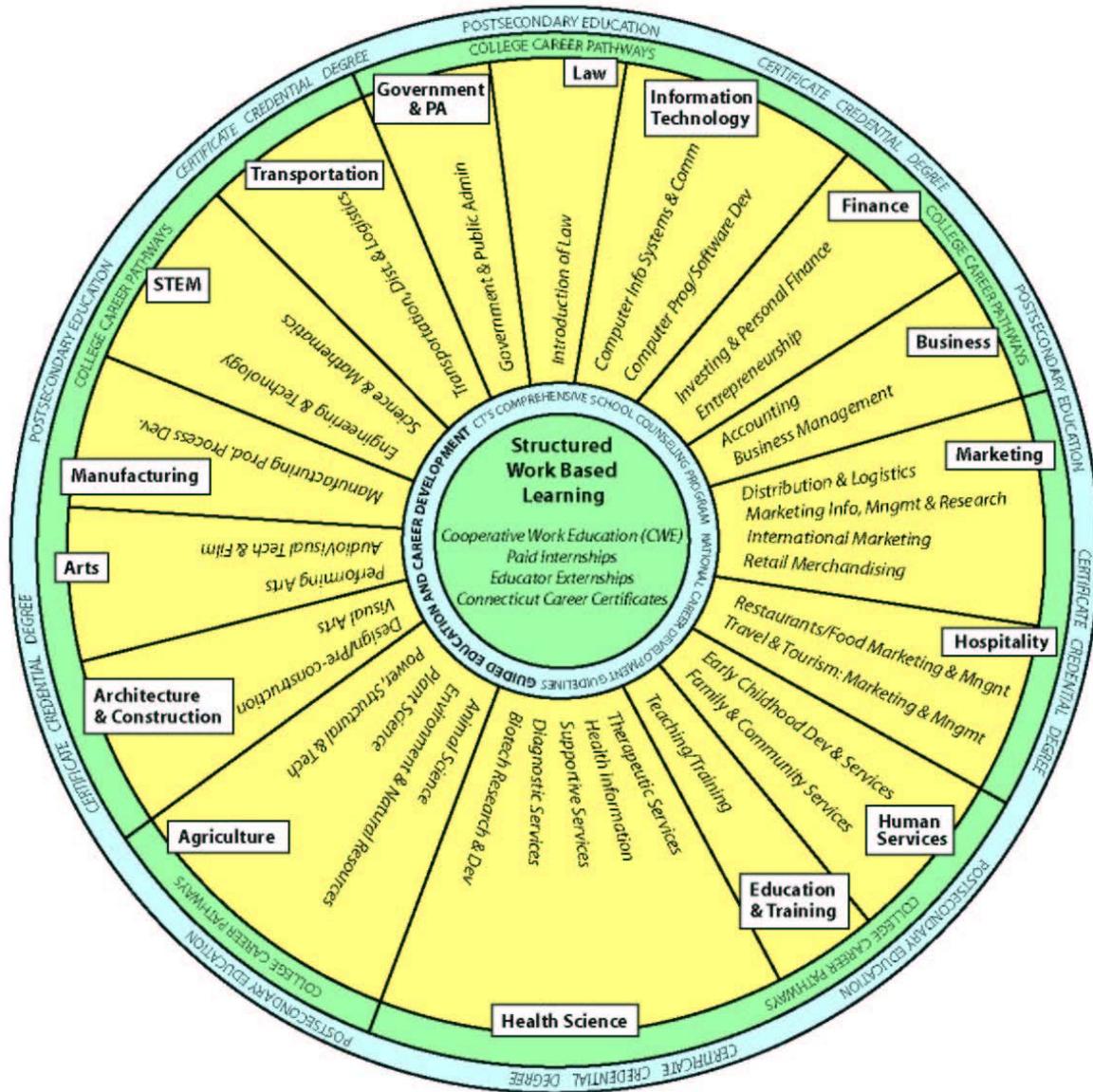


Figure 2

**Connecticut Career Cluster Pathways Crosswalk to  
Areas of Concentration and Nontraditional Designation  
Career and Technical Education 2007 – 2008**

<b>16 Career Clusters</b>		<b>34 Career Pathways</b>	<b>Areas of Concentration</b>	
<b>* Nontraditional Designation</b>	M	Agriculture, Food and Natural Resources	<ul style="list-style-type: none"> <li>• Animal Science</li> </ul>	Animal Science Aquaculture and Marine-Related Technologies
			<ul style="list-style-type: none"> <li>• Environment &amp; Natural Resources</li> </ul>	Natural Resources and Environmental Aquaculture and Marine-Related Technologies
			<ul style="list-style-type: none"> <li>• Plant Science</li> </ul>	Plant Science
			<ul style="list-style-type: none"> <li>• Power, Structural and Tech</li> </ul>	Agriculture Mechanics
	M	Architecture and Construction	<ul style="list-style-type: none"> <li>• Design/Pre-construction</li> <li>• Visual Arts</li> </ul>	Computer Aided Drafting and Design
	F	Arts, Audio/Video Technology and Communications	<ul style="list-style-type: none"> <li>• Performing Arts</li> <li>• Audio Visual Tech &amp; Film</li> </ul>	Video Production Systems
	F	Business, Management and Administration	<ul style="list-style-type: none"> <li>• Accounting</li> <li>• Business Management</li> </ul>	Accounting Business Management
	F	Education and Training	<ul style="list-style-type: none"> <li>• Teaching/Training</li> </ul>	Early Childhood Education and Services
	M	Finance	<ul style="list-style-type: none"> <li>• Investing and Personal Finance</li> <li>• Entrepreneurship</li> </ul>	Business Management
	F	Government and Public Administration	<ul style="list-style-type: none"> <li>• Government and Public Administration</li> </ul>	N/A
	F	Health Sciences	<ul style="list-style-type: none"> <li>• Therapeutic Services</li> <li>• Health Information</li> <li>• Supportive Services</li> <li>• Diagnostic Services</li> <li>• Biotech Research &amp; Dev.</li> </ul>	Medical Careers Education
	F	Hospitality and Tourism	<ul style="list-style-type: none"> <li>• Restaurants/Food Marketing and Management</li> <li>• Travel &amp; Tourism: Marketing and Management</li> </ul>	Nutrition, Food Production and Services Marketing Education
	F	Human Services	<ul style="list-style-type: none"> <li>• Early Childhood Dev &amp; Services</li> <li>• Family and Community Services</li> </ul>	Early Childhood Education and Services
	M	Information Technology	<ul style="list-style-type: none"> <li>• Computer Info Systems and Communication</li> <li>• Computer Program/Software Development</li> </ul>	Computer Information Systems
F	Law, Public Safety, Corrections and Security	<ul style="list-style-type: none"> <li>• Introduction of Law</li> </ul>	Business Management	
M	Manufacturing	<ul style="list-style-type: none"> <li>• Manufacturing Production Process Development</li> </ul>	Computer Aided Drafting and Design	

**Cooperative Work Education**

	<b>16 Career Clusters</b>	<b>34 Career Pathways</b>	<b>Areas of Concentration</b>
F	Marketing, Sales and Service	<ul style="list-style-type: none"> <li>• Distribution &amp; Logistics</li> <li>• Marketing Info, Management and Research</li> <li>• International Marketing</li> <li>• Retail Merchandising</li> </ul>	Marketing Education  Fashion Marketing and Merchandising
M	Science, Technology, Engineering and Mathematics (STEM)	<ul style="list-style-type: none"> <li>• Engineering and Technology</li> <li>• Science and Mathematics</li> </ul>	Pre-Engineering Technology
M	Transportation, Distribution and Logistics	<ul style="list-style-type: none"> <li>• Transportation, Dist. And Logistics</li> </ul>	Automotive Technology

\* M = Males F = Females

For content specific information on Career pathways contact the State Department cluster leader below. Contact information can be found in Appendix A under Technical Assistance.

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

### VIII. Career Pathways/Programs of Study

**Figure 3: Connecticut Career Pathways Initiative Transition Plan**  
**Cluster: Science, Technology, Engineering and Math (STEM)**  
**Pathway: Engineering and Technology**

### SAMPLE PROGRAM OF STUDY

Connecticut’s Career Pathways Initiative



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

This Career Pathway Plan of Study (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 Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses/Other Electives Recommended Electives/Learner	*Career and Technical Courses and/ or Degree Major Courses for Engineering and Technology Pathway	SAMPLE Occupations Relating to This Pathway
<b>Interest Inventory Administered and Plan of Study Initiated for all Learners</b>								
<b>SECONDARY</b>	9	English Language Arts I	Algebra I or Geometry	Biology	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking record keeping and work-based experiences.	<ul style="list-style-type: none"> <li>• Introduction to Engineering Design</li> </ul>	<ul style="list-style-type: none"> <li>► Aeronautical Engineer</li> <li>► Aerospace Engineer</li> <li>► Agricultural Engineer</li> <li>► Agricultural Technician</li> <li>► Application Engineer</li> <li>► Architectural Engineer</li> <li>► Automotive Engineer</li> <li>► Biomedical Engineer</li> <li>► Biotechnology Engineer</li> <li>► CAD Technician</li> <li>► Chemical Engineer</li> <li>► Civil Engineer</li> <li>► Communications Engineer</li> <li>► Computer Engineer</li> <li>► Computer Programmer</li> <li>► Construction Engineer</li> <li>► Electrical Engineer</li> <li>► Electronics Technician</li> </ul>
	10	English/Language Arts II	Geometry or Algebra II	Chemistry	U.S. History		<ul style="list-style-type: none"> <li>• Principals of Engineering</li> <li>• Information Technology Applications</li> </ul>	
	11	English/Language Arts III	Algebra II or Trigonometry Pre-Calculus or Statistics	Physics	World History World Geography		<ul style="list-style-type: none"> <li>• Product Engineering and Development</li> <li>• Digital Electronics</li> </ul>	
	<b>College Placement Assessments-Academic/Career Advisement Provided</b>							
12	English/Language Arts IV	Trigonometry or Pre-Calculus/Calculus or AP Calculus or Math Analysis	AP Science or Structured Computer Program Language	AP Science or Structured Computer Program Language	Economics Entrepreneurship	<ul style="list-style-type: none"> <li>• Civil Engineering and Architecture</li> <li>• Engineering Innovation</li> </ul>		

**(Continued on next page)**

Figure 3 (cont'd.)

Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses/Other Electives Recommended Electives/Learner	*Career and Technical Courses and/ or Degree Major Courses for Engineering and Technology Pathway	SAMPLE Occupations Relating to This Pathway	
Articulation/Dual Credit Transcribed-Postsecondary Courses may be taken/moved to the secondary level for articulation/dual credit purposes.								(Continued from previous page)	
<b>POSTSECONDARY</b>	Year 13	English Composition English Literature	Algebra or Trigonometry Calculus I Calculus II	Chemistry Physics I	Psychology Global Issues	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	<ul style="list-style-type: none"> <li>• Engineering Analysis</li> <li>• Engineering Design</li> </ul>		
	Year 14	Speech/Oral Communication Professional and Technical Writing	Introduction to Differential Equations Calculus III Statistics	Physics II Biology	American History Sociology Ethics and Legal Issues		<ul style="list-style-type: none"> <li>• Engineering Processes</li> </ul>		
	Year 15	Continue courses in the area of specialization							<ul style="list-style-type: none"> <li>• Continue Courses in the Area of Specialization</li> </ul>
	Year 16						<ul style="list-style-type: none"> <li>• Complete Engineering and Technology Major (4-year Degree Program)</li> </ul>		
<ul style="list-style-type: none"> <li>▶ Geothermal Engineer</li> <li>▶ Industrial Engineer</li> <li>▶ Manufacturing Engineer</li> <li>▶ Manufacturing Technician</li> <li>▶ Marine Engineer</li> <li>▶ Mechanical Engineer</li> <li>▶ Metallurgist</li> <li>▶ Mining Engineer</li> <li>▶ Nuclear Engineer</li> <li>▶ Petroleum Engineer</li> <li>▶ Product/Process Engineer</li> <li>▶ Survey Technician</li> <li>▶ Systems Engineer</li> <li>▶ Transportation Engineer</li> </ul>									

**Connecticut State Department of Education  
 Division of Teaching and Learning Programs and Services  
 Career and Technical Education – Carl D. Perkins Transition Plan 2007-2008  
 Connecticut’s Career Pathways Initiative**

Blank copies and samples of the Connecticut Pathways can be found at [www.state.ct.us/sde/](http://www.state.ct.us/sde/)

## **IX. Continuous Improvement Grid Instructions**

The Continuous Improvement Grid found in Appendix F must be completed per the following instructions. The Carl D. Perkins grant plan narrative will reflect continuous improvement for the three major focus areas.

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

Utilizing the Continuous Improvement Grid below, complete one grid for each career and technical education program offered in the district, including: Agriculture **Education**, Business and Finance Technology, Cooperative Work, 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 2006-2007 and the plan for continuous improvement for each of the five focus areas. **It is anticipated that fulfillment of all five of the focus areas may not be fully implemented throughout all program areas during 2006-2007. However, plans for continuous implementation should be indicated for 2007-2008.** See the sample below and complete Appendix G.

### **FOCUS AREAS**

- Comprehensive Work-based learning programs and career pathways (WB &CP)
- CTE advisory partnership committees (CTEAC)
- Postsecondary linkages (PSL)

SAMPLE

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

**Program Area: Family and Consumer Sciences**

Focus Area	Progress and Continuous Improvement
<b>WB + CP</b>	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. <b>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.</b>
<b>CTEAC</b>	In 2005-2006, a Career and Technical Education (CTE) Advisory Board established to serve the Early Childhood Program met three times to discuss curriculum improvements and opportunities for students. <b>The advisory board has been expanded to include members from each program/cluster area.</b>
<b>PSL</b>	Currently, students are enrolled in the Human Development Programs have been articulated with the University of Connecticut provide students with high school/college dual credit through the College Career Pathways. Plans for 2007-2008 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 which shall be structured through the use of a written work plan that connects the work-based learning to the classroom curriculum, 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 career and technical education programs. (Complete Section XXVI)

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

Development and implementation of a 4-year or 6-year career and technical education program that combines secondary and post secondary programs which lead 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.

**X. Local Plan/Grant Narrative**

**The college must also include a response to the 16 areas, as indicated by Section 134 of the Carl D. Perkins Career and Technical Education Improvement Act on the Plan Narrative. An answer grid has been provided in Appendix G. Below are definitions provided to assist in responding to the narrative. The Required and Permissible Use of Funds can be found in Appendix H. When responding to the 16 areas in Appendix G incorporate the required use of funds.**

**Definitions to assist completion of the plan narrative:**

**Definition of Concentrator Postsecondary/Adult Level:**

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

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

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

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

The academic integration component of the Carl D. Perkins grant requires Colleges to focus teaching and learning strategies in Career and Technical Education 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.

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

## **XI. Other Grant Requirements**

**Each community college receiving Perkins funds must budget and expend no less than five percent of the allocation for participation in state and national state-approved professional development workshops designed to provide strategies for improving student academic success. All grantees are required to utilize five percent of the grant award for professional development. Community colleges are allowed to expend additional funds for other professional development activities beyond the five percent allocated for state sponsored professional development. Professional Development opportunities should be made available to ALL community college career and technical education teachers.**

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

**A maximum of five (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 2007-2008 may apply indirect costs to this grant.**

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

## **XII. Application Review and Evaluation Process**

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

## **XIII. Disposition of Applications**

Applicants will be notified of acceptance or rejection of their proposals within approximately four (4) weeks of the submission deadline date. If a proposal is selected for funding, the **Division of Teaching and Learning Programs and Services** will initiate a grant. The content and cost of proposals are subject to negotiation prior to final contract.

## **XIV. Grant Awards**

The State Department of Education (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 Associate Commissioner of the Division of Teaching and Learning Programs and Services 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.

## **XV. Grant Period**

The Carl D. Perkins **Career** and Technical Education grant is for one year. All funds must be obligated by June 30, 2008. There are no exceptions or waivers to this requirement.

**XVI. Technical Assistance by Program Area**

**Career and Technical Education Program Area Specialists**

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

**XVII. Bidders' Conference**

The State Department of Education (SDE) held a bidders' conference on April 3, 2007 at Gateway Community College, North Haven Campus, from 1:00 pm -3:00 pm.

**XVIII. End of the Year Report**

All grant recipients must submit the End of the Year Report and copies of all published materials, which have been funded, by the Carl D. Perkins Career and Technical Education Improvement Act. The report and materials will be submitted by August 1, 2007 to:

**Dr. Diane Ross Gary, Education Consultant**  
**Division of Teaching and Learning Programs and Services**  
**Bureau of Career and Adult Education**  
**165 Capitol Ave, Room 363**  
**Hartford, CT 06106**

**XIX. Application Submission Requirements**

Proposals, *irrespective of means of transmittal or postmark date*, must be received by 4:30 p.m. on Friday, May 25, 2007. Proposals submitted become the property of the Connecticut State Department of Education and a part of the public domain. **One original of all sections of the grant with original signatures including the ED114 and budget narrative and two copies must be mailed to June Sanford at the address below.**

June Sanford, Perkins Program Grant Manager  
Division of Teaching and Learning Programs and Services  
P.O. Box 2219, Room #363  
Hartford, Connecticut 06145-2219

*The application is available on the web site: [www.state.ct.us/sde](http://www.state.ct.us/sde)*

**CONNECTICUT STATE DEPARTMENT OF EDUCATION  
Division of Educational Programs and Services**



**CARL D. PERKINS GRANT APPLICATION POSTSECONDARY  
BASIC GRANT**

**RFP #117**

**GRANT PERIOD**

July 1, 2007 to June 30, 2008

**GRANT COVER PAGE**

**To Be Completed and Submitted with the Grant Application**

<p><b><u>Applicant</u></b> (<i>Fiscal Agent</i>) (<i>Name, Address, Telephone, Fax, E-Mail</i>)</p>	<p><b><u>Program Funding Dates</u></b> From July 1, 2007 to June 30, 2008</p> <p><b><u>Preliminary Funding Amount</u></b> \$ _____</p>
<p><b><u>Contact Person</u></b> (<i>Name, Address, Telephone, Fax, E-Mail</i>)</p>	<p><b><u>Check if Consortium Application</u></b></p> <p><b>Participating Colleges:</b> (<i>list colleges</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): \_\_\_\_\_

\_\_\_\_\_ Date

College/Agency: \_\_\_\_\_



## XXI. CORE INDICATOR PERFORMANCE

During the transition year 2007-2008, the State Department 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. Further information will be provided following the development of the Five Year State Plan in 2008.

## XXII. INSTRUCTIONS FOR EQUIPMENT REQUEST FORM

Equipment purchases must be part of an overall program improvement proposal for the **career and technical education** 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 component items under \$1,000 should not be coded as equipment unless all the component items comprise a larger piece of equipment and have a useful life of one year or more, such as a computer system (monitor, central processing unit, keyboard and printer). Items that do not meet the definition of equipment are to be coded as instructional supplies. **All computers regardless of cost are categorized as 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 cluster 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 the new Perkins Act. 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.
- H. Add the total cost for all line items and enter the total on the Equipment Request Form.

Postsecondary Equipment Request Form  
 Statutory Reference: P.L. 109-270

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

Grant Period: 2007-2008

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

Check the **Program** Area (1-16 below) for which Equipment is being requested. Check **ONE Program** Area only.

<input type="checkbox"/> 1. Ag & Nat. Resources	<input type="checkbox"/> 5. Information Tech. Services	<input type="checkbox"/> 9. Business & Admin. Services	<input type="checkbox"/> 13. Legal & Protective Services
<input type="checkbox"/> 2. Construction	<input type="checkbox"/> 6. Wholesale, Retail Sales	<input type="checkbox"/> 10. Health Services	<input type="checkbox"/> 14. Science Res. Eng. & Tech. Serv.
<input type="checkbox"/> 3. Manufacturing	<input type="checkbox"/> 7. Financial Services	<input type="checkbox"/> 11. Human Services	<input type="checkbox"/> 15. Education & Training Services
<input type="checkbox"/> 4. Trans. Dist. & Log. Services	<input type="checkbox"/> 8. Hospitality & Tourism	<input type="checkbox"/> 12. Arts, Audio Video, Comm.	<input type="checkbox"/> 16. Public Adm./Gov. Services

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

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

TOTAL EQUIPMENT REQUEST: \$ \_\_\_\_\_ TOTAL EQUIPMENT APPROVED: \$ \_\_\_\_\_

\_\_\_\_\_  
 Approved by SDE Consultant

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Original Requested Amount

\_\_\_\_\_  
 Amended Requested Amount

### XXIII. 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 Buddy Budget Guide in preparing the budget narrative.*

1. Program improvement line items in the budget narrative must stipulate the occupational program area and the course(s) being funded.
2. Each line item in the budget narrative must give a detailed description of the item(s) that will be purchased, including quantity and unit cost. Personnel line item should show the number of positions, time involved and hourly rate.
3. No more than 5% of the grant may be used for administrative purposes including approved indirect costs. Only community colleges that have submitted indirect cost proposals for fiscal year 2007-08 may apply indirect costs.
4. All eligible colleges 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.
5. Compute all expenditures to the **nearest dollar** by line item. **Do not include cents.**
6. There should be evidence that the community college plans to absorb salaried related cost funded by the Perkins grant within a reasonable time frame.

**XXIV. INSTRUCTIONS FOR ED114 BUDGET FORM**

- GRANTEE NAME: Enter college name.
- VENDOR CODE: Enter the Connecticut vendor college code assigned by 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 (FEDERAL FUNDS): Enter the total of proposed expenditures. **Note:** This figure should equal the AUTHORIZED AMOUNT.
- PROPERTY (EQUIPMENT) CODE 700: Single component items under \$1,000 should not be coded as equipment unless all the component items comprise a larger piece of equipment and have a useful life of one year or more. Items that do not meet the definition of equipment are to be coded as instructional supplies. **COMPUTERS REGARDLESS OF COST ARE CONSIDERED EQUIPMENT.**
- PROGRAM CATEGORIES: List the amount of the grant that is being expended for each of the cluster areas. The total amount should equal the **authorized amount and the amount listed on the total line above.**

<b>GRANTEE NAME: COMMUNITY TECHNICAL COLLEGES</b>		<b>VENDOR CODE: CCCM1</b>
<b>GRANT TITLE: PERKINS POST SECONDARY BASIC GRANT</b>		
<b>PROJECT TITLE:</b>		
<b>CORE-CT CLASSIFICATION: FUND: 12060</b>		<b>SPID: 20742 PROGRAM: 84011</b>
<b>BUDGET REFERENCE: 2008</b>		<b>CHARTFIELD1: 170002 CHARTFIELD2:</b>
<b>GRANT PERIOD: 7/01/2007 - 6/30/2008</b>		<b>AUTHORIZED AMOUNT: \$</b>
<b>AUTHORIZED AMOUNT by SOURCE:</b>		
<b>LOCAL BALANCE: \$</b>		<b>CARRY-OVER DUE:\$ CURRENT DUE: \$</b>
<b>CODES</b>	<b>DESCRIPTIONS</b>	<b>BUDGET</b>
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	
	<b>TOTAL</b>	
XANR	AGRICULTURE & NATURAL RESOURCES	
XAVC	ARTS, AUDIO VIDEO TECH, AND COMM. SERVICES	
XBAS	BUSINESS & ADMIN. SERVICES	
XCON	CONSTRUCTION	
XETS	EDUCATION AND TRAINING SERVICES	
XFS	FINANCIAL SERVICES	
XHS	HEALTH SERVICES	
XHSS	HUMAN SERVICES	
XHT	HOSPITALITY & TOURISM	
XITS	INFO. TECH. TELECOM. SERVICES	
XLP	LEGAL & PROTECTIVE SERVICES	
XMAN	MANUFACTURING	
XPAG	PUBLIC ADMINISTRATION/GOVERNMENT SERVICES	
XSRT	SCIENTIFIC RESEARCH, ENGR. AND TECH SVCS.	
XTDL	TRANSPORTATION, DIST. AND LOGISTICS SVCS.	
XWRS	WHOLESALE/RETAIL SALES & SERVICES	

\_\_\_\_\_  
ORIGINAL REQUEST DATE

\_\_\_\_\_  
DATE OF REVISED REQUEST DATE

\_\_\_\_\_  
STATE DEPARTMENT OF EDUCATION  
PROGRAM MANAGER AUTHORIZATION

\_\_\_\_\_  
DATE OF  
APPROVAL

**XXV. Purpose Code Budget Form Instructions:** Please complete the Purpose Code Budget Form by transferring your fiscal budget allocations from your ED114 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		\$3,000		\$2,000	\$2,000		
111A							
111B							
112A							
112B							
119							
200							
321							
322							
323							
330							
510							
580							
590							
611							
641							
700							
<b>Total</b>							

**XXVI. Partnership/Advisory Committee**

**Instructions:**

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

College: \_\_\_\_\_

Program Area(s) Served: \_\_\_\_\_

\_\_\_\_\_

---

**Committee Members**

Student(s):

\_\_\_\_\_

Teacher(s):

\_\_\_\_\_

Administrator(s):

\_\_\_\_\_

Business and Industry(s):

\_\_\_\_\_

Secondary Education:

\_\_\_\_\_

Community Organization(s):

\_\_\_\_\_

Other(s):

\_\_\_\_\_

\_\_\_\_\_

**SIGNATURE PAGE**

**The following Consortium Partners Agreed to the College Career Pathways Partnership and will support the proposal that is being submitted for the 07-08 Grant Year.**

**All signatures must be original.**

**Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Address:** \_\_\_\_\_

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

11. The grantee shall provide sufficient information to the State Department of Education to enable the Department to comply with the provisions of this Act. [P. L. 105-332 *passim*]
12. The career and technical education 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 career and technical education activities.

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

Signature: \_\_\_\_\_

Name: (typed) \_\_\_\_\_

Title: (typed) \_\_\_\_\_

Date: \_\_\_\_\_

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

PROJECT TITLE: \_\_\_\_\_

THE APPLICANT: \_\_\_\_\_ HEREBY ASSURES THAT:  
(Insert Agency)

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

L. Required Contract Language

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

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

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

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

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

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

**of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.**

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

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

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

Signature: \_\_\_\_\_

Name (typed): \_\_\_\_\_

Title (typed): \_\_\_\_\_

Date: \_\_\_\_\_

**AFFIRMATIVE ACTION PLAN**

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

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

CERTIFICATION THAT A CURRENT  
AFFIRMATIVE ACTION PLAN IS ON FILE

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

\_\_\_\_\_  
**Signature of Authorized Official**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Print Name of Authorized Official**

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

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

**Instructions for Certification**

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which 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.

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**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.

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**Name of Applicant**

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**PR/AWARD Number and/or Project Name**

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**Printed Name and Title of Authorized Representative**

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**Signature**

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**Date**

APPENDIX A

Carl D. Perkins  
 Technical Assistants  
 2007 - 2008

<b>Region A</b> Dr. Stephen Hoag (860) 713-6764	<b>Region B</b> Gregory Kane (860) 713-6756	<b>Region C</b> Lee Marcoux (860) 713-6768	<b>Region D</b> Lori Matyjas (860) 713-6785
Bridgeport	Bloomfield <b>CREC I</b>	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 Corr.	Bethel	Windham
Westport	Berlin Rocky Hill	Ridgefield	RSD #8
New Canaan	Vernon		Tolland
Wilton	West Hartford <b>CREC II</b>	<b>RSD #7</b>	
	Wethersfield Ellington	Litchfield	<b>Lebanon</b>
	Windsor E. Windsor	RSD #6	Coventry
	CREC Granby		RSD #11
	South Windsor Suffield	<b>Education Connection</b>	RSD #19
	Plainville	RSD # 9	Woodstock Academy
	Simsbury	RSD #16	Thompson
	Newington	Plymouth	
		RSD #12	
		Oxford	

<b>Region E</b> Dr. Stephen Hoag (860) 713-6764	<b>Region F</b> Judith Andrews (860) 713-6766	<b>Region G</b> Dr. Diane Ross Gary (860) 713-6593	<b>Region H</b> June Sanford (860) 713-6765
Meriden	Ansonia	Clinton Housatonic CC	Cheshire
		Groton Norwalk CC	Naugatuck
<b>Middletown</b>	<b>Branford/North Branford</b>	Montville	Seymour
Bristol	Madison	New London <b>Middlesex CC</b>	Waterbury
New Britain	East Haven	Norwich Free Acad. Asnuntuck CC	Watertown
Southington	Derby	Stonington Northwestern CC	RSD #14
	Hamden	Waterford	Monroe
<b>RSD #13</b>	Milford	Three Rivers CC	Wolcott
Portland	New Haven	<b>LEARN</b> 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 School	
		RSD #17	
		RSD #18	

**APPENDIX B**

**Checklist for Completing Application**

College: \_\_\_\_\_

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.

	<b>YES</b>	<b>PAGE(S)</b>
All pages are sequentially numbered	_____	
The Grant Application Cover Sheet is completed and signed.	_____	
<b>Plan Narrative is Completed</b>	_____	_____
<b>Continuous Improvement Grid for each Program Area Completed</b>		
A. Budget narrative provides object codes and explanations for all line items.	_____	_____
B. Budget narrative indicates the occupational program improvement area(s) and course(s) to be funded.	_____	_____
C. Administrative costs including indirect is 5% maximum.	_____	_____
D. Professional Development is not less than 5%	_____	_____
E. Equipment Form is completed.	_____	_____
F. Total budget on ED114 equals amount allocated.	_____	_____
F. Budget line item totals equal budget narrative and totals are accurate.	_____	_____
G. The distribution of funds by program areas is completed on the bottom portion of the ED114 budget sheet.	_____	_____
<b>Grant Assurances (Signed by President and are submitted)</b>	_____	_____
A. Original signature is provided on the Statement of Assurances. Carl D. Perkins Vocational and Technical Education Act Assurances Standard Statement of Assurances	_____	_____
B. Certification Regarding Lobbying; Debarment and Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements.	_____	_____
C. Certification that a current Affirmative Action Packet is on file.	_____	_____

## APPENDIX C

### ED 114 Budget Form Object Code Descriptions—Carl D. Perkins Postsecondary

- 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 is 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 \$1,000.00 and the useful life of more than one year.

**APPENDIX D**

**EVALUATION CRITERIA**

Eligible Applicant: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Date Approved: \_\_\_\_\_

Evaluation Criteria	Acceptable	Unacceptable	N/A
<b>Plan Narrative</b>			
1. <b>Description of how CTE programs will be carried out.</b>			
2. <b>Description of how CTE activities will meet state and local adjusted levels of performance.</b>			
3. <b>Description of how the college will establish not less than one career pathway; improve academic integration; provide an understanding of all aspects of an industry; students are taught to the same rigorous academic subjects as to all other students; encourage students to enroll in rigorous challenging core academic subjects.</b>			
4. <b>Description of professional development plan.</b>			
5. <b>Description of how stakeholders are involved and informed of Perkins requirements, evaluation and programs of study.</b>			
6. <b>Assurances that programs are of appropriate size, scope and quality.</b>			
7. <b>Description of process to evaluate and continuously improve performance.</b>			
8. <b>Description of strategies to include and provide access to special populations.</b>			
9. <b>Description of how members of special populations will not be discriminated against.</b>			
10. <b>Description of how funds will be used to promote preparation for nontraditional fields.</b>			
11. <b>Description of how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities.</b>			
12. <b>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.</b>			
<b>CONSORTIUM</b>			
Joint project(s) are identified.			
Sufficient funds have been targeted for the joint project(s).			
College members have been identified.			
Fiscal agent has been identified.			

<b>BUDGET</b>			
<b>ED114</b>			
Narrative with line item explanation and justification.			
Administrative funds are within 5% cap.			
Professional Development is no less than 5%.			
<b>EQUIPMENT</b>			
Explanation of use.			
Program Area for the equipment is indicated.			
Equipment form is completed.			
<b>OTHER REQUIREMENTS</b>			
<b>Purpose Code provided.</b>			
<b>Advisory Board.</b>			
<b>Professional Development Outcomes.</b>			
<b>Career Pathway Grid.</b>			
<b>Continuous Improvement Grid for Each Program Area.</b>			
<b>Core Indicator District Performance and Evaluation.</b>			

**COMMENTS:**

## **APPENDIX E**

### **ANNIE E. CASEY FOUNDATION**

All RFPs 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 department;
- 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.

**APPENDIX F**

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

**Key:**  
WB: Work-based learning, Career Pathways  
CTEAC: CTE Advisory Committees  
PSL: Postsecondary linkages

**Program Area:**

<b>Focus Area</b>	<b>Progress and Continuous Improvement</b>
<b>WB</b>	
<b>CTEAC</b>	
<b>PSL</b>	

APPENDIX G

Plan Narrative  
Carl D. Perkins Grant Application

<b>Describe how the community college will:</b>
<b>1. carry out CTE programs;</b>
<b>2. develop and implement not less than one career pathway or programs of study;</b>
<b>3. ensure that CTE activities meet state and local adjusted levels of performance;</b>
<b>4. improve students' academic and technical skill development through integration;</b>
<b>5. provide students with strong experience in, and understanding of all aspects of an industry;</b>
<b>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;</b>
<b>7. encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects;</b>
<b>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;</b>
<b>9. ensure that all stakeholders are involved in the development, implementation and evaluation of CTE programs and are provided information and understanding of Perkins, including programs of study;</b>
<b>10. ensured that all CTE programs are of sufficient size, scope and quality to bring about improvement in CTE;</b>
<b>11. develop a process to be used to evaluate and continuously improve core indicator levels of performance;</b>
<b>12. review CTE programs, identify and adopt strategies:</b> <b>a. to overcome barriers that result in lower access or success for special populations</b> <b>b. to provide programs that enable special populations to meet local performance levels</b> <b>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.</b>
<b>13. ensure that individuals who are members of special populations will not be discriminated against based on this status;</b>
<b>14. use funds to promote preparation for nontraditional training and employment;</b>
<b>15. provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities; and</b>
<b>16. improve efforts to recruit and retain CTE teachers, faculty, and career guidance academic counselors, including underrepresented groups; and the transition to teaching form business and industry.</b>

## APPENDIX H

### Local Uses of Funds

#### Required Uses of Funds – Those in bold are new in Perkins IV

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, and 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 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. Involving parents, businesses and labor organizations, in the design, implementation and evaluation of CTE programs.
2. Providing career guidance and academic counseling, **which may include information described in Section 118, 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. **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. Providing programs for special populations.
5. Assisting career and technical student organizations.
6. Mentoring and support services.
7. 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. 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. **Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.**
10. **Developing initiatives that facilitate the transition of sub-baccalaureate career and technical education 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. **Providing activities to support entrepreneurship education and training.**
12. **Improving or developing 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. **Developing and supporting small, personalized career-themed learning communities.**
14. Providing support for family and consumer sciences programs.
15. **Providing CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.**
16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.
17. Supporting training and activities (**such as mentoring and outreach**) in nontraditional fields.
18. **Providing support for training programs in automotive technologies.**
19. **Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.**
20. Supporting other CTE activities consistent with the purpose of the Act.