

CONNECTICUT STATE DEPARTMENT OF EDUCATION

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

**SECONDARY BASIC GRANT
APPLICATION**

2006-2007

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

Applications Due: May 17, 2006

Published on: April 4, 2006

RFP 116

**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

**AND PAST/PRESENT HISTORY OF MENTAL DISORDER, LEARNING DISABILITY AND
PHYSICAL DISABILITY**

**SECONDARY BASIC GRANT APPLICATION
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**CARL D. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 1998, P.L. 105-332**

SECONDARY 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 (CTE) 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 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 Applicants

LEAs, including participant charter and magnet schools, must meet the following criteria in size, scope, and sequence in order to be eligible for funding. This grant is not an entitlement. The following measure of eligibility must be met in order for a district to apply for funding:

Size, Scope and Sequence

- Eligible programs are those that are taught by certified career and technical education teachers or interdisciplinary/team curriculum projects involving both CTE and academic staff.
- Each district, including charter schools, must qualify for a minimum allocation of \$15,000 or join in a consortium* with another eligible district(s) to meet the minimum allocation requirement;
- A **Consortium** shall operate only **joint projects** that serve all the secondary districts participating in the consortium. Funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to **all members** of the consortium and can be used only for programs authorized under this title. Such funds may **not** be reallocated to individual members of the consortium for the purpose of funding programs and/or activities that benefit only those individual members of the consortium. All members of the consortium must meet the eligibility requirements.
- To offer a core curriculum in **at least three** of the following areas:

Agriculture Education

Marketing Education

Cooperative Work Education

Medical Careers

Business & Finance Technology Education

Technology Education

Family and Consumer Sciences

- Each comprehensive high school within a district or consortium must offer at least three (3) of the seven recognized state career and technical education programs. A magnet or charter must offer at least one of the seven recognized state career and technical education programs. In all schools, one of the CTE program areas must result in concentrators.
- The district must increase the number of career and technical education concentrators or area(s) of concentration for the 2006-2007 grant year.
- All students who reach the threshold of **concentrator** are to be tested in the state Career and Technical Education Assessment. **Programs that do not produce concentrators who take the state assessment in at least one area of concentration shall lose funding;**
- All districts must commit to increasing the number of Career and Technical Student Organizations (CTSOs) or number of students enrolled in CTSOs by the end of the grant year.

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

Note: See Frequently Asked Questions for use of funds to support CTSOs.

- All districts must complete the self-evaluation and submit it with the application. See Appendix H.

Definition of Concentrator:

A concentrator is a student who is enrolled in a two-credit sequence of courses that specifically addresses the state performance standards and competencies in one Connecticut’s 18 areas of concentration.

Each district (high school) receiving Perkins funds must determine those career and technical instructional program/course sequences that meet the threshold of a concentration. This is accomplished

by matching the Connecticut Performance Standards and Competencies for each Career and Technical Education instructional program with local program curriculum and/or stated competencies. **To address the acquisition of competencies, courses included in a sequence may be academic and/or from different CTE programs. A student may be a concentrator for more than one year if that student continues to take courses that address the performance standards and competencies in one of the areas of concentration.**

The following career and technical education program areas have special stipulations to determine concentration:

Agriculture Education – A concentrator is any 4th year student enrolled in a regional agriculture center or magnet agriculture center.

Business and Finance Technology Education – A concentrator is any Accounting II student who has successfully completed Accounting I or two years sequence in Accounting.

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

Marketing Education – A concentrator is any Marketing II student who has successfully completed Marketing I or a two-credit sequence in marketing.

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

Cross Discipline Concentration - A student may be a concentrator if the competencies contained in the area of concentration are imbedded in the curriculum and subsequent instruction of any CTE or academic course(s).

All districts must participate in the state career and technical assessment system, based exclusively on the Connecticut Performance Standards and Competencies for Career and Technical Education, assessing all competencies in each area of concentration.

VI. Letter of Intent

All districts including Charter Schools will be required to submit a letter of intent to apply for Perkins funding. A signature from the Superintendent or Executive Director implies that the district, including Charter Schools, meet and intend to comply with the eligibility requirements in the application outlined in Section V.

VII. Federal Vocational and Technical Education Clusters

Career clusters identify pathways from secondary schools to post-secondary education so students can learn in school what they can do in the future, motivating them to work harder and to enroll in more rigorous courses. The Federal Office of Vocational and Adult Education has identified sixteen (16) career clusters that represent all career possibilities. Districts will continue to align CTE student enrollments within these 16 career clusters. Appendix F provides districts with a guideline for aligning their career and technical education programs with the Federal vocational and technical education clusters.

VIII. Plan Narrative and Continuous Improvement Grid Instructions

District 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 I and J.

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

FOCUS AREAS

- Standards-based Curriculum and the State CTE Assessment System (SB)
- Comprehensive Work-based learning programs and career pathways (WB)
- Career and Technical Education Student Organizations (CTSOs)
- CTE advisory partnership committees (CTEAC)
- Postsecondary linkages (PSL)

Continuous Improvement Grid

Districts 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 I.

SAMPLE

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

Program Area: Family and Consumer Sciences

Focus Area	Progress and Continuous Improvement
SB	In 2005-2006, all Family and Consumer Science (FCS) curriculums have been aligned to state standards and competencies. Plans are in place to review all curriculums to identify core academic elements in math, science, and language arts.
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 FCS 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.
CTSOs	See Technology Education for CTSO in 2005-2006. No CTSO for FCS was established in 2005-2006. Plans are to establish FCCLA for 2006-2007.
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 that 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. Standards-based Curriculum and the State CTE Assessment System:

must be aligned to the state CTE standards and competencies correlating to the state CTE assessment system. Course sequencing leading to concentration should be established throughout all CTE program areas.

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

Work-based learning opportunities which shall be structured through the use of a written work plan

community service learning projects. Student work-based learning activities shall be identified and selected in the context of an individual, comprehensive student career development plan that is created and maintained throughout the student's secondary education.

4. Establish CTE advisory partnership committees:

essential ingredient to inform educators of current and future employment needs and to assist in the design of career and technical education programs.

5. Establish postsecondary linkages to 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 leads to a two-year associate degree or two-year certificate in a related applied educational field or a baccalaureate degree in a career field. Use work-based or work-site learning in conjunction with business and all aspects of the industry.

Local Plan/Grant Narrative

The district 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 J.

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-the 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. 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:

IX. Description for the Federal Eight Uses of Funds

to measure results.

All Aspects of the Industry – provides students with strong experience in and understanding of all

voluntary internships and mentoring programs.

Professional Development – provides professional development programs to teachers, counselors, and

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 district receiving Perkins funds must budget and expend a minimum of five percent of the

Evaluation – implements an evaluation of the career and technical education programs carried out with

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.

maintain existing activities. Each eligible recipient applying for Perkins funds must submit: 1) CTE Program Capsule (Pages 14 and 15), and 2) The Professional Development Outcomes (Page 16) that stipulates how the districts utilized funds to improve career and technical education programs.

Districts receiving funds must identify specific strategies/activities that will be implemented to help career and technical education programs and students meet challenging academic and career skills. Activities for the revision of local career and technical education courses must be aligned with the Connecticut Performance Standards and Competencies (Appendix F).

A school district may risk loss of funding if its programs do not meet the state’s eligibility

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.

* **Administrator** 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.

X. School-to-Work Prohibition

The 1998 Perkins Act does not permit the use of funds for activities funded under the School-to-Work

prohibition would not allow local school districts and postsecondary institutions to allocate Perkins funds to local School-to-Work partnerships that serve students participating in School-to-Work activities. School-to-Work funds, however, may supplement vocational education or Tech Prep funds.

XI. Application Review and Evaluation Process

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

XII. Disposition of Applications

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

XIII. Grant Awards

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

XIV. 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.

XV. 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 diane.ross.gary@ct.gov
Family & Consumer Sciences Lori Matyjas Tel: (860) 713-6785 lori.matyjas@ct.gov	Marketing Education Dr. Stephen Hoag Tel: (860) 713-6764 stephen.hoag@ct.gov	Medical Careers Lori Matyjas Tel: (860) 713-6785 lori.matyjas@ct.gov
Technology Education Gregory Kane Tel: (860) 713-6756 gregory.kane@ct.gov	Tech Prep Dr. Diane Ross Gary Tel: (860) 713-6593 diane.ross.gary@ct.gov	Fiscal/Program Grant Manager June Sanford Tel: (860) 713-6765 June.sanford@ct.gov
Career Guidance Judith Andrews Tel: (860) 713-6766 judith.andrews@ct.gov		

XVI. Bidders' Conference

The State Department of Education (SDE) will be holding a bidders' conference on April 7, 2006 at Gateway Community College, North Haven Campus, from 1-3:30 p.m.

XVII. Self-evaluation and End of Year Report (ED400)

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

XVIII. Application Submission Requirements

Department of Education and a part of the public domain. Most sections of the grant application must be **e-mailed** to the state at june.sanford@ct.gov except for the following hard copies that must be **mailed** with original signatures to June Sanford at the address provided below:

1. Grant cover page
2. ED114 Budget Form and Budget Narrative
3. Statement of Assurances

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 Teaching and Learning Programs and Services**



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

GRANT PERIOD
July 1, 2006 to June 30, 2007

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

<p><u>Applicant</u> (<i>Fiscal Agent</i>) (<i>Name, Address, Telephone, Fax, E-Mail</i>)</p>	<p><u>Program Funding Dates</u> From July 1, 2006 to June 30, 2007</p> <p><u>Preliminary Funding Amount: \$</u> _____</p> <p>Check Program Areas Funding Under this Grant Proposal:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agricultural Education <input type="checkbox"/> Business and Finance Technology <input type="checkbox"/> Cooperative Work Education <input type="checkbox"/> Family and Consumer Sciences <input type="checkbox"/> Marketing Education <input type="checkbox"/> Medical Careers <input type="checkbox"/> Technology Education
<p><u>Contact Person</u> (<i>Name, Address, Telephone, Fax, E-Mail</i>)</p>	<p><u>Check if Consortium Application</u></p> <p>Participating Districts: (<i>list districts</i>)</p>

I, _____, the undersigned authorized

objectives as stated herein.

**Signature of Authorized
Administrative Official**

Name (typed):

College/Agency:

_____ Date

XIX. Career and Technical Education Program Capsule

High School: ABC High School

Program Area: Business and Finance Technology Education

INSTRUCTIONS: Districts will complete a Program Capsule form for each one of the seven program areas operating in grades 9-12 for each high school in the district. Districts applying for funding will complete the Program Capsule templates that will detail the scope and sequence of career and technical education. This part of the application is designed to provide the district and the Bureau of Career and Technical Education with a snapshot of each program area in terms of course sequences, areas of concentration, enrollment and the pattern of Perkins funding. Please be sure to include accurate six-year data for the lower portion of each form that includes required figures for enrollment and use of Perkins funds. Use additional pages as necessary.

<p><u>Program Area Courses Not Leading to Concentration</u> Please list all department courses which do not lead to concentration:</p> <p>Consumer Math Strategies For Success</p>		<p><u>Program Area Courses Leading to Concentration</u> Beginning with a stated area of concentration, list ALL course titles that lead to a sequence that result in a concentration:</p> <p>Concentration: Computer Information Systems Sequence: Keyboarding/Word Processing (.5 credit) Microsoft Office I (.5 credit) Microsoft Office II (.5 credit) Desktop Publishing (.5 credit) Computer Applications (.5 credit)</p> <p>Concentration: Business Management Principles of Economics (1 credit) Instruction to Business (.5 credit) Business Law (1 credit) International Business (.5 credit) Personal Finance (.5 credit) Business Management (.5 credit) Entrepreneurship (.5 credit)</p> <p>Concentration: Accounting Accounting I (1 credit) Accounting II (1 credit)</p>				
<p><u>2006 CONCENTRATORS</u> Indicate the exact number of concentrators for each course sequence in this program area for 2006.</p>		<p>Computer Information Systems: 12 Business Management: 2 Accounting: 3</p>				
<p><u>6-YEAR ENROLLMENT BY GRADE</u> List your enrollment by grade level for your total for this program area for the last six years.</p>	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
	9 120	9 125	9 124	9 125	9 130	9
	10 118	10 120	10 124	10 126	10 145	10
	11 70	11 75	11 81	11 90	11 86	11
	12 64	12 60	12 59	12 61	12 75	12
<p><u>PERKINS FUNDS USAGE</u> List the total Perkins funds used for this program area for the last six years.</p>	\$5,630	\$6,425	\$3,280	\$4,450	\$6,000	

sample

**Career and Technical Education
PROGRAM CAPSULE TEMPLATE**

High School: _____ Program Area: _____

INSTRUCTIONS: Districts will complete a Program Capsule form for each one of the seven program areas operating in grades 9-12 for each high school. Districts applying for funding will complete the Program Capsule templates that will detail the scope and sequence of career and technical education. This part of the application is designed to provide the district and the Bureau of Career and Technical Education with a snapshot of each program area in terms of course sequences, areas of concentration, enrollment and the pattern of Perkins funding. Please be sure to include accurate six-year data for the lower portion of each form that includes required figures for enrollment, and use of Perkins funds. Use additional pages as necessary.

<p><u>Program Area Courses Not Leading to Concentration</u> Please list all department courses, which do not lead to concentration.</p>	<p><u>Program Area Courses Leading to Concentration</u> Beginning with a stated area of concentration, list ALL course titles that lead to a sequence that result in a concentration.</p> <p>Concentration:</p> <p>Concentration:</p> <p>Concentration:</p>																														
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<u>PERKINS FUNDS USAGE</u>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 12.5%;">2000-2001</th> <th style="width: 12.5%;">2001-2002</th> <th style="width: 12.5%;">2002-2003</th> <th style="width: 12.5%;">2003-2004</th> <th style="width: 12.5%;">2004-2005</th> <th style="width: 12.5%;">2005-2006</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006																								
2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006																										

XX. PROFESSIONAL DEVELOPMENT OUTCOMES

Districts 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
(Sample) BFT	3	Connecticut Business Educator's Association "Strategies for Teaching Input Technologies"	Development of creative lesson plans for keyboarding.	Increase of reading and writing skills by engaging in creative keyboarding activities.

KEY:

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

XXI. 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. **Action plans will be required of districts including Charter Schools who do not meet state performance goals.**

On pages 18 and 19 indicate the district performance levels for the 2005-2006 school year for each of the core indicators. Under Improvement Strategies indicate what strategies will be employed in improving performance or participation under each core indicator. Definitions have been provided as follows:

Concentrator	A concentrator is a student who is enrolled in a two-credit sequence of courses that specifically addresses the state performance standards and competencies in one of Connecticut's 18 areas of concentration. To address the acquisition of competencies, courses included in a sequence may be academic and/or from different Career and Technical Education programs. A student may be a concentrator for more than one year if that student continues to take courses that address the performance standards and competencies in one of the areas of concentration.
Completer	A student who graduates and completes a planned sequence of courses or activities to meet an occupational objective and which purports to teach entry-level job skills. A completer is a concentrator who has graduated.
Non-traditional Program	A career and technical education program area that addresses occupational areas in which underrepresented gender groups comprise less than 25 percent of employed persons.
Non-traditional Training and Employment	Occupations or fields of work, including careers in the computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

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 four core indicators/performance measures that the State is required to report to the Federal Government as an indication of student performance. Insert your district level of performance for the school year 2004-2005 for students enrolled in your district's CTE programs. For skill proficiencies utilize the results from your district's 2004-2005 CTE assessments administered in May 2005. List and describe the improvement strategies planned for the year 2006-2007 for each core indicator.

Core Indicator	Measurement Definition	State Performance Level (%) 2004-2005	District Performance Level (%) 2004-2005	Improvement Strategies 2006-2007
Academic Attainment CAPT	Numerator: Number of CTE Student Concentrators passing all four CAPT tests. _____ Denominator: Number of CTE Student Concentrators tested. _____	19.74%	_____	
Skill Proficiencies CT CTE Assessment	Numerator: Number of CTE Student Concentrators Meeting Assessment at a Score of 65%. _____ Denominator: Number of CTE Student Concentrators tested. _____	51.74%	_____	
Completion	Numerator: Number of 12 th Grade CTE Concentrators/Completers. _____ Denominator: Number of all CTE Concentrators. _____	50.13%	_____	
Placement	Numerator: Number of CTE Completers Responding to District Follow-up Study * _____ Denominator: Total Number of Completers. _____	93.36%	_____	

*Districts are required to follow up on placement of CTE completers six (6) months following graduation for state reporting purpose.

**In the space provided, insert your district numerator and denominator and calculate your district performance level.

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

Core Indicator	Measurement Definition	State Performance Level (%) 2004-2005	District Performance Level (%) 2004-2005	Improvement Strategies 2006-2007
Participation Non-Traditional	<p>Numerator: Number of Non-Traditional Student Concentrators participating in All CTE Programs that have been defined as occupations where one gender comprises less than 25% of employment. _____</p> <p>Denominator: Number of Student Concentrators participating in all CTE programs that have been defined as occupations where one gender comprises less than 25% of employment _____</p>	33.48%	_____	
Completion Non-Traditional	<p>Numerator: Number of non-traditional CTE Completers in all programs that have been defined as occupations where one gender comprises less than 25% of employment. _____</p> <p>Denominator: Total number of completers in all CTE programs that have been defined as occupations where one gender comprises less than 25% of employment. _____</p>	33.48%	_____	

XXII. INSTRUCTIONS FOR EQUIPMENT REQUEST FORM

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

In the budget narrative, indicate the amount of funds to be expended on equipment. Single items under \$1,000.00 should not be charged to equipment in this grant unless they are an integral part of a larger piece of equipment, such as a computer system, (these items may qualify as instructional supplies).

Complete the Equipment Request Form as follows:

- A. GRANTEE - Enter grantee's name.
- B. ADDRESS - Enter grantee's address.
- C. PHONE NUMBER - Enter grantee's phone number.
- D. NAME OF PERSON - Indicate the name, address, title, and telephone number of person completing the form.
- E. REQUEST FOR EQUIPMENT - Indicate the amount of equipment requested.
- F. REQUEST FOR EQUIPMENT - The state program area consultant will review the equipment for appropriateness. Freight and installation costs and instructor training are permissible under this section. Leasing of equipment is allowable under the new Perkins Act. Equipment requiring accessories to become operational is to be grouped and listed as a single unit.
- G. List only one type of equipment on each line; describe the equipment; give the manufacturer's number, model number, quantity, unit cost, freight, installation (if any), and total cost for each item; state the intended location of equipment, and indicate the number of such existing items on hand. Give the estimated number of students who will use the equipment per day.
- H. Add the total cost for all line items and enter the total on the Equipment Request Form.

XXIII. BUDGET NARRATIVE INSTRUCTIONS

In preparing the budget narrative, provide a complete description of the expenditure for each of the codes being used and identify the program area and course(s) of the required use of funds that the expenditure applies. Please refer to the Perkins Budget Buddy Guide in preparing the budget narrative.

1. Each line item in the budget narrative must identify the school(s) that will receive funds.
2. Program improvement line items in the budget narrative must stipulate the vocational and technical education program area and the course(s) being funded.
3. Each line item in the budget narrative must give a detailed description of the item(s) that will be

members of the consortium for the purpose of funding programs and/or activities that benefit only those individual members of the consortium. Consolidate funds requested for all consortium members under the jurisdiction of the fiscal agent.

6. A minimum of 5% must be used for State Department of Education offered professional development activities.
7. Compute all expenditures to the **nearest dollar** by line item. **Do not include cents.**

XXIV. INSTRUCTIONS FOR ED114 BUDGET FORM

GRANTEE NAME: Enter grantee name

Department of Education

AUTHORIZED AMOUNT: Enter total amount of grant allotment

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

TOTAL (FEDERAL FUNDS): Enter the total of proposed expenditures. **Note:** This figure should equal the AUTHORIZED AMOUNT.

Equipment Note: Funds expended for Code 700 (**SINGLE ITEMS UNDER \$1000 SHOULD NOT BE CHARGED TO EQUIPMENT UNLESS THEY ARE AN INTEGRAL PART OF A LARGER PIECE OF EQUIPMENT. ITEMS UNDER \$1000 SHOULD BE LISTED AS INSTRUCTIONAL SUPPLIES.**)

Total Local Matching: Any local funds used to support the program(s) being funded under the grant

Program Categories: List the amount of the grant that is being expended for each of the program areas. The total amount should equal the **authorized amount and the amount listed on the total line above.**

GRANTEE NAME:		VENDOR CODE:
GRANT TITLE: CARL D. PERKINS VOC. & TECH. EDUC. ACT		
PROJECT TITLE: SECONDARY BASIC GRANT		
CORE-CT CLASSIFICATION: FUND: 12060		SPID: 20742 PROGRAM: 84010
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	
940	INDIRECT COSTS	
	TOTAL	
XAS	AGRICULTURE SERVICE	
XBF	BUSINESS & FINANCE	
XCWE	COOPERATIVE WORK EDUCATION	
XFCS	FAMILY & CONSUMER SCIENCES	
XMC	MEDICAL CAREERS	
XME	MARKETING EDUCATION	
XTE	TECHNOLOGY EDUCATION	
XXXT	TOTAL PROGRAM CATEGORIES	
XZLM	TOTAL LOCAL MATCHING	

_____ ORIGINAL REQUEST DATE

_____ DATE OF REVISED REQUEST DATE

STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

DATE OF
APPROVAL

XXV: Purpose Code Budget Form Instructions: Please complete the Purpose Code Budget Form by transferring your fiscal budget allocations from your ED114 into the Budget Code column and allocate each budget line amount attributed to the Purpose Codes below.

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

XXVI. 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.

District: _____

Program Area(s) Served: _____

Committee Members

Student(s):

Teacher(s):

Administrator(s):

Business and Industry(s):

Postsecondary Education:

Community Organization(s):

Parent(s):

Other(s):

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

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

be discriminated against on the basis of their status as members of special populations. [Sec. 134 (b) (8)]

2. The progress of special population students participating in programs receiving Perkins funds shall be assessed to ensure their successful participation in vocational and technical education programs in the most integrated setting possible. Strategies to overcome any barriers encountered by special populations shall be implemented. [Sec. 134 (b) (7) (A)]

programs enable special populations to meet state adjusted levels of performance and prepare them for further learning or for high skill, high wage careers. [Sec. 134 (b) (7) (B)]

technical skills that lead to entry into the high technology and tele-communications field. [Sec. 135 (b) (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,

programs funded under the Act; and does not add to the cost of using that equipment. [EDGAR (34 CFR Sec. 80.32)]

9. All equipment purchased under the Act must comply with Education Department General Administrative Regulations [EDGAR. (CFR Sec. 74.140)]
10. The grantee shall develop strategies to promote nontraditional training and employment for students participating in vocational and technical education programs. [Sec. 134 (9)]
11. The grantee shall provide sufficient information to the State Department of Education to enable the Department to comply with the provisions of this Act. [P. L. 105-332 *passim*]

12. The 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: _____

Statement Of Assurances

**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

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	Griswold
Fairfield	East Hartford Avon	Newtown	Killingly
Greenwich	Enfield Bolton	New Fairfield	Plainfield
Norwalk	Farmington Canton	Brookfield	Putnam
Stamford	Glastonbury Somers	New Milford	Stafford
Stratford	Hartford Windsor Locks	Torrington	Colchester
Trumbull	Manchester Dept. of Corr.	Bethel	Windham
Westport	Berlin Rocky Hill	Ridgefield	RSD #8
New Canaan	Vernon		Tolland
Wilton	West Hartford CREC II	RSD #7	
	Wethersfield Ellington	Litchfield	Lebanon
	Windsor E. Windsor	RSD #6	Coventry
	CREC Granby		RSD #11
	South Windsor Suffield	Education Connection	RSD #19
	Plainville	RSD # 9	Woodstock Academy
	Simsbury	RDS #16	Thompson
	Newington	Plymouth	
		RSD #12	

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

APPENDIX B

Checklist For Completing Application

Town/Agency: _____

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

	YES	PAGE(S)
All pages are sequentially numbered	_____	
The Grant Application Cover Sheet is completed and signed.	_____	
The 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 career and technical education program improvement area(s) and course(s) to be funded.	_____	_____
C. Administrative costs including indirect is 5% maximum.	_____	_____
D. A minimum of 5% is used for professional development activities.	_____	_____
E. Equipment Form is completed.	_____	_____
F. Total budget on ED114 equals amount allocated.	_____	_____
G. Budget line item totals equal budget narrative and totals are accurate.	_____	_____
H. The distribution of funds by program areas is completed on the bottom portion of ED114.	_____	_____
Grant Assurances (Signed by Superintendent/Executive Director)	_____	_____
	_____	_____
C. Affirmative Action Statement is signed.	_____	_____

APPENDIX C

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

- 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 Inservice (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, inservice 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.

940 Indirect Costs

Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Beginning Fiscal Year 1998, grantees must submit indirect cost proposals to the 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 D

EVALUATION CRITERIA

Eligible Applicant: _____

Reviewer: _____

Date Approved: _____

Evaluation Criteria	Acceptable	Unacceptable	N/A
Continuous Improvement Grid			
Plan Narrative			
Question #1 -Eight Required Activity Areas:			
1. Academic integration			
2. All aspects of the industry			
3. Use of technology			
4. Professional development (minimum of 5%)			
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			
Offers a minimum of 3 career and technical education programs and at least one provides students an area of concentration.			
Attests that staff is appropriately certified.			
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			

Evaluation Criteria	Acceptable	Unacceptable	N/A
EQUIPMENT			
Explanation of use			
Program Area for the equipment is indicated			
Equipment form is completed			
Core Indicator District Performance and Evaluation			

COMMENTS:

APPENDIX E: FEDERAL VOCATIONAL AND TECHNICAL EDUCATION CLUSTERS

Career Clusters	Definitions of Clusters	Related CTE Courses						
1. Agriculture and Natural Resources	Planning and managing agriculture, food, fiber, and natural resources systems. Production of agricultural 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.	Agriculture Science and Technology Education courses related to the study of Agriculture and Natural Resources Bio-technology						
2. Construction	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.	<table border="0"> <tr> <td>Construction Systems</td> <td>Architectural CAD</td> </tr> <tr> <td>Structural Engineering</td> <td>Residential Construction</td> </tr> <tr> <td>Commercial Construction</td> <td>Entrepreneurship</td> </tr> </table>	Construction Systems	Architectural CAD	Structural Engineering	Residential Construction	Commercial Construction	Entrepreneurship
Construction Systems	Architectural CAD							
Structural Engineering	Residential Construction							
Commercial Construction	Entrepreneurship							
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.	Manufacturing Systems Materials Manufacturing Mechanical Cad Flexible Manufacturing Industrial Robotics						
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 Systems A & Space Technology Aviation and Aerospace Land & Water Technology Automotive Technology Automotive Servicing						

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.	Keyboarding Computer Networking Document Processing Communications Microsoft Off. Applications Internet/Web Pg. Design Computer Application Concepts Communications Systems Graphic Communications A++ Certification	Word Processing Desktop Publishing Office Technology Intro to Computer Adv. Computer. App. Business Communications Multimedia Electronic Communications Cisco Networking
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.	Marketing 1 and 2 Family and consumer sciences courses related to fashion and interior design and related courses.	
7. Financial Services	Planning, managing and providing banking, investment, financial planning, and insurance services.	Accounting Automated Acct. Banking & Credit Business Math Financial Literacy Financial RKP Personal Finance	Adv. Accounting Banking & Investment Consumer Math Financial Planning International Finance Strategies For Success
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.	Family & Consumer Sciences courses related to Foods and Nutrition, Culinary Arts Food Service, Dietetics, Food Science, Sports Nutrition, Hospitality and Tourism and careers in these areas.	
9. Business and Administrative Services	Planning, managing, and providing administrative support, information processing, accounting, and human resource management services and related management support services.	Intro to Business Consumer Economics Entrepreneurship International Bus. Business Admin./Principles Basic Business Bus. Admin Mngt Bus. Ownership/Mngt	Economics Business English Business Trends Note taking General Business Business Concepts Business Careers Business Law

10. Health Services	Planning, managing, and providing diagnostic, therapeutic, and information and environmental services in health care.	Medical Careers Courses, i.e. Allied Health, C.N.A, EMT, Bio Sciences, Medical Information, Medical Technology
11. Human Services	Planning, managing, and providing human services including social and related community services.	Family and Consumer Sciences courses related to the study of the family and careers in human services
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.	Video Production Architectural Design Web Site Design Graphic Design
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.	
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.	Introduction to engineering design Principals of Engineering Engineering Design and Development Computer Integrated Manufacturing Project Lead the Way (sequence)
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.	CWE Family and Consumer Sciences courses related to education and children, i.e. Child Development, Early Childhood Education, Human Services, Parenting, Human Development
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.	

APPENDIX F

2005-2006 CAREERS AND TECHNICAL EDUCATION PERFORMANCE STANDARDS AND COMPETENCIES

All activities referring to performance standards and competencies should align with the updated 2005-

APPENDIX G

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 H

SELF-EVALUATION PROCESS 2006-2007

PURPOSES

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

PROCEDURES

This process, which is part of the Program Compliance Review of the Carl D. Perkins grant, is designed for local schools to examine the total career and technical education program according to the criteria identified as indicators of program effectiveness and quality. The Perkins Act of 1998 places great emphasis on the evaluation process of local career and technical education programs as it results in total program improvement. Therefore, all career and technical education staff should fully participate in the responses to this self-evaluation instrument. By discussing the criteria as a group, career and technical education staff will become more fully aware of the items of program quality recognized by the State Department of Education that will guide the program review and the development of local career and technical education.

ELEMENTS

The nine elements of a career and technical education self-evaluation include:

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

Instructions For Completing the Self-Evaluation Booklet

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

E-mail the Self-Evaluation with grant application to: june.sanford@ct.gov

Rating Scale

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

As an example of how this rating scale is used, if the reviewer is considering the appropriate rating for V. Work-Based Learning, Item 7 (written evaluation see page 9), *Students enrolled in paid and/or school credit bearing work-based learning opportunities are given a written evaluation on a regular basis on their on-the-job performance by an immediate job supervisor, employer or mentor*, here is sample analysis:

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

BASIC PROGRAM INFORMATION AND DESCRIPTION

I. Career and Technical Education

~PRINT OR TYPE ALL INFORMATION~

School _____

School Address _____

Town _____ Zip _____

Principal _____

Local Career and Technical Education Coordinator _____

Name of Person Responsible for Writing the Perkins Grant: _____

Coordinator Telephone _____ E-mail Address _____

Coordinator FAX _____

Career and Technical Education Instructional Program Information

Please check the career and technical education instructional programs in your school and the number of different courses in each.

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

Concentrations and Concentrators

Please indicate (yes/no) those career and technical education programs where course sequences have been identified leading to a concentration(s), and an estimate of the number of concentrators for 2007.

Instructional Program	Are there course sequences leading to concentration(s)?	2007 Estimated Concentrators
Agriculture Education		
Business & Finance Technology		
Cooperative Work Education		
Family & Consumer Sciences		
Marketing Education		
Medical Careers		
Technology Education		

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

I. CURRICULUM

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

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

Additional Comments:

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

II. ADMINISTRATION & STAFFING

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

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

Additional Comments:

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

III. COURSE SELECTION AND COUNSELING

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

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

Additional Comments:

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

IV. FACILITIES AND EQUIPMENT

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

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

Additional Comments:

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

V. WORK-BASED LEARNING

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

<i>Type of Work-Based Learning</i>	CAREER AND TECHNICAL EDUCATION PROGRAMS							
	<i>Cooperative Work Education</i>	<i>Business Education</i>	<i>Marketing Education</i>	<i>Family Consumer Sciences</i>	<i>Agriculture Education</i>	<i>Medical Careers</i>	<i>Technology Education</i>	<i>Trade & Industrial Education</i>
<i>Job Shadows</i>								
<i>Field/Industry Tours</i>								
<i>Observation</i>								
<i>Cooperative Work</i>								
<i>School-based Enterprise</i>								
<i>Entrepreneurship</i>								
<i>Internships</i>								
<i>Clinical</i>								
<i>Practicum</i>								
<i>Faculty Externship</i>								
<i>Other (please specify)</i>								

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

Review Self-Assessment Items	Levels					
	5	4	3	2	1	N/A
5. The Work-based Learning Plan Partnership Agreement is utilized in your school district for paid or unpaid long-term worksite experience for students. This plan allows for alignment of job tasks with the state career and technical education standards and competencies and the CBIA Skill Standards. This format is available on the State website: www.state.ct.us/sde/deps/ctlearns/resources/index/htm						
6. Students enrolled in paid and/or school credit bearing work-based learning opportunities are given a written evaluation on a regular basis on their on-the-job performance by an immediate job supervisor, employer or mentor.						
7. A process is in place to gather feedback from employers who provided work-site experiences for students.						

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

VI. SCHOOL, BUSINESS, FAMILY PARTNERSHIP

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

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

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

Agriculture Education	
Business & Finance Technology Education	
Cooperative Work Education	
Family and Consumer Sciences Education	
Marketing Education	
Medical Careers Education	
Technology Education	
District-wide school, business, family partnership	

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

VII. CAREER AND TECHNICAL STUDENT ORGANIZATIONS

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

Career and Technical Student Organizations	Check those that apply
DECA (Marketing Education)	
FCCLA (Family & Consumer Sciences)	
FFA (Agriculture Education)	
FBLA (Business & Finance Technology)	
Skills USA-VICA (Trade & Industrial, CWE, Medical Careers)	
TSA (Technology Education)	
If you have other co-curricular student organizations that serve specific Career and Technical Education instructional programs, please check and specify the name and program it serves.	

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

Additional Comments:

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

VIII. CONTINUOUS IMPROVEMENT PLAN

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

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

Additional Comments:

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

IX. TEACHER RECRUITMENT

Rationale – Recognizing the need for teachers in career and technical education programs throughout the State of Connecticut, schools districts are urged to encourage their students to explore career opportunities and post-secondary training leading to entry into the teaching profession.

Review Self-Assessment Items	Levels					
	5	4	3	2	1	N/A
1. Career and technical education teachers have developed strategies to promote opportunities available in the teaching profession.						
2. Job shadowing placements for students with career and technical education teachers have been made available to students throughout the district.						
3. Career and school counselors have prepared materials identifying those colleges and universities offering teacher preparatory majors or concentrations and the steps necessary for certification into the teaching profession.						
4. A chapter of the Young Educators Society (YES) has been established at the high school and/or middle school and career and technical education student participation is encouraged.						

Additional Comments:

Appendix I

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

Key:
SB: Standards-based Curriculum
WB: Work-based learning
CTSOs: CTE Student Organization
CTEAC: CTE Advisory Committees
PSL: Postsecondary linkages

Program Area:

SB	
WB	
CTSOs	
CTEAC	
PSL	

Appendix J

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>
<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:</p>

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: