

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**CAREER AND TECHNICAL EDUCATION
TEACHER PREPARATION
TECH PREP PROGRAM APPLICATION**

2006-2007

Purpose: To encourage the development of six-year career and technical education programs that combine secondary and post secondary programs which lead to a minimum of a four-year bachelor's degree in a career and technical education teacher preparation field pursuant under the Carl D. Perkins Vocational and Technical Education Act of 1998, Public Law No. 105-332, Title II.

Applications Due: May 5, 2006

Published: April 2006

Application RFP 508

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

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Dr. Betty J. Sternberg
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.

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TECH PREP APPLICATION

I. GENERAL INFORMATION

Overview

Signed into law on October 31, 1998, the Carl D. Perkins Vocational and Technical Act of 1998 (Perkins III) sets out a new vision for improving student achievement, preparing students for postsecondary education and careers. Perkins III promotes high academic standards with innovation, continuous improvement and accountability in program development and implementation.

Within the Perkins Act, the Tech Prep Program was also reauthorized as an important catalyst for secondary reform and postsecondary education improvement efforts. The Tech Prep program promotes greater student achievement, postsecondary preparation and high accountability. It promotes the use of work-based learning and new technologies as well as the encouragement of business-education partnerships. Finally it encourages collaborative partnerships with labor and employment and training and programs that can progress from certificate, associate degree programs leading to baccalaureate and masters degrees.

Proposal Rationale

The U.S. Department of Education estimates that the demand for public school teachers will increase dramatically over the next ten years. This will occur at the same time as a large portion of the baby-boomers who entered the teaching profession in the late 60's and early 70's become eligible for retirement. Other trends suggest that the supply of public school teachers may become more constricted as state-specific changes in licensing requirements to raise standards for new teachers come into effect. The coupling of factors which suggest that the demand for new teachers will be increasing with those indicating the supply is decreasing has led policy and educational researchers to question whether the nation's public school districts will be able to attract the estimated two million new teachers that will be needed over the next decade.

Connecticut has a solid history of staffing its public school classrooms with well-qualified professional educators. Some districts in the state have been having difficulty recruiting educators to fill positions in the areas of career and technical education, where the annual number of newly certified individuals continues to fall short of the number of new hires. Qualified teaching candidates are needed in the areas of agriculture sciences and technology, business and finance technology education, cooperative work experience, family and consumer sciences, marketing education, medical careers education, and technology education. Districts have indicated that they have had few applicants or positions in several of these teaching areas.

In order to address the demand for qualified career and technical education teachers, this proposal is designed to provide funding for the planning, collaboration and development of a 6-year continuum between secondary and university programs in the area of career and technical education teacher preparation.

Program Standards and Accountability

The focus of Tech Prep programs under Perkins relates to:

- integrating academic and vocational education;
- promoting student attainment of academic and vocational and technical standards;
- introducing all aspects of an industry;
- addressing the needs of individuals who are members of special populations;
- involving parents as well as employers;
- providing strong communication and linkages between secondary and postsecondary institutions;
- expanding the use of technology; and
- providing professional development to all of its partners in the consortium.

To promote continuous improvement and accountability, students participating in Tech Prep programs will be included in the reporting of the core indicators and the adjusted levels of performance. All Tech Prep student data will be reported by each core indicator separately from all career and technical education students. The core indicators consist of, at the minimum, the following:

- attainment of challenging, academic, vocational and technical standards;
- attainment of a secondary diploma or equivalent, skill certificate, or postsecondary degree or credential;
- placement in further education or training, employment, or military service; and
- completion of programs for nontraditional training and employment.

To ensure that Tech Prep programs are of quality and high standards and have consistency statewide the following seven (7) Tech Prep program goals have been incorporated into this request for proposal:

1. **Commitment of Leaders** – To secure a long-term commitment for Tech Prep education from leaders in business, industry, government, education, community and the family, thereby enriching collaborative partnerships.
2. **Articulation Agreements** – To establish horizontal and vertical articulation between among all levels of educational institutions.
3. **Relevancy of Instruction** – To evaluate courses and programs (both academic and technical) on an ongoing basis to determine appropriateness and relevancy of content and methodology.
4. **Educate Stakeholders** – To provide professional development and technical assistance regarding the changes taking place in the world of work and how Tech Prep education addresses those changes for all stakeholders (students, parents, teachers, counselors, administrators, business/industry, policy makers, and the community).
5. **Enrich Career Guidance** – To improve and strengthen career guidance.
6. **Resourceful Marketing** – To communicate the vision, scope and implantation of Tech Prep education to all stakeholders (students, parents, teachers, counselors, administrators, business/industry leader, policy makers, and the community).
7. **Systematic Review and Revision** – To monitor the effectiveness of Tech Prep Education and provide feedback regarding achievement of established goals to all stakeholders.

Eligible Applicants

Consortia consisting of a four-year post-secondary institution which offer a four-year or five-year teacher preparation program in one of the areas of career and technical education and one or more local educational agencies and/or area technical high schools are eligible to apply. The consortium may also include one or more of the following:

Nonprofit institutions of higher education which offer a four-year or five-year teacher preparation program in one of the areas of career and technical education and meet with the requirements of Higher Education Act, Section 102 and are eligible to participate in the Stafford loan program and which are qualified as institutions of higher education pursuant to Section 102 of the Higher Education Act of 1965, including institutions receiving assistance under the Tribally Controlled Community College Assistance Act of 1978, including tribally-controlled community colleges; tribally – controlled post secondary vocational and technical institutions or a two-year apprenticeship program that follows secondary instruction, if such nonprofit institutions of higher education are not subject to a default management plan as required by the Secretary;

or

proprietary institutions of higher education which offer a four-year or five-year teacher preparation program in one of the areas of career and technical education and are qualified as institutions of higher education pursuant to Section 102 of the Higher Education Act of 1965 if such proprietary institutions of higher education are not subject to a default management plan as required by the Secretary.

Lead Agency

The lead agency for each consortium will be the four-year post-secondary institution. Consortia may include institutions of higher education that award associate and any other higher education degrees, employers and labor organizations.

Special Consideration

Grants must give special consideration to:

- developing programs in consultation with business, industry, labor unions and institutions of higher education that award baccalaureate and masters degrees in the area of career and technical education teacher preparation;
- addressing school dropout prevention and the needs of special populations;
- providing education and training in areas or skills in which there are significant workforce shortages in the area of career and technical education;
- helping students to meet high academic, career and technical standards;
- assisting students in attaining employability competencies;
- providing opportunities to students for nontraditional training and employment; and
- assisting students in the attainment of a secondary diploma and post-secondary degree(s).

Fiscal Agency

The fiscal agent for each consortium may be either the 4 -year post secondary institution or one of the participating local education agencies.

II. APPLICATION FOR TECH PREP EDUCATION**The State's General Purpose**

Encourage the development and implementation of 6-year career and technical education programs that combine secondary and post secondary programs which:

- lead to a baccalaureate degree in a teacher preparation field in the area of career and technical education;
- provide technical preparation in at least one field of family and consumer sciences education; agricultural education; business and finance technology education; marketing education, technology education, cooperative work experience education and medical careers education;
- build student competence in math, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics and integrated instruction, in a coherent sequence of courses;
- have a common core of required proficiency in math, science, reading, writing, communications and technologies;
- strengthen the applied academic component of career and technical education through the integration of academic and career and technical education;
- consist of at least two years of secondary school preceding graduation and four or more years of higher education;
- result in an integral or systemic change in delivery of the career and technical education curriculum; and
- use work-based or work-site learning in conjunction with business and all aspects of the industry.

Consortial Planning

- All participating consortium members (labor organizations, college and universities, and the participating local education agencies) shall negotiate a 5-year plan to develop and implement as well as the amount of money to be used for all expenses. To ensure continuous improvement, the plan should be reviewed in year two and updated each year.
- Year one is designated as a planning and development year in the area of teacher preparation in the fields of career and technical education.
- Years two and three will be designated for implementation of actual student involvement.
- Eligibility for funding for years two and three is dependent upon successful completion of year one planning and development.
- All participants in a consortium will sign off on the annual grant proposal.

Proposal Review and Evaluation

Each proposal will be reviewed by a team of evaluators and the proposals will be rated according to the evaluation criteria contained in Appendix H, page 25.

Disposition of Applications

Applicants will be notified of the acceptance or rejection of their proposals within approximately four (4) weeks of the submission deadline date. If a proposal is selected for funding, a grant will be initiated by the Bureau of Career and Adult Education. The content and cost of proposals are subject to negotiation prior to the final contract. Notification of the grant award will be issued by the Associate Commissioner of the Division of Educational Programs and Services. The level of funding and effective dates of the project will be set forth in the notification of the grant award.

Funding

Competitive funding is available for the **2006-2007** year to plan the development of Tech Prep programs in the area of teacher preparation in the field of career and technical education. The State Department of Education (SDE) has set parameters for planning and development grants for funding up to \$75,000.00. Successful grantees will be required to submit a separate budget, ED114 and budget narrative for the July 1, **2006**-June 30, **2007**.

Uses of Funds:

Articulation

- Development and establishment of articulation agreements; and
- Coordination.

Curriculum

- Curriculum development and alignment;
- Work-based learning experience planning and development;
- Coordination;
- Released-time reimbursement to permit in service training or curriculum development; and
- Instructor reimbursement for curriculum development conducted after hours.

Student opportunities

- Special services to assure the participation of students who are members of special populations and nontraditional training in the area of recruitment;
- Guidance and career counseling;
- Coordination; and
- Marketing and recruitment.

Professional development

- Career and technical education and academic course development and alignment;
- Faculty and staff workshops and seminars;
- Released-time reimbursement to permit in service training or curriculum development;
- In-service trainers; and

- Coordination.

Accountability and sustainability

- Student tracking/ record keeping;
- Coordination; and
- Accountability and sustainability measures.

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 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.

Reporting

The End of the Year Report format will be distributed by the State Department of Education for the **2006-2007** planning and development year reporting period. Four (4) copies of the End of the Year Report and (4) copies of all published materials are required for all projects, which have been funded by the Carl D. Perkins Vocational and Technical Education Act. The report and materials will be submitted to **Dr. Diane Ross Gary**, Tech Prep Manager, CT State Department of Education, **165 Capitol Ave., Rm. 363 Hartford, CT 06106**; by **August 29, 2007**.

III. TECH PREP APPLICATION PROCEDURES AND REQUIREMENTS

A complete application includes:

- Appendix A: Cover Page
- Appendix B: Tech Prep Goals, Objectives and Work Plan
- Appendix C: Letter of Intent to Participate Form
- Appendix D: ED114
- Appendix E: Statement of Assurances
- Appendix F: Affirmative Action
- Appendix G: Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements
- Appendix H: Proposal Review Sheet
- Appendix I: ED 114 Budget Form
- Appendix J: Annie E. Casey Foundation Statement

APPENDIX A: COVER PAGE

TITLE OF PROJECT:

APPLICANT ORGANIZATION:

(Name and address of college or university)

FISCAL AGENT:

(Name and address of college or university)

INITIATED BY:

(Full name, position, telephone number and extension of person responsible for developing the proposal)

PROJECT DIRECTOR:

(Full name, position, address and telephone number of person who will be in charge of the project)

SUBMITTED BY:

(Full name, position, telephone number and extension of person authorized to commit agency to the project if it is selected)

Signature:

DURATION OF PROJECT:

July 1, 2006 to June 30, 2007

PROJECT COSTS:

Total Federal Funds Requested:

\$ _____

Total Matching Funds:

\$ _____

Total Project Cost:

\$ _____

APPENDIX B: TECH PREP GOALS, OBJECTIVES AND WORKPLAN

An action plan must be completed for the following time period.

FY 2007 (July 1, 2006 – June 30, 2007)

The Action Plan Matrix should indicate how your consortium's objectives accomplish the seven **Careers** Goals on the following pages. State each objective in action format, followed by a description of activities or **HOW** it will be accomplished, **WHO** will be responsible for accomplishing it; and the outcome or **WHAT** will be accomplished.

In addition, each objective must consider:

- Ensuring the success of special populations and minorities.
- Ensuring gender equity.
- Involvement of business, industry, and labor.
- Joint development and participation by secondary/postsecondary personnel.

FISCAL YEAR 2006-2007 ACTION PLAN

GOAL #1: Commitment of Leaders – To secure a long-term commitment for Tech Prep education from leaders in business, industry, government, education, community and the family, thereby enriching collaborative partnerships.

Objectives	Activities	2006-2007	Responsible Party(s)	Outcomes

FISCAL YEAR 2006-2007 ACTION PLAN

GOAL #2: Articulation Agreements – To establish horizontal and vertical articulation between and among all levels of educational institutions.

Objectives	Activities	2006-2007	Responsible Party(s)	Outcomes

FISCAL YEAR 2006-2007 ACTION PLAN

GOAL # 3: Relevancy of Instruction – To evaluate courses and programs (both academic and technical) on an ongoing basis to determine appropriateness and relevancy of content and methodology.

Objectives	Activities	2006-2007	Responsible Party(s)	Outcomes

FISCAL YEAR 2006-2007 ACTION PLAN

GOAL #4: Educate Stakeholders – To provide professional development and technical assistance regarding the changes occurring in the workplace and how Tech Prep education addresses those changes for all stakeholders (students, parents, teachers, counselors, administrators, business/industry leader, policy makers, and the community).

Objectives	Activities	2006-2007	Responsible Party(s)	Outcomes

FISCAL YEAR 2006-2007 ACTION PLAN

GOAL # 5: Enrich Career Guidance – To improve and strengthen career guidance.

Objectives	Activities	2006-2007	Responsible Party(s)	Outcomes

FISCAL YEAR 2006-2007 ACTION PLAN

GOAL # 6: Resourceful Marketing – To communicate the vision, scope and implantation of Tech Prep education to all stakeholders (students, parents, teachers, counselors, administrators, business/industry leader, policy makers, and the community).

Objectives	Activities	2006-2007	Responsible Party(s)	Outcomes

FISCAL YEAR 2006-2007 ACTION PLAN

GOAL # 7: Systematic Review and Revision – To monitor the effectiveness of Tech Prep Education and provide feedback regarding achievement of established goals to all stakeholders.

Objectives	Activities	2006-2007	Responsible Party(s)	Outcomes

APPENDIX E: STATEMENT OF ASSURANCES

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: _____

APPENDIX F: 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

APPENDIX G: 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.

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 H: PROPOSAL REVIEW SHEET

EVALUATION CRITERIA

Tech Prep Program Proposal

Eligible Applicant: _____

General

- Cover Page completed correctly (Appendix A) Yes No
- Table of Contents included Yes No
- Action Plan Matrix completed (Appendix B) Yes No
- Letter of Intent to Participate (Appendix C) Yes No
- Signed Statement of Assurances (Appendix E) Yes No
- Signed Affirmative Action (Appendix F) Yes No
- Signed Certification Form (Appendix G) Yes No

Evaluation Criteria	Acceptable	Unacceptable
SEVEN REQUIRED GOALS:		
1. Commitment of Leaders		
2. Articulation Agreements		
3. Relevancy of Instruction		
4. Educate Stakeholders		
5. Enrich Career Guidance		
6. Resourceful Marketing		
7. Systematic Review and Revision		
CONSORTIUM		
Joint project(s) are identified		
Sufficient funds have been targeted for the joint project(s)		
District staff members have been identified		
Fiscal agent has been identified		
ED 114		
Narrative with line item explanation and justification		
Administrative funds are within 5%		

Summary Comments

Strengths:

Weaknesses:

Reviewer's Name: _____ **Date:** _____

Signature: _____

**APPENDIX I: ED 114 BUDGET FORM
OBJECT CODE DESCRIPTIONS**

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

- 322 In-service (Instructional Program Improvement Services)
Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.
- 323 Pupil Services (Non Payroll Services)
Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, contracted guidance counselors, etc.
- 330 Other Professional/Technical Services
Payments for professional or technical services that are not directly related to instructional activities. Included are payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category.
- 510 Pupil Transportation
Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children.
- 530 Communication
Payments for services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and telegraph services as well as postage machine rental and postage.
- 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, 580, or 590. 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.
- 612 Administrative Supplies
Expenditures for consumable items directly related to program administrative (non-instructional) activities.
- 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.

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Indirect Costs

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

APPENDIX J: ANNIE E. CASEY FOUNDATION STATEMENT

All RFP's 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:

- (1) 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;
- (2) 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
- (3) the application shall designate someone to act as liaison for the referral process.