

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT
OF 1998-P.L. 105-332**

POSTSECONDARY BASIC GRANT APPLICATION

2006-2007

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 17, 2006

Published: April 4, 2006

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

Dr. Betty J. Sternberg
Commissioner of Education

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 VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 1998, P.L. 105-332**

POSTSECONDARY BASIC GRANT APPLICATION

I. Overview

Signed into law on October 31, 1998, the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) sets out a new vision of vocational and technical education for the 21st century. The central goals of this new vision are improving student achievement and preparing students for postsecondary education, further learning, and careers.

Perkins III promotes reform, innovation, and continuous improvement in vocational 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 careers.

Perkins III supports the alignment of vocational 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 vocational and technical education programs an integral part of these efforts.

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 standards;
- promoting the development of services and activities that integrate academic and career and technical education;
- linking secondary and postsecondary education for participating career and technical education students;
- increasing state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech-prep education; and
- disseminating national research, and providing professional development and technical assistance that will improve career and technical programs, services, and activities.

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 III focuses the Federal investment in high quality career and technical education programs. During the 2006-2007 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, programs should be designed around the “core indicators.” These core indicators should prepare students for the:

- attainment of challenging state established academic, and career and technical education skill proficiencies;
- attainment of a secondary school diploma or its recognized equivalent or a postsecondary degree or credential;
- placement in, retention, and completion of, postsecondary education or advanced training or placement in military service; or placement or retention in employment; and
- participation in and completion of career and technical education programs that lead to nontraditional training and employment.

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.

VI. Federal Vocational 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. Appendix F provides colleges a guideline for aligning their occupational programs with the federal vocational and technical education clusters.

VII. Plan Narrative and Continuous Improvement Grid Instructions

College applicants must complete the Plan Narrative and the Continuous Improvement Grid per the following instructions. Samples are provided below; however, the forms for completion can be found under Appendices G and H.

The Carl D. Perkins grant plan narrative will reflect continuous improvement to the three major focus areas.

FOCUS AREAS

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

Continuous Improvement Grid

Colleges should complete the Continuous Improvement Grid first.

Utilizing the Continuous Improvement Grid below, complete one grid for each career and technical education program offered in the district, including: Vocational Agriculture, 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 2005-2006 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 2005-2006. However, plans for continuous implementation should be indicated for 2006-2007.** See the sample below and complete Appendix G.

SAMPLE

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

Program Area: Family and Consumer Sciences

Focus Area	Progress and Continuous Improvement
WB	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.
CTEAC	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. Plans are to establish a similar board for the culinary program in 2006-2007.
PSL	Currently, students enrolled in Human Development Program that has been articulated with the University of Connecticut provides students with high school/college dual credit through Tech Prep. Plans for 2006-2007 are to seek Tech Prep credit for students enrolled in the culinary program.

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

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.

2. Establish CTE advisory partnership committees:

A CTE partnership/advisory committee must be established to provide curriculum enhancement and

3. Establish postsecondary linkages should include, but not be limited to, tech prep 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.

Local Plan/Grant Narrative

The college must also include a response to the twelve questions, as indicated by Section 134 of the Carl D. Perkins Act on the Plan Narrative. Note that a sample for #1 has been provided to illustrate how to avoid repetition in the grant proposal. Complete Appendix H.

SAMPLE

**Plan Narrative
Carl D. Perkins Grant Application**

1. Describe how the career and technical education programs required under the eight areas outlined in Section IX “Description for Federal Use of Funds” below will be carried out with funds received under this title:

Academic Integration: See the Continuous Improvement Grid and response to question #3 below.

All Aspects of the Industry: See the Continuous Improvement Grid for work-based experience. See response to #4 below. Also, see teacher externship opportunities under response to question #12 below.

Use of Technology: All teachers have participated in professional development sessions to learn all basic computer applications. CTE teachers are allowed to attend outside professional development to stay current with state-of-art equipment and software. Students enrolled in Career and Technical Education programs including those enrolled in program leading to careers in high technology industries can participate in cooperative work experiences and other voluntary work experiences. Also, see response to questions #4 and #12 below.

Professional Development: See Professional Development Outcomes and response to #12 below.

Modernization and Expansion (Quality): See the Continuous Improvement Grid and response to question #8 below.

Evaluation: All students identified as concentrators, including special population students, participated in the Career and Technical Education State Assessment annually. Also see response to questions #5, #9 and #10 below.

Service and Activities: See Continuous Improvement Grid and response to #11 below.

Secondary and Postsecondary Links: See the Continuous Improvement Grid.

2. Describe how the career and technical education activities will be carried out with respect to meeting state performance indicators:

3. Describe how the grant will improve academic and technical skills by strengthening the academic, and career and technical components of such programs:
4. Describe how students will be provided experience in all aspects of the industry:
5. Describe how students who participate in career and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students:
6. Describe how parents, students, teachers, representatives of business and industry, representatives from special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs:
7. Describe how the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement of career and technical education:
8. Describe how the process will be used to evaluate and continuously improve district performance:
9. What process will be implemented to review career and technical education programs, to identify and adopt strategies to overcome barriers that result in lowering rate of access to or lowering success in the programs, for special populations. These strategies will provide programs that are designed to enable the special populations to meet the State performance levels:
10. What steps will be taken to insure that members of the special population will not be discriminated against:
11. Describe how funds will be used to promote preparation for nontraditional training and employment:
12. Describe how comprehensive professional development (including initial teacher preparation) for career and technical, academic, guidance, and administrative personnel will be provided:

VIII. Description for the Federal Eight Uses of Funds

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), Tech-Prep, integrated curriculum models, expanded partnerships and specific management plans to measure results.

All Aspects of the Industry – provides students with strong experience in and understanding of all aspects of an industry, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, and health, safety, and environmental issues.

Use of Technology – develops, improves, or expands the use of technology in vocational and technical education which may include: training of vocational and technical education personnel to use state of the art technology, which may include long distance learning; providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications field; or encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.

Professional Development – provides professional development programs to teachers, counselors, and administrators, including in-service and pre-service training in state-of-the-art vocational and technical education programs and techniques in effective teaching skills based on research in effective practices to improve parental and community involvement; provide training that helps teachers and personnel to remain current with all aspects of an industry; provide professional development programs to teachers, counselors, and administrators including internship programs that provide business experience to teachers; and provide professional development programs to teachers, counselors, and administrators including programs designed to train teachers specifically in the use and application of technology.

Each college receiving Perkins funds must budget and expend a minimum of five percent of the allocation for participation in professional development designed to provide strategies for improving student academic success. All grantees are required to utilize five percent of the grant award for professional development activities. Professional Development should be made available to ALL college Career and Technical Education teachers. Postsecondary institutions may utilize a portion of their Perkins required five percent minimum professional development in a leadership capacity to plan and host activities that encourage and/or strengthen linkages between secondary/postsecondary Career and Technical Education program/subject areas.

Evaluation – implements an evaluation of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.

Modernization and Expansion (Quality) – initiates, improves, expands, and modernizes quality career and technical education programs.

Service and Activities – provides services and activities that are of sufficient size, scope, and quality to be effective. Provide activities to promote nontraditional training and placement.

Secondary and Postsecondary Links – links secondary vocational and technical education and

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 2006-2007 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.

IX. School-to-Work Prohibition

X. Application Review and Evaluation Process

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

XI. Disposition of Applications

Childhood, Career and Adult Education will initiate a grant. The content and cost of proposals are subject to negotiation prior to final contract.

XII. Grant Awards

The State Department of Education (SDE) reserves the right to make grant and contract awards under this

XIII. Grant Period

The Carl D. Perkins Vocational and Technical Education grant is for one year. All funds must be obligated by June 30, 2007. There are no exceptions or waivers to this requirement.

XIV. Technical Assistance by Program Area

Career and Technical Education Program Area Specialists

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

XV. Application Submission Requirements

1. Grant cover page
2. ED114 Budget Form and Budget Narrative

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

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

Facsimile (fax) copies of the six sections above will not be accepted.
 The application is available on the web site: 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, 2006 to June 30, 2007

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

<u>Applicant</u> (<i>Fiscal Agent</i>) <i>(Name, Address, Telephone, Fax, E-Mail)</i>	<u>Program Funding Dates</u> From July 1, 2006 to June 30, 2007 <u>Preliminary Funding Amount</u> \$ _____
<u>Contact Person</u> <i>(Name, Address, Telephone, Fax, E-Mail)</i>	<u>Check if Consortium Application</u> Participating Colleges: <i>(list colleges)</i>

I, _____, the undersigned authorized chief

Signature of Authorized

Administrative Official:

Name (typed): _____

_____ Date

College/Agency: _____

XVI. PROFESSIONAL DEVELOPMENT OUTCOMES

Colleges will complete the chart below relative to professional development activities for school year 2005-2006.

Program Area Staff	# of staff	Name of Workshop/Conference	Teacher Outcomes	Student Outcomes
Business	3	Connecticut Business Educator's Assoc. "Strategies for Teaching Input Technologies"	Development of creative lesson plans for keyboarding.	Increase of reading and writing skills by engaging in creative keyboarding activities.

XVII. INSTRUCTIONS FOR COMPLETING CORE INDICATOR PERFORMANCE AND EVALUATION FORM

Perkins III requires states to work with the Federal Office of Vocational and Adult Education to establish rigorous performance measures and standards for four core performance indicators and establish performance management systems that are fully capable of sustaining and reporting continuous improvement. States must report annually to the Department on their progress in achieving agreed-upon levels of performance.

Under Improvement Strategies indicate what strategies will be employed in improving performance or participation under each core indicator. Definitions have been provided as follows:

Academic Attainment	First-time, full-time occupational degree seeking participants who graduate within 150% of normal time.
Skill Proficiency	First-time, full-time occupational degree seeking participants who graduate within 150% of normal time.
Completion	First-time, full-time occupational degree seeking participants who graduate within 150% of normal time.
Placement	Vocational and technical education graduates employed within 6 months of graduation; number of graduates in baccalaureate programs within 6 months of graduation; number of graduates in the military within 6 months of graduation.
Retention	Vocational education postsecondary program graduates employed in 2001 and were retained after 18 months.
Non-traditional Participation	First-time, full-time occupational degree seeking non-traditional participants in all programs that have been defined as occupations where one gender comprises less than 25 percent of employment.
Non-traditional Completer	Non-traditional completers in all programs that have been defined as occupations where one gender comprises less than 25% of employment.

For purposes of this report, the State will determine the non-traditional program areas based on the definition above.

Non-Traditional Program Categories

For district information and for purposes of developing strategies to improve enrollment in non-traditional areas, the clusters reported by the State currently as underrepresented are:

Female Dominated Clusters	Male Dominated Clusters
Business & Administrative Services	Agriculture and Natural Resources
Health Services	Logistics, Transp. And Dist. Services
Education & Training Services	Scientific Res. & Tech. Services
Wholesale, Retail Sales & Services	Construction
Hospitality & Tourism	Info Tech. Telecommunication Services
Human Services	Manufacturing

**Career and Technical Education (CTE)
Core Indicator Performance and Evaluation**

Listed below are the core indicators/performance measures that the State is required to report to the Federal Government as an indication of student performance. Also listed are the performance levels that have been negotiated and accepted by the Federal Government for the years 2000-2005. Each year colleges are responsible for showing continuous improvement in reaching these performance levels. In this application describe what strategies your college will implement to reach the performance levels for the year 2006-2007.

Core Indicator	Measurement Definition	Negotiated College Performance Levels						Improvement Strategies
		2000-01	2001-02	2002-03	2003-04	2004-05	2005-2006	2006-2007
Academic Attainment	First-time, full-time occupational degree seeking participants who graduate within 150% of normal time.	11.92%	12.42%	12.92%	13.42%	13.42%	15.02%	
Skill Proficiencies	First-time, full-time occupational degree seeking participants who graduate within 150% of normal time.	11.92%	12.42%	12.92%	13.42%	13.42%	15.02%	
Completion	First-time, full-time occupational degree seeking participants who graduate within 150% of normal time.	11.92%	12.42%	12.92%	13.42%	13.42%	15.02%	
*Placement	Graduates employed within 6 months of graduation; number of graduates in baccalaureate programs within 6 months of graduation; number of graduates in the military within 6 months of graduation.	92.25%	92.25%	92.25%	92.25%	92.25%	95.27%	
**Retention	Occupational program graduates employed in 2001 and were retained after 18 months.	55.53%	56.03%	56.53%	57.03%	57.03%	79.25%	

* Colleges are required to follow-up on placement of occupational program graduates six (6) months following graduation for State reporting purposes.

** Colleges are required to report on retention of employed occupational graduates eighteen (18) months following graduation through use of Unemployment Insurance wage records match.

Core Indicator	Measurement Definition	Negotiated College Performance Levels						Improvement Strategies 2006-2007
		2000-01	2001-02	2002-03	2003-04	2004-2005	2005-2006	
Participation Non-Traditional	First-time, full-time occupational degree seeking non-traditional participants in all programs that have been defined as occupations where one gender comprises less than 25 percent of employment.	15.94%	16.44%	16.94%	17.44%	17.94%	29.47%	
Completion Non-Traditional	Non-traditional completers in all programs that have been defined as occupations where one gender comprises less than 25 percent of employment.	15.50%	16.00%	16.50%	17.00%	17.50%	33.49%	

XVIII. INSTRUCTIONS FOR EQUIPMENT REQUEST FORM

Equipment purchases must be part of an overall program improvement proposal for the occupational

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, address, title and telephone number of person completing the form.
- E. PROGRAM AREA - Submit a *SEPARATE* equipment form for each cluster area. Indicate the cluster 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.

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. 105-332

Grant Period: 2006-2007

1. Prepare a separate equipment grant application form for each cluster.
2. Include in the program improvement section a description of how the equipment meets the needs of the curriculum.
3. 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.

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

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

XVIII. BUDGET NARRATIVE INSTRUCTIONS

In preparing the budget narrative, provide a complete description of the expenditure for each of the codes

1. Program improvement line items in the budget narrative must stipulate the occupational program area and the course(s) being funded.

may apply indirect costs.

4. All eligible colleges that sign on to participate in a consortium shall be active participants and the

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 a plan of evidence from the college to absorb salaried related cost funded by the Perkins grant within a reasonable timeframe.

XIX. INSTRUCTIONS FOR ED114 BUDGET FORM

GRANTEE NAME: Enter college name.

BUDGET: Enter amount of proposed expenditures on appropriate object code lines. **Note: Round all amounts to the nearest whole dollar.**

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.

the cluster areas. The total amount should equal the **authorized amount and the amount listed on the total line above.**

GRANTEE NAME: COMMUNITY TECHNICAL COLLEGES		VENDOR CODE: CCCM1
GRANT TITLE: PERKINS POST SECONDARY BASIC GRANT		
PROJECT TITLE:		
CORE-CT CLASSIFICATION: FUND: 12060		SPID: 20742 PROGRAM: 84011
BUDGET REFERENCE: 2007		CHARTFIELD1: 170002 CHARTFIELD2:
GRANT PERIOD: 7/01/2006 - 6/30/2007		AUTHORIZED AMOUNT: \$
AUTHORIZED AMOUNT by SOURCE:		
LOCAL BALANCE: \$		CARRY-OVER DUE:\$ CURRENT DUE: \$
CODES	DESCRIPTIONS	BUDGET
111A	ADMINISTRATOR/SUPERVISOR SALARIES	
111B	TEACHERS	
112A	EDUCATION AIDES	
112B	CLERICAL	
119	OTHERS	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	
321	TUTORS	
322	IN SERVICE	
323	PUPIL SERVICES	
330	OTHER PROFESSIONAL TECHNICAL SERVICES	
510	PUPIL TRANSPORTATION	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	
641	TEXTBOOKS	
700	PROPERTY	
	TOTAL	
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

XX. Carl D. Perkins Purpose Code Budget Form

ED114 Budget Codes	State Performance Indicators	Academic Skill Attainment	CTE Skill Proficiency	Work-based Learning/ Career Development	Special Populations	Parent, Community, Business Partnerships	Size, Scope, and Quality
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							
Total							

XXI. Partnership/Advisory Committee

Instructions:

Complete 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):

Parent(s):

Other(s):

**CARL D. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT ASSURANCES**

1. Individuals who are members of special populations shall be provided with equal access to

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 vocational and technical

(3) (B)]

6. The grantee shall encourage parental and community involvement in its vocational and technical programs. [Sec. 135 (b) (4) (A)]
 7. The grantee shall provide a vocational and technical education program that is of sufficient size, scope, and quality to bring about improvement in the quality of vocational 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
-
9. All equipment purchased under the Act must comply with Education Department General Administrative Regulations [EDGAR. (CFR Sec. 74.140)]

12. The vocational 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 vocational 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.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant

PR/AWARD Number and/or Project Name

Printed Name and Title of Authorized Representative

Signature

Date

APPENDIX A

Carl D. Perkins
 Technical Assistants
 2006 - 2007

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

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

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.

	YES	PAGE(S)
All pages are sequentially numbered	_____	
The Grant Application Cover Sheet is completed and signed.	_____	
Plan Narrative (12 questions) Are Completed	_____	_____
Continuous Improvement Grid for each Program Area Completed		
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.	_____	_____
Grant Assurances (Signed by President and are submitted)	_____	_____
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, 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.
- 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
Continuous Improvement Grid			
Plan Narrative			
QUESTION #1 - EIGHT REQUIRED USE OF FUNDS ACTIVITY AREAS:			
1. Academic integration.			
2. All aspects of the industry.			
3. Use of technology.			
4. Professional development.			
5. Evaluation of the career and technical education programs including needs and assessment of special populations.			
6. Improve, expand and modernize quality career and technical education programs.			
7. Services and activities of career and technical education programs are of sufficient size, scope and quality.			
8. Secondary and postsecondary link are established including implementing tech-prep programs.			
REMAINING QUESTIONS 2-12			
CONSORTIUM			
Joint project(s) are identified.			
Sufficient funds have been targeted for the joint project(s).			
District members have been identified.			
Fiscal agent has been identified.			
BUDGET			
Narrative with line item explanation and justification.			
Administrative funds are within 5% cap.			
Professional Development is no less than 5%.			
EQUIPMENT			
Explanation of use.			
Program Area for the equipment is indicated.			
Equipment form is completed.			
Core Indicator District Performance and Evaluation			

APPENDIX E

FEDERAL VOCATIONAL AND TECHNICAL EDUCATION CLUSTERS

Career Clusters	Definitions of Clusters	Related CIP Titles
1. Agriculture and Natural Resources	<p>Planning and managing agriculture, food, fiber, and natural resources systems. Production of agriculture commodities, including food, fiber, wood products, horticultural crops, and other plant and animal products. Financing, processing, and marketing and distribution of agricultural products; farm production and supply and services industries; horticulture and water resources; development and maintenance of recreational resources. It also includes mining and extraction operations and related environmental management services.</p>	<p>Wildlife and Wetlands Management Forestry and Related Sciences Natural Resources Conservation Natural Resources Management and Protective Services Agricultural Supplies and Related Services Forest Production and Processing Agriculture/Agricultural Sciences, Other Agricultural Business and Management Soil Sciences Agricultural Mechanization Plant Sciences Agricultural Production Workers and Managers Food Sciences and Technology Agriculture/Agricultural Sciences Agricultural and Food Products Processing International Agriculture Horticulture Services Operations and Management Fishing and Fisheries Sciences and Management</p>
2. Construction	<p>Designing, planning, managing, building, and maintaining physical structures and the larger built environment including roadways and bridges and industrial, commercial and residential facilities and buildings.</p>	<p>Electrical/Electronics Equipment Installers and Repairers Construction Trades, Other Masons and Tile Setters Carpenters Electrical and Power Transmission Installers Construction and Building Finishers and Managers Maintenance Industrial Equip. Maintenance and Repairs Plumbers and Pipe fitters Precision Metal Workers Heating, Air Conditioning and Refrigeration Mechanics and Repairs Drafting Miscellaneous Mechanics and Repairers Stationery Energy Sources Installers and Operators Precision Production Trades, Other Woodworkers</p>

Career Clusters	Definitions of Clusters	Related CIP Titles
3. Manufacturing	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/processing engineering.	Industrial Production Technologies Leatherworkers and Upholsterers Industrial/Manufacturing Engineering
4. Transportation, Distribution and Logistic Services	Planning, management and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.	Transportation and Materials Moving Workers, Other Mechanics and Repairers, Other Air Transportation Workers Water Transportation Workers Vehicle and Mobile Equipment Mechanics and Repairers Vehicle and Equipment Operators
5. Information Technology Services	Designing, developing, managing and operating communication and information technology systems, networks, and related hardware and software for telecommunications and computing services.	Radio and Television Broadcasting Computer and Information Sciences, Other Communications, General Journalism and Mass Communications Advertising Public Relations and Organizational Communications Communications Technologies Computer and Information Sciences, General Data Processing Technology/Technician Information Sciences and Systems Electrical, Electronics and Communications Engineering Computer Engineering Communications, Other Computer Systems Analysis Computer Science
6. Wholesale/Retail Sales and Services	Planning, managing and performing, wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion.	Business and Personal Services Marketing Operations Apparel and Accessories Marketing Operations Entrepreneurship Floristry Marketing Operations General/Retailing and Wholesale Operations and Skills Home and Office Marketing Operations Hospitality and Recreation Marketing Operations Insurance Marketing Operations Tourism and Travel Services Marketing Operations Food Products Retailing and Wholesaling Operations Marketing Management and Research

Career Clusters	Definitions of Clusters	Related CIP Titles
7. Financial Services	Planning, managing and providing banking, investment, financial planning, and insurance services.	Financial Services Marketing Operations Financial Management and Services
8. Hospitality and Tourism	Planning, managing and providing lodging, food, recreation, convention and tourism, and related planning and support services such as travel-related services.	Gaming and Sports Officiating Institutional Food Workers and Administrators Custodial, Housekeeping and Home Services Workers Marketing Operations/Marketing and Distribution, Other Health Products and Services Marketing Operations Hospitality Services Management Culinary Arts and Related Services Vehicles and Petroleum Products Marketing Operations
9. Business and Administrative Services	Planning, managing, and providing administrative support, information processing, accounting, and human resource management services and related management support services.	Human Resources Management Economics Enterprise Management and Operations Business Information Systems Business Quantitative Methods and Management Science Business/Managerial Economics International Business Business Communications Administrative and Secretarial Services Accounting Business Administration and Management Business Business Mgmt. and Administrative Services, Other Funeral Services and Mortuary Science Taxation Real Estate Cosmetic Services

Career Clusters	Definitions of Clusters	Related CIP Titles
10. Health Services	Planning, managing, and providing diagnostic, therapeutic, and information and environmental services in health care.	Health Medical Laboratory Technologies Health and Medical Diagnostic and Treatment Services Health and Medical Assistants Health and Medical Administrative Services Dental Clinical Sciences/Graduate Dentistry Community Health Services Chiropractic Optometry Communication Disorders Sciences and Services Pharmacy Health Professions and Related Sciences, Other Miscellaneous Aides Veterinary Clinical Sciences Veterinary Medicine Rehabilitation/Therapeutic Services Mental Health Services Podiatry Health and Medical Preparatory Programs Osteopathic Medicine Ophthalmic/Optometric Services Dentistry Nursing Medical Clinical Sciences Medical Basic Sciences Medicine Public Health Dental Services

Career Clusters	Definitions of Clusters	Related CIP Titles
11. Human Services	Planning, managing, and providing human services including social and related community services.	Experimental Psychology Industrial and Organization Psychology Psychological Psychology/Psychobiology School Psychology Family and Community Studies Psychology, Other Social Work Social Sciences, General Developmental and Child Psychology Psychology Vocational Home Economics, Other Social Psychology Home Furnishings and Equip. Installers and Consultants Clothing, Apparel, and Textile Workers and Managers Home Economics, Other Home Economics, General Individual and Family Development Studies Family/Consumer Resource Management Cognitive Psychology and Psycholinguistics Clinical Psychology Psychology, General Counseling Psychology Foods and Nutrition Studies Sociology Urban Affairs/Studies
12. Arts, Audio Video Tech. and Communications Services	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.	Film/Video and Photographic Arts Design and Applied Art Graphic and Printing Operators
13. Legal and Protective Services	Planning, managing and providing judicial, legal, and protective services including professional and technical support services in the fire protection and criminal justice systems.	Fire Protection Law and Legal Studies Criminology Protective Services, Other Criminal Justice and Corrections

Career Clusters	Definitions of Clusters	Related CIP Titles
14. Scientific Research, Engineering and Technical Services	Planning, managing and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.	Materials Engineering Materials Science Engineering/Industrial Management Geophysical Engineering Engineering, Other Architectural Engineering Technology Polymer/Plastics Engineering Engineering Design Mechanical Engineering Textile Sciences and Engineering Mining and Mineral Engineering Metallurgical Engineering Petroleum Engineering Ocean Engineering Nuclear Engineering Naval Architecture and Marine Engineering Ceramic Sciences and Engineering Systems Engineering Architectural Environmental Design Architectural Engineering Agricultural Engineering Aerospace/Aeronautical and Astronautical Engineering Architecture and Related Programs, Other Architectural Urban Design and Planning Landscape Architecture Engineering-related Technologies, Other Civil Engineering Civil Engineering/Civil Technology Geological Engineering City/Urban, Community and Regional Planning Architecture Bioengineering and Biomedical Engineering Clothing/Apparel and Textile Studies Construction/Building Technology Quality Control and Safety Technologies Environmental Control Technologies Chemical Engineering Engineering Mechanics Engineering Physics Engineering Science Environmental/ Environmental Health Engineering Interior Architecture Miscellaneous Engineering-Related Technologies Clothing/Apparel and Textile Studies Electrical and Electronics Engineering-Related Technology Construction/Building Technology

Career Clusters	Definitions of Clusters	Related CIP Titles
		Mechanical Engineering-related Technologies Quality Control and Safety Technologies Environmental Control Technologies Electromechanical Instrumentation and Maintenance Technologies Mining and Petroleum Engineering Technologies
15. Education and Training Services	Planning, managing and providing education and training services, and related learning support services including assessment and library and information services.	Educational Psychology Teaching English as a Second Language/ Foreign Child Care and Guidance Workers and Managers General Teacher Education Teacher Education, Specific Academic and Vocational Programs Student Counseling and Personnel Teacher Assistant/Aide Educational, Evaluation, Research, and Statistics Social and Philosophical Foundations of Education Education Administration and Supervision International and Comparative Education Curriculum and Instruction Education, Other Bilingual/Bicultural Education Education, General Educational/Instructional Media Design
16. Public Administration/ Government Services	Planning, managing and providing government legislative and administrative and regulatory services and related general purpose government services at the federal, state and local levels.	Community Organization, Resources and Services Housing Studies Public Administration Public Administration and Services, Other Demography and Population Studies International Relations and Affairs Political Science and Government Public Policy Analysis

APPENDIX F

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:

- 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 G

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

Key:
WB: Work-based learning
CTEAC: CTE Advisory Committees
PSL: Postsecondary linkages

Program Area:

WB	
CTEAC	
PSL	

APPENDIX H

**Plan Narrative
Carl D. Perkins Grant Application**

<p>1. Describe how the career and technical education programs required under the eight areas outlined in Section IX “Description for Federal Use of Funds” below will be carried out with funds received under this title:</p> <p><u>Academic Integration:</u></p> <p><u>All Aspects of the Industry:</u></p> <p><u>Use of Technology:</u></p> <p><u>Professional Development:</u></p> <p><u>Modernization and Expansion (Quality):</u></p> <p><u>Evaluation:</u></p> <p><u>Service and Activities:</u></p> <p><u>Secondary and Postsecondary Links:</u></p>
<p>2. Describe how the career and technical education activities will be carried out with respect to meeting state performance indicators:</p>
<p>3. Describe how the grant will improve academic and technical skills by strengthening the academic, and career and technical components of such programs:</p>
<p>4. Describe how students will be provided experience in all aspects of the industry:</p>
<p>5. Describe how students who participate in career and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students:</p>
<p>6. Describe how parents, students, teachers, representatives of business and industry, representatives from special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs:</p>

7. Describe how the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement of career and technical education:
8. Describe how the process will be used to evaluate and continuously improve district performance:
9. Describe how the process will be implemented to review career and technical education programs, to identify and adopt strategies to overcome barriers that result in lowering rate of access to or lowering success in the programs, for special population. These strategies will provide programs that are designed to enable the special populations to meet the State performance levels:
10. What steps will be taken to insure that members of the special population will not be discriminated against:
11. Describe how funds will be used to promote preparation for nontraditional training and employment:
12. Describe how comprehensive professional development (including initial teacher preparation) for career and technical, academic, guidance, and administrative personnel will be provided: