

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

**Division of Teaching and Learning Programs and Services  
Career and Technical Education Unit  
Hartford, Connecticut**

**Career and Technical Education  
Work-based Learning**

**Request for Proposals**

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**“Generation Next”**

*Public Act No. 06-83  
Section 18*

***AN ACT CONCERNING JOBS FOR THE TWENTY-FIRST CENTURY***

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**Purpose:** To advance the goals of *An Act Concerning Jobs for the Twenty-first Century*, enacted by the Connecticut General Assembly under Section 18 of Public Act No. 06-83, the Connecticut State Department of Education will establish the “Generation Next” pilot program to provide industry-based learning experiences for educators and students.

**Proposals Due: December 15, 2006**

**Published: October 25, 2006**

**RFP #995**

# **CONNECTICUT STATE DEPARTMENT OF EDUCATION**

**George A. Coleman**  
**Interim Commissioner of Education**

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

## TABLE OF CONTENTS FOR THE “GENERATION NEXT” GRANT APPLICATION

		<b>Page</b>
I.	Introduction to the “Generation Next” ( <i>GenNext</i> ) Application .....	1
II.	Purpose of the <i>GenNext</i> Grant .....	1
III.	Objectives of the <i>GenNext</i> Grant .....	2
IV.	Eligibility Requirements for <i>GenNext</i> Applicants .....	2
V.	Available Competitive Funding .....	3
VI.	<i>GenNext</i> Proposers’ Conference.....	3
VII.	Submission Deadline.....	3
VIII.	Application Review and Evaluation Process.....	4
IX.	<i>GenNext</i> Grant Awards.....	4
X.	Disposition of Applications.....	4
XI.	Obligation of Grant Recipients: Reports and Mentoring .....	4
XII.	Application Format and Sequence .....	4-5
	Appendix A: Cover Page .....	6
	Appendix B: <i>GenNext</i> Abstract .....	7
	Appendix C: <i>GenNext</i> Plan Narrative .....	8
	Appendix D: Plan to Engage Business & Industry at Local, Regional and State Level .....	9
	Appendix E: <i>GenNext</i> Leadership Role of School Counselors .....	10
	Appendix F: <i>GenNext</i> Sustainability Plan .....	11
	Appendix G: Instructions for ED 114 Budget Form	12
	ED 114 Form.....	13
	Appendix H: ED 114 Budget Form Object Codes Descriptions.....	14-15
	Appendix I: <i>GenNext</i> Budget Narrative .....	16
	Appendix J: Statement of Assurances .....	17-20
	Appendix K: Affirmative Action Plan .....	21
	Appendix L: Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions	22
	Appendix M: Annie E. Casey Foundation .....	23
	Appendix N: <i>GenNext</i> Applicant Checklist.....	24
	Appendix O: <i>GenNext</i> Proposal Scoring Guide .....	25-27
	Appendix P: Career and Technical Education Technical Assistants in STEM Areas.....	28

## Request for Proposals 2006-2007

### *GENERATION NEXT*

#### **An Initiative to Establish a Pilot Work-based Learning Model for Teachers and Students within the Career and Technical Education System**

##### **I. INTRODUCTION TO THE *GENERATION NEXT* GRANT**

*An Act Concerning Jobs for the Twenty-first Century* identifies the Connecticut State Department of Education as the agency to fund a pilot program in the state's public and technical high schools that will develop industry-based externship experiences for teachers and job-shadowing and internship experiences for students in the areas of science, math or technology.

*Sec. 18. The Department of Education shall establish, within available appropriations, a "Generation Next" pilot program to provide industry-based job-shadowing and internship experiences to high school students and externship experiences to teachers in the public schools, including the regional vocational-technical schools. The Commissioner of Education, for purposes of the program, may award grants to local and regional boards of education, regional vocational-technical schools or state-wide or local business associations, in partnership with such boards of education or schools, for demonstration purposes. Boards of education, vocational-technical schools or business associations seeking to participate in the pilot program shall apply to the department at such time and in such form as the commissioner prescribes. The commissioner shall select a diverse group of participants based upon the population, geographic location and economic characteristics of the school district or school. Local and regional boards of education, regional vocational-technical schools or associations awarded grants under the program shall use grant funds for developing and implementing a coordinated high school level teacher externship and student job-shadowing and internship program with science or mathematics or with technology intensive business in the state.*

Therefore, the *Generation Next* Grant (*GenNext*) will establish a pilot work-based learning model for teachers and students with the direct involvement of school counselors. Successful applicants will partner with statewide and local business and industry associations and employers to design and implement the *GenNext* pilot program. Selected grantees are required to sustain the *GenNext* model program with local resources after the one-year *GenNext* funding ends.

The *Generation Next* Grant supports the vision of the revised Carl D. Perkins Career and Technical Education Act of 2006 which promotes reform, innovation and continuous improvement of career and technical education to ensure that educators and students acquire the skills and knowledge needed to meet the academic and industry-recognized skill standards necessary for students' success in the post-secondary classroom and the high-skill, high-wage workplace of the twenty-first century.

##### **II. PURPOSE OF THE *GenNext* GRANT**

The expectation of the *GenNext* grant is twofold: to provide pilot program funds to develop innovative work-based learning components for Connecticut teachers, counselors and students enrolled in Career and Technical Education (CTE) that will become the work-based learning model for all CTE programs; and to foster state, regional and local partnerships within the education and business & industry sectors so that the *GenNext* Pilot will be sustained after the one-year grant period ends. The *GenNext* grant is an investment in the establishment of a model system of structured work-based learning activities designed to increase the relevance of secondary and post-secondary academics while sharpening students' career development and post-secondary decision-making focus. This piloted system will become the work-based learning model for the state. Funded schools will be expected to assist in providing technical assistance and professional development to other schools upon successful completion of the pilot year, as well as sustaining the *GenNext* program within their education and business & industry community.

The *GenNext* grant is aligned with Connecticut's economic development and work-force preparation strategy. The grant is part of a larger initiative between Connecticut's State Departments of Education (SDE), Labor (DOL) and Economic and Community Development (DECD), in collaboration with business and industry partners representing high growth occupations and economically vital industries, in creating innovative skill training programs to address Connecticut's current and future workforce needs. Further work in the collaboration occurs through the Industry Cluster Advisory Board of the DECD that, together with SDE and DOL, has endorsed the development of a statewide work-based learning initiative for educators and students under the *GenNext* Pilot Program.

### III. OBJECTIVES OF THE *GenNext* GRANT

In an effort to develop and maintain a well-educated, highly skilled and productive Connecticut workforce prepared to meet the state labor demands and that of the global economy, the *GenNext* grant opportunity shall achieve the following objectives:

- Engage classroom teachers in the development of curriculum within the content areas of science, technology, engineering and math (the STEM cluster) in the context of industry expectations for careers in the high performance workplace;
- Enhance school counselors knowledge of future careers, expectations and education requirements in order to better guide students in secondary and post-secondary education and career planning;
- Ground students' classroom experiences in science, technology, engineering and math through structured work-based learning;
- Increase resources and their efficient use so that all schools will have the capacity to ensure that all students achieve at high levels;
- Expand school-business partnerships to meet the needs of business and industry;
- Develop a work readiness curriculum that hones the employability skills required by the high performance workplace and integrates those skills into the classroom as well as the worksite;
- Integrate knowledge of workplace safety and child labor laws into classroom in preparation for worksite learning activities;
- Improve academic performance through innovative work-based strategies that integrate core academic competencies within the context of workplace skills; and
- Develop a pilot work-based learning model for teachers, counselors and students along with strategies for its replication.

### IV. ELIGIBILITY CRITERIA FOR *GenNext* GRANT APPLICANTS

The *GenNext* grant will fund the development and expansion of work-based learning activities for Career and Technical Education (CTE) teachers, counselors and students who are engaged in existing rigorous, standards-driven initiatives focused on the STEM curriculum areas within Connecticut's comprehensive public and technical high schools. Only applicants with existing CTE program sequences in the STEM areas of science, technology, engineering and/or math are eligible to apply. In addition, eligible applicants will have a strong, systematic career development process in place in which school counselors are actively involved with students and teachers in implementing a career pathways exploratory model that assists CTE students in making better-informed decisions about secondary and post-secondary education, training and careers.

Applicants who have developed a rigorous school-based learning foundation coupled with the active involvement of school counselors who assist all students in exploring a variety of school and career options are well positioned for the opportunity that the *GenNext* grant will offer. This grant opportunity will define a structured set of work-based activities for educators, counselors and students that connect

classroom learning and decision-making to the real world of work. Teachers and counselors who participate in *GenNext* must be willing and able to participate in rigorous professional development experiences; concomitantly, school administrators must cooperate by availing their professional teaching and counseling staff the time to participate in necessary professional development activities.

*GenNext* applicants must document that they meet the following criteria:

- A standards-driven Career and Technical Education (CTE) curriculum offered in one or more of the science, technology, engineering, math (STEM) content areas;
- Active support and involvement from local business and industry in the STEM areas;
- Active engagement of school counselors in career development within the applicant's school;
- Administrative release time/coverage for educators and counselors to participate in externships and professional development; and
- Administration/Board commitment to a strategy to sustain the *GenNext* Initiative after the grant ends.

## V. AVAILABLE COMPETITIVE FUNDING

It is anticipated that four *GenNext* pilot initiatives will be awarded a one-year grant of not less than \$31,250, each, for the school year 2006-2007. Pilot sites will be selected based upon the merit of the proposal and with the intent of awarding grants to a diverse group of participants based upon the population, geographic location and economic characteristics of the school district or school. All grant funds awarded under this RFP must be obligated by June 30, 2007. The grant may not be used to pay student internship wages; however, funds may be used for educator/counselor externship stipends. The *GenNext* grant is a one-year "seedling" award; a sustainability plan must be developed and submitted with the grant application that identifies the school's strategy to continue the *GenNext* initiative through the leveraging of local resources.

## VI. PROPOSER'S CONFERENCE

A Proposers' Conference will be held on Friday, November 3, 2006, at the Capitol Region Education Center (CREC) Coltsville location in Hartford from 9:30 to 11:00 a.m. Questions regarding application procedures, proposal format and funding requirements will be addressed at that time. To register for the Proposers' Conference, do so online at [stc@crec.org](mailto:stc@crec.org).

## VII. SUBMISSION DEADLINE

Proposals, **irrespective of postmark date**, must be received by **5:00 p.m. on Wednesday, November 22, 2006**. Facsimile ("Faxed") or e-mailed copies of proposals/applications will not be accepted. Please submit six copies, one bearing original signatures. Only proposals with original signatures will be accepted as timely filed. Extensions will not be given. Submit proposals in accordance with the requirements set forth in this Request for Proposal. All proposals submitted become the property of the State Department of Education and a part of the public domain. Mail proposals to:

**Judith E. Andrews, Work-based Learning Program Manager**  
**Connecticut State Department of Education**  
**Division of Teaching and Learning Programs and Services**  
**165 Capitol Avenue, Room #363**  
**Hartford, CT 06106**  
◆ Tel: (860) 713-6766 ◆ [judith.andrews@ct.gov](mailto:judith.andrews@ct.gov)

## VIII. APPLICATION REVIEW AND EVALUATION PROCESS

An outside review team will rate applications via matrix scoring. The Bureau of Early Childhood, Career and Adult Education will make the final selection. See proposal-scoring guide (Appendix P).

## IX. GENNEXT GRANT AWARDS

The Connecticut State Department of Education reserves the right to make grant and contract awards under this program without discussion with the applicants. The Department also reserves the right to fund more or less than the number projected in this Request for Proposals, and to reject a lower cost proposal if it believes that a higher cost proposal meets the stated objectives more clearly. All awards are subject to the availability of State funds. Grants are not final until the award letter is executed.

## X. DISPOSITION OF APPLICATIONS

*GenNext* applicants will be notified of the disposition of their proposal within approximately three (3) weeks of the posted submission date. If a proposal is selected for funding, the Bureau of Early Childhood, Career and Adult Education will initiate a grant award letter. The content and cost of proposals are subject to negotiation prior to final agreement.

## XI. OBLIGATION OF GRANT RECIPIENTS: REPORTS AND MENTORING

Recipients of the competitive *GenNext* grant will be required to provide a year-end self-evaluation report and participate in workshops and/or conference in order to provide technical assistance and mentoring to local school districts and business and industry associations who wish to replicate the work-based program. State Department of Education evaluation of *GenNext* grantees' progress may include on-site reviews.

## XII. PROPOSAL FORMAT AND SEQUENCE

The following format and sequence is provided for applicants to follow. Please include a Table of Contents that mirrors this format and sequence, referencing the page number(s) on which the applicant's responses to the various areas and appendices are included. **Note: This application can be accessed on the state website, [www.state.ct.us/sde/](http://www.state.ct.us/sde/), under Request for Proposals. Scroll down to the "Generation Next" application.**

- **Cover Page:** The grant proposal must begin with the cover page and all requested information must be provided (Appendix A);
- **Abstract:** Summarize the plan, goal, and objective of the grant application. If the plan is an expansion of a current program, please explain outcomes anticipated through use of the additional funds. Explain how the district will continue activities beyond the funding period (Appendix B);
- **GenNext Plan Narrative:** Describe in detail the plan to develop a work-based learning pilot program for teachers, counselors and students. Include measurable outcomes relating to activities in the classroom, performance at the worksite and post-secondary decisions. Identify strategies to sustain and institutionalize work-based learning within the school and the community (Appendix C);
- **Plan for engaging business and industry at the state, regional and local level** (Appendix D);
- **Current leadership role of school counselors in career development and work-based learning** (Appendix E);
- **Sustainability Plan:** Describe the sustainability plan for the *GenNext* pilot program. If possible, include minutes of the local board meeting, indicating its approval and support of the school's

application for the *GenNext* Grant and its commitment to sustain grant activities at the end of the grant period. If not possible due to time constraints of the RFP, include the strategy to obtain board support for sustaining the *GenNext* initiative;

- **ED 114 Budget Form and Instructions:** Complete the ED 114 (Appendix G);
- **Budget Narrative:** Complete a corresponding budget narrative in detail;
- **Statement of Assurances:** Signature (Appendix J);
- **Affirmative Action:** Signature (Appendix K);
- **Prepayment Grant Budget Revision Policy:** (Appendix L);
- **Anna E. Casey Foundation:** (Appendix M);
- **GenNext Grant Application Checklist:** (Appendix N);
- **Proposal Scoring Guide:** (Appendix O); and
- **State Department of Education Technical Assistants:** (Appendix P)

APPENDIX A

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
Division of Teaching and Learning Programs and Services  
Career and Technical Education Unit  
Hartford, Connecticut



*An Act Concerning Jobs for the Twenty-first Century*

**“Generation Next” Grant Application  
RFP # 995**

**GRANT PERIOD**  
July 1, 2006 To June 30, 2007

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

<p><b><u>Applicant</u></b> (<i>Fiscal Agent</i>) (<i>Name, Address, Telephone, Fax, E-Mail</i>)</p>	<p><b><u>Program Funding Dates</u></b> From July 1, 2006 to June 30, 2007</p> <p><b><u>Requested Amount</u></b> \$ _____</p>
<p><b><u>Contact Person</u></b> (<i>Name, Address, Telephone, Fax, E-Mail</i>)</p>	

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

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

Signature of Chief Administrative Official \_\_\_\_\_ Date \_\_\_\_\_  
Name (typed) \_\_\_\_\_

**APPENDIX B**

***GenNext* Abstract**

**APPENDIX C**

***GenNext* Plan Narrative**

**APPENDIX D**

**Plan to Engage Business & Industry  
at the Local, Regional and State Level**

**APPENDIX E**

***GenNext* Leadership Role of School Counselors**

## APPENDIX F

### ***GenNext* Grant Sustainability Plan**

Please use the space below for your sustainability plan. Include minutes of the local school board approval to apply for the ***GenNext*** Grant and its commitment to continue the work-based learning initiatives for faculty and students developed with this grant award. If, due to time constraints of the RFP, this is not possible in time for submission of the proposal, address the local plan to obtain Board support for sustaining the GenNext Initiative.

## APPENDIX G

### INSTRUCTIONS FOR ED 114 BUDGET FORM

- GRANTEE NAME:** Enter grantee name.
- TOWN CODE:** Enter three-digit local education agency code assigned by the State Department of Education.
- AUTHORIZED AMOUNT:** Enter total amount of grant request.
- 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:** Enter funds expended for Code 700 (Note: Single items under \$1,000 should not be charged to equipment unless they are an integral part of a larger piece of equipment. Items under \$1,000 should be listed as Instructional Supplies with the exception of computers that are considered equipment regardless of cost).
- PROGRAM CATEGORIES:** Enter total funds expended by Career and Technical Education program categories. Program categories should total the AUTHORIZED AMOUNT.
- TOTAL LOCAL MATCHING:** Enter local funds used to support the activities to be funded under the grant (salaries, supplies, textbooks, equipment, etc.) If matching funds are used, provide a narrative explaining the funds.

<b>GRANTEE NAME:</b>		<b>TOWN CODE:</b>
<b>GRANT TITLE:</b> Generation Next		
<b>PROJECT TITLE:</b> <i>GenNext</i>		
<b>CORE-CT CLASSIFICATION:</b> FUND: 11000		<b>SPID:</b> 12369
<b>BUDGET REFERENCE:</b> 2007		<b>PROGRAM:</b> 84013
<b>CHARTFIELD1:</b> 170003		<b>CHARTFIELD2:</b>
<b>GRANT PERIOD:</b> 7/01/06 - 6/30/07		<b>AUTHORIZED AMOUNT:</b> \$
<b>AUTHORIZED AMOUNT BY SOURCE:</b>		<b>CURRENT DUE:</b> \$
<b>LOCAL BALANCE:</b> \$		<b>CARRY-OVER DUE:</b> \$
<b>CODES</b>	<b>DESCRIPTIONS</b>	<b>BUDGET AMOUNT</b>
111A	ADMINISTRATOR/SUPERVISOR SALARIES	
111B	TEACHERS	
112A	EDUCATION AIDES	
112B	CLERICAL	
119	OTHERS	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	
322	IN SERVICE	
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	
X001	ELEMENTARY/SECONDARY EXPENDITURES	
X0FA	FISCAL AGENT	
XACT	PROGRAM CATEGORIES	
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 \_\_\_\_\_

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

STATE DEPARTMENT OF EDUCATION  
PROGRAM MANAGER AUTHORIZATION

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

## APPENDIX H

### ED 114 Budget Form Object Code Descriptions

#### 111A Administrator/Supervisor Salaries

Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.

#### 111B Teachers

Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the grantee payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.

#### 112A Education Aides

Salaries for grantee employees who assist staff in providing classroom instruction. Include all gross salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees.

#### 112B Clerical

Salaries for grantee employees performing clerical/secretarial services. Include all gross salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees.

#### 119 Other

Salaries for any other grantee employee not fitting into objects 111A, 111B, 112A or 112B. Include the gross salaries for these individuals including overtime salaries or temporary employees. Included can be janitorial personnel costs, grant activity coordinators' salaries, and food service personnel.

#### 200 Personal Services - Employee Benefits

Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A, 111B, 112A, 112B or 119. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless is 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.

#### 322 In-service (Instructional Program Improvement Services)

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

#### 330 Other Professional/Technical Services

Payments for professional or technical services that are not directly related to instructional activities. Included are payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category.

#### 510 Pupil Transportation

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

580 Travel  
Expenditures for transportation, meals, hotel and other expenses associated with staff travel. Per Diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included.

590 Other Purchased Services  
All other payments for services rendered by organizations or personnel not on the GRANTEE payroll not detailed in 510, 530, 560, or 580. These include: Insurance Costs (other than employee benefits) - payments for all types of insurance coverage including property, liability and fidelity, Printing and Binding - publication costs, and Advertisement - any expenditures for announcements in professional publications, newspapers or broadcasts over radio or television including personnel recruitment, legal ads, and the purchase and sale of property.

611 Instructional Supplies  
Expenditures for consumable items purchased for instructional use.

641 Textbooks  
Expenditures for textbooks, workbooks, textbook binding and repair.

700 Property  
Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. For most grants only equipment such as computers, duplicating machines, furniture, and fixtures is allowable and the line item description on the budget will read Property/Equipment only. Other items, which could be included in this category if allowable under grant legislation, are expenditures for the acquisition but not the rental of buildings and land. Although cost of materials which resulted in a new or vastly improved structure would also be included here, the expenditures for the contracted construction of buildings, for permanent structural alterations, and for the initial or additional installation of heating and ventilating systems, fire protection systems, and other service systems in existing buildings are recorded under object 400 - Purchased Property Services.

In accordance with the Connecticut State Comptroller's definition of equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$1,000.00 and the useful life of more than one year.

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, which 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 I**

***GenNext* Budget Narrative**

**APPENDIX J**  
**Connecticut State Department of Education**  
**Standard Statement of Assurances**  
**Grant Programs**

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

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

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

#### L. Required Contract Language

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

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

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

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

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

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

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

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

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

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

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

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

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

**APPENDIX K**

**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.

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Signature of Authorized Official

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Date

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Print Name of Authorized Official

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

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

**Instructions for Certification**

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

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

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

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

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

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

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

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

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

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**Certification**

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

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**Name of Applicant**

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

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**Printed Name and Title of Authorized Representative**

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**Signature**

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**Date**

## **APPENDIX M**

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

All RFPs for competitive grants related to at risk youth must contain the uniform language that follows:

Applicants that are part of a collaborative effort funded in whole or in part by the Annie E. Casey Foundation must submit documentation that:

- The collaborative oversight entity has been provided the opportunity to review and comment on the grant application or proposal prior to submission to the department;
- The proposal or application submitted provides information detailing the activities, which assure priority access to services to children, youth and families referred by the collaborative oversight entity; and
- The application shall designate someone to act as liaison for the referral process.

## APPENDIX N

### ***GenNext* Applicant Checklist**

**District/School:** \_\_\_\_\_

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

**Place a check where information has been completed:**

- All pages are sequentially numbered
- A Table of Contents is included with page numbers of contents
- The Grant Application Cover sheet is completed and signed
- Grant Abstract
- Grant Narrative
- Plan to engage Business and Industry
- Leadership Role of School Counselors
- Sustainability Plan including Local Board of Education minutes
- ED114 Budget Form
- Budget Narrative

**The following forms are completed and signed by the Superintendent:**

- Statement of Assurances (original signature)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- Affirmative Action Statement

**APPENDIX O**

**GenNext Grant  
Proposal Scoring Guide**

**Connecticut State Department of Education  
Bureau of Early Childhood, Career and Adult Education**

**2006-2007  
Total Score:     /76**

**District Name:** \_\_\_\_\_

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

**Contact:** \_\_\_\_\_

**Proposal Evaluator:** \_\_\_\_\_

**Date Reviewed:** \_\_\_\_\_

Essential Elements	Dimension	Points circle one
<b>Completeness of Required Forms:</b>	Information complete; signatures present	3
	Information is incomplete; signatures present	2
	Information is complete but signatures are missing	1
	Forms are incomplete; signatures are missing	0
<b>Eligibility Requirements:</b> 1. Standards-driven curriculum exists in at least one CTE/STEM content area. (Maximum point value = 10)	The applicant currently offers a standards-driven curriculum in at least one CTE/STEM content area	10
	The applicant is in the process of developing a standards driven curriculum in at least one CTE/STEM content area	5
	The applicant has identified lead staff that will facilitate the development of a standards-driven curriculum in at least one CTE/STEM content area concurrently with the <i>GenNext</i> grant, but through local/other resources.	3
	There is no standards-driven curriculum in at least one STEM area, and there are no plans to develop one.	0
2. The leadership role of local, regional and state business & industry is evident. (Maximum point value = 10)	The leadership role of local, regional and state Business & Industry in the STEM areas is defined in the proposed plan to develop a system of work-based learning activities for educators, counselors and students.	10
	The leadership role of local, regional and state Business & Industry is evident but not well defined.	5
	There is little evidence of an active leadership role of Business and Industry in the plan to implement the <i>GenNext</i> Grant.	1
3. School counselors are active in career development with CTE students. (Maximum point value = 10)	There is clear evidence of the current, active engagement of school counselors in providing guided career development activities for all students and students in CTE.	10

Essential Elements	Dimension	Points circle one
(Eligibility Requirements, cont'd)	Evidence of current leadership of school counselors in career development is evident but not well defined.	5
	There is little evidence of an active leadership role of school counselors in the plan to implement the <i>GenNext</i> Grant.	1
4. There is commitment from the school administration to allow staff to participate. (Yes = 10; No = 0)	The commitment of School Administrators to the development and implementation of the <i>GenNext</i> plan and to the provision of release time for professional development and externships is evident and documented.	10
5. There is a plan to sustain the local <i>GenNext</i> Initiative. (Yes = 10; No = 0)	There is a written sustainability plan, with board-support, or a strategy in place to attain board support to sustain <i>GenNext</i> .	10
<b>Succinct Proposal Abstract:</b> (Maximum point value = 10)	The Abstract succinctly summarizes the <i>GenNext</i> plan for developing a sustainable work-based initiative for teachers, counselors and students in collaboration with local, regional and state business & industry partners.	
<b>Innovative Proposal Narrative:</b> (Maximum point value = 10)	The <i>GenNext</i> Proposal Narrative reflects an innovative, collaborative and measurable initiative for engaging teachers, counselors and students in work-based learning for the purpose of enhancing teaching and counseling competencies for educators, and positively impacting academic achievement and post-secondary education and career decision-making for CTE students.	10
	The <i>GenNext</i> Proposal Narrative reflects a measurable initiative for engaging teachers, counselors and students in work-based learning for the purpose of enhancing teaching and counseling competencies for educators, and positively impacting academic achievement and post-secondary education and career decision-making for CTE students.	8
	The <i>GenNext</i> Proposal Narrative reflects a vision for a measurable initiative for engaging teachers, counselors and students in work-based learning for the purpose of enhancing teaching and counseling competencies for educators, and positively impacting academic achievement and post-secondary education and career decision-making for CTE students, but there is no systematic plan for its implementation or sustainability.	4
	The <i>GenNext</i> Proposal Narrative reflects a plan for work-based activities, but there is no discernable system for how these activities will enhance teaching and counseling competencies for educators or improve academic achievement and education/career decision-making for students.	1

Essential Elements	Dimension	Points circle one
<b>Budget Narrative:</b> (Maximum point value = 3)	The budget narrative/summary follows state procedures, supports the project's goals and objectives and matches the accounting structure.	3
	The budget narrative/summary is allowable by law and supports the project's goals and objectives, but there are inaccuracies.	2
	Some, not all, of the budget narrative/summary supports the project's goals and objectives.	1
	The budget narrative/summary does not match the project goals and objectives or is incomplete.	0

**COMMENTS:**

**Total Points:** \_\_\_\_/76

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**APPENDIX P**

**Technical Assistance**

***GenNext* Career and Technical Education Program Area Specialists**

Technology Education Gregory Kane Tel: (860) 713-6756 <a href="mailto:gregory.kane@ct.gov">gregory.kane@ct.gov</a>	Medical Careers Lori Matyjas Tel: (860) 713-6785 <a href="mailto:lori.matyjas@ct.gov">lori.matyjas@ct.gov</a>	Career Development/Work-based Learning Judith Andrews Tel: (860) 713-6766 <a href="mailto:judith.andrews@ct.gov">judith.andrews@ct.gov</a>
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