

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Standards, Curriculum and Instruction

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION
IMPROVEMENT ACT OF 2006**
20 U.S.C. §2301 et seq.



**CAREER AND TECHNICAL
EDUCATION
INNOVATION GRANT**

2012-13

Purpose: To prepare the next generation of students with the knowledge and skills to compete in the global economy.

Applications Due: May 15, 2013

Published: April 2013

RFP #998



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Stefan Pryor
Commissioner of Education**

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Equal Employment Opportunity Director/American with Disabilities Act Coordinator
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Middletown, CT 06457
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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

**INNOVATION GRANT APPLICATION 2012-13
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**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006
20 U.S.C. §2301 et seq.**

INNOVATION GRANT APPLICATION

I. Overview

Signed into law on August 12, 2006, the Carl D. Perkins Career and Technical Education Improvement Act (Perkins IV), sets a new vision of career and technical education (CTE) for the 21st century. Perkins IV promotes reform, innovation and continuous improvement in CTE to ensure that students acquire the skills and knowledge they need to meet challenging state academic standards and industry-recognized skill standards. It prepares students for postsecondary education, further learning and a wide range of opportunities in high-skill, high-wage or high-demand occupations in emerging professions.

Perkins IV supports the alignment of CTE with state and local efforts to reform secondary schools and improve postsecondary education. The implementation of Perkins IV promises to make CTE programs an integral part of these efforts.

II. Purpose of the Act

The purpose of Perkins IV is to further develop the academic, career and technical skills of secondary students and postsecondary students who elect to enroll in CTE programs by:

- building on the efforts of states and localities to develop challenging academic and technical standards within Career Pathways aligned with state economic projections;
- assisting students in meeting standards, including preparation for high-skill, high-wage or high-demand occupations in current or emerging professions;
- promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction and link secondary and postsecondary education for participating students;
- increasing state and local flexibility in providing services and activities designed to develop, implement and improve linkages between CTE and postsecondary options, including College Career Pathways;
- conducting and disseminating national research, providing professional development and disseminating information on best practices that improve CTE programs, services and activities;
- supporting partnerships among secondary schools, postsecondary institutions, baccalaureate-degree-granting institutions and business and industry;
- providing technical assistance that promotes leadership, initial preparation and professional development and improves the quality of CTE teachers, administrators and counselors; and
- providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

In accordance with this purpose, Perkins IV funding will be utilized for students in secondary and postsecondary programs only.

III. Purpose of the Innovation Grant

The Perkins IV legislation allows states to distribute a portion of the local funds (legislative reference Sec. 112) to achieve an equitable balance of funding in the state. Connecticut has chosen a competitive set-aside to be used for specific areas (20 U.S.C. §2301). The innovation concept has been created to balance the needs of districts statewide through supplemental Perkins IV funding. Eligible participants must have a high percentage and high number of career and technical students (at least 40 percent, unduplicated CTE enrollment). This funding source should assist in the advancement of goals established by the Connecticut State Board of Education and Perkins IV legislation to close the achievement gap for CTE students in eligible districts by offering an opportunity for innovative program development.

This grant is being provided to develop or improve innovative programs in CTE, including the development and implementation of the Student Success Plan (SSP) for CTE students. The Web site address for sample SSPs can be found on page 3.

IV. Innovation Grant Eligible Participants

- The district must hold an approved local five-year Perkins Secondary Plan to be eligible to apply for the 2012-13 Innovation Grant.
- The district's superintendent must validate that CTE enrollment in the school year 2012-13 is not less than 40 percent (see Superintendent CTE Enrollment Validation Form on page 21).

V. Program Standards and Accountability

All CTE initiatives must be designed to meet performance levels of the core indicators which include:

- academic attainment in math and reading;
- CTE skill attainment;
- graduation rate;
- placement in military, employment and postsecondary education;
- nontraditional participation; and
- nontraditional completion.

VI. Available Competitive Funding

Selected districts will be awarded a one-year grant of up to \$40,000 for school year 2012-13 through 2013-14. Multiple grants may be awarded for some of the eight Innovation Models. Districts may apply for more than one of these models. See obligation and liquidation dates on page 4, Section X. This funding will be made available contingent upon the availability of Carl D. Perkins grant funding from the U.S. Department of Education. A sustainability plan must be developed and submitted with the grant application showing how grant initiatives will continue with other than local funding. Applicants for the SSP model must show district contribution for students not participating in CTE courses. Also, please note that funding can be used for student participating in CTE courses in Grades 9-12 only.

VII. Eligibility Requirements

The following must be met in order for a district to be eligible to apply for funding; it should be noted that this is a competitive grant and is not an entitlement:

- size, scope and quality consistent with the approved local five-year Perkins Secondary Plan must be adhered to and administered under all projects funded by the Innovation Grant;
- programs are taught by certified CTE teachers or are interdisciplinary/team curriculum projects involving both CTE and academic certified staff;
- career pathway(s) must be established in the area(s) funded by the 2012-13 Innovation Grant; and
- all students benefiting from the Innovation Grant must have a SSP developed and approved by the subject area teacher, school counselor, parent and student.

See eligibility restrictions for the Student Success Plan on page 2.

Definition of Career Pathway/Student Success Plan

The SSP must include the elements found under the Carl D. Perkins Act and the Connecticut State Department of Education (CSDE) SSP guidelines provided at sites listed below:

- incorporate secondary education and postsecondary education elements;
- include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary and postsecondary education to adequately prepare students to succeed in postsecondary education;
- include an opportunity for students to participate in dual or concurrent enrollment programs to acquire postsecondary credit; and
- lead to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree.

Note: Sample SSPs for all CTE program areas can be found on the CSDE Web site under the Bureau of Teaching and Learning at [Sample SSPs](#).

State guidelines for the SSP can be found at [Guidelines for the SSP](#).

VIII. Management Control of the Program and Grant Consultation Role of the State

The grantee has overall management control of the grant. While state agency staff may be consulted for their expertise, they will not be directly responsible for the selection of subgrantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or subgrantee.

IX. Grant Awards

The CSDE 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 Chief Academic Officer 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.

X. Grant Period

For all Innovation Grant Models related to teacher externships, the STEM Program and other selected programs:

Funding will commence on or after May 1, 2013, and conclude on September 30, 2013. All funds must be expended or obligated by September 30, 2013, and liquidated by November 30, 2013. There are no exceptions or waivers to this requirement.

For all other Innovation Grant Models:

Funding will commence on or after May 1, 2013, and conclude on June 30, 2014. All funds must be expended or obligated by June 30, 2014, and liquidated by August 31, 2014. There are no exceptions or waivers to this requirement.

XI. Technical Assistance by Cluster/Pathway

For content-specific information on career pathways and the application to the specific project area, contact the CSDE cluster leader below.

State Cluster Leader	Cluster	Phone/Email
Harriet Feldlaufer	Bureau Chief	860-713-6707 harriet.feldlaufer@ct.gov
June Sanford	Perkins Program Manager Federal Requirements/Data Reporting Student Success Plans/Career Pathways State Director Career Technical Education	860-713-6765 june.sanford@ct.gov
Harold Mackin	Agriculture, Food and Natural Resources Agricultural Science Architecture and Construction Arts, Audio/Video Technology and Communications Engineering Manufacturing Science, Technology, Engineering and Mathematics (STEM) Transportation, Distribution and Logistics	860-713-6779 harold.mackin@ct.gov
Lee Marcoux	Business, Management and Administration Finance Government and Public Administration Law, Public Safety, Corrections and Safety Information Technology	860-713-6768 lee.marcoux@ct.gov
Lori Matyjas	Education and Training Family and Consumer Health Sciences Hospitality and Tourism Human Services Sciences, Medical Careers (Biomedical) Postsecondary Linkages	860-713-6785 lori.matyjas@ct.gov
Dr. Stephen Hoag	Marketing Education, Sales and Service	860-713-6764 stephen.hoag@ct.gov
Other Related Technical Assistance		
Judith Andrews	Cooperative Work Education for each Pathway	860-713-6766 judith.andrews@ct.gov
Judith Andrews	Work-based Learning and Career Development (All clusters)	860-713-6766 judith.andrews@ct.gov
Dr. Stephen Hoag	Areas of Concentration/CTE Assessment	860-713-6764 stephen.hoag@ct.gov

XII. Obligation of Grant Recipients

Recipients of this competitive grant will be required to provide technical assistance and/or participate in statewide workshops or conferences for other local school districts requesting help in developing replicable programs. Districts awarded funding for the Student Success Plan model must show district contribution of funds utilized for students not participating in career technical education programs.

XIII. Mid-Year and End-of-Year Reports

Grant recipients will be required to complete periodic progress reports and an end-of-year report. An evaluation of progress may include on-site reviews.

XIV. Application Submission Requirements

Proposals, *irrespective of means of transmittal or postmark date*, must be received by 5:00 p.m. on Wednesday, May 15, 2013. Submitted proposals become the property of the CSDE and a part of the public domain. **One** grant application with original signatures and **four** hard copies of all sections of the grant, including the ED 114 and budget narrative, must be sent to June Sanford at:

Mailing Address

June Sanford, Perkins Program Manager
Connecticut State Department of Education
Division of Standards, Curriculum and Instruction
P.O. Box 2219
Hartford, CT 06145

Delivery Address

June Sanford, Perkins Program Manager
Connecticut State Department of Education
Division of Standards, Curriculum and Instruction
165 Capitol Avenue – Room 215
Hartford, CT 06106

The application is available on the CSDE Web site at www.state.ct.us/sde.

Innovation Models 2012-13

2012-13 Innovation Models

Eligible districts can apply for one or more of the following model projects:

1. Agriculture Education Common Core Lesson Plan Development
2. Development of Science, Technology, Engineering and Mathematics (STEM) Program in Rapid/Direct Manufacturing Project
3. Development of Social, Emotional and Physical Development Practices for the Student Success Plan through Career Technical Education
4. E-Commerce, Social Media and Mobile Devices Comprehensive High School
5. Embracing Issues in Aging
6. Enhancing Early Childhood Education Programs
7. Externships for Secondary and Postsecondary Educators

Program Title: Agriculture Education Common Core Lesson Plan Development

Program Area: Agriculture Education

Funding Available: Up to \$20,000

Purpose:

To develop a “Best Practices” lesson plan or units of study that incorporates the Common Core State Standards in English Language Arts and/or Mathematics. The plan development must include, but is not limited to:

- alignment of Common Core State Standards (CCSS) in English Language Arts and/or Mathematics to district curriculum;
- creation of lesson plans and/or unit of study in agriculture education aligned to the CCSS in English Language Arts and/or Mathematics;
- presentation of lesson plan and/or unit of study at a statewide professional development event; and
- procurement of equipment for the shop/lab/classroom appropriate to deliver the lesson plan and/or unity of study.

Rationale:

The Connecticut State Board of Education has adopted the Common Core State Standards which will be utilized for the next generation of student assessment. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers.

Program Title: Development of Science, Technology, Engineering and Mathematics (STEM) Program in Rapid/Direct Digital Manufacturing Project

Program Area: Technology Education

Funding Available: Up to \$20,000

Purpose:

To develop a model project to engage students in the Rapid/Direct Manufacturing process that will provide basic skills and knowledge to be successful in postsecondary education and/or career. Plan development must include, but is not limited to:

- alignment of Rapid/Direct Manufacturing performance standards and competencies with district curriculum;
- creation of a Rapid/Direct Digital Manufacturing curriculum that would encompass a culminating project;
- procurement of equipment for the shop/lab/classroom appropriate to deliver the curriculum and complete the culminating project;
- acquisition of teaching standards for Rapid/Direct Manufacturing through professional development; and
- establishment of a career pathway and SSP for all students benefiting from funding of this initiative.

Rationale:

The Rapid/Direct Digital Manufacturing education process stems from the advent of new and low-cost 3-D printing. Rapid/Direct Manufacturing allows the building of parts, tools and prototypes out of plastic or metal using a 3-D printer. Multiple pieces, either similar or dissimilar, can be built simultaneously. Rapid manufacturing evolved from some of the technologies used to build prototypes.

Rapid/Direct Digital Manufacturing education engages students by making learning relevant to their real-world experiences while teaching students 21st century skills, career-ready skills and knowledge and provides foundations for future learning opportunities.

Program Title: Development of Social, Emotional and Physical Development Practices for the Student Success Plan (SSP) through Career Technical Education (CTE)

Program Areas: Applicable to any or all CTE areas

Funding Available: Up to \$40,000

Purpose:

The development of innovative CTE initiatives or curricular projects to incorporate the Social, Emotional and Physical (SEP) Development component of the SSP. Inherent in career technical curricular and co-curricular education standards are practices that foster the growth of student leadership skills, self-confidence, community awareness, resiliency, nutritional and physical fitness. Students who participate in CTE and, in particular, Career Technical Student Organizations (CTSOs), are involved in projects that not only offer opportunity to develop SEP skills for their own well-being but for the overall student population schoolwide. The plan initiatives should result in school or district sustainable, ongoing practices that will contribute to a positive school climate and overall student well-being.

Grantees will develop a comprehensive plan that will:

- involve participation of students who take CTE courses in curricular activities that affect the schoolwide student population;
- align directly to the core state recommendations for the development of the SEP component of the SSP;
- establish a timeline for project development and implementation;
- include a plan for data collection, evaluation and accountability;
- support collaboration with a community of partners (i.e., school, parents, students, business and industry, community agencies);
- foster the SEP well-being of students in a holistic way;
- establish sustainable curriculum teaching and learning practices with measurable outcomes; and
- improve the educational and personal success for students who participate in CTE and the general school population.

Examples of what may constitute a fundable proposal might include, but are not limited to:

- plan for community service projects;
- schoolwide programs to promote healthy eating and/or physical fitness orchestrated in CTE programs;
- programs to benefit focused disadvantaged populations or non-profit organizations;
- projects developed through a CTSO(s);
- peer collaborative projects to support student general well-being that encourage engagement in healthy positive life decisions and habits; and
- initiatives to increase students' understanding of diversity or empathy for others.

Program Title: E-Commerce, Social Media and Mobile Devices Comprehensive High School
Program Area: Business and Finance Technology Education
Funding Available: Grants up to \$40,000

Purpose:

To develop an e-commerce course that provides students with technology and entrepreneurial skills by developing academic skills, creative-thinking processes and problem-solving skills through the completion of a comprehensive e-commerce business project incorporating social media and mobile devices. This initiative will also provide opportunities for students to explore career options in the technology and entrepreneurial fields and prepare them for postsecondary education. To accomplish this task a successful applicant will:

- align entrepreneurship business and finance technology performance standards and competencies and the Common Core State Standards with the district’s curriculum;
- create an e-commerce/entrepreneurship curriculum that would encompass a culminating business project of a working online enterprise;
- use social media and mobile devices in the classroom;
- develop an advisory board consisting of representatives from schools, business/industry and higher education;
- equip a classroom with appropriate device connections, equipment and supplies necessary to deliver the curriculum; and
- establish a career pathway and SSP for all students benefiting from funding of this initiative.

Rationale:

Entrepreneurship education engages students by making learning relevant to their real-world experiences and teaches students critical thinking, collaboration, organizational skills and calculated risk taking, along with the most basic principles needed to open a business. Through this course, students learn how to create a business plan, keep financial records and master other business fundamentals using state-of-the-art technology. Social media and mobile devices will be incorporated. They will also work with mentors to hone their plans and get advice in launching their business. These entrepreneurial skills, as well as the technological skills, will prepare our students to compete in a global marketplace.

Social Media Description:

Social media is defined as the set of applications for digital devices that enable the creation and exchange of user-generated content. The most widely used social media applications today are Facebook and Twitter; however, there are hundreds of other specialized versions. For example, Biomed Experts is used by scientists and Sermo by physicians to collaborate and exchange information. A large number of social media applications exist especially for younger users – including preteen consumer networks such as Kidswirl, Togetherville and Imbee. The education-oriented Edmodo, Gaggle and many others are designed especially for K-12 schools.

Mobile Devices Description:

Mobile technologies are devices with Internet connectivity that can be held easily in one’s hand. Examples include iOS and Android smart phones, tablets such as the iPad or Samsung Galaxy and E-readers such as Kindle Fire or Nook.

Program Title: Embracing Issues in Aging

Program Area: Health Sciences/Medical Careers and Family and Consumer Sciences

Funding Available: Grants up to \$40,000

Purpose:

To develop a Human Services or Health Sciences Career Pathway program focused on introducing students in family and consumer sciences or health sciences programs to the needs, issues and careers related to aging adults. This initiative will provide high school students with opportunities to develop knowledge and skills with aging populations, including aging concepts (e.g., healthy, active aging practices, developmentally appropriate social, emotional and physical health and prevention of chronic diseases) and careers in aging (e.g., healthcare, senior housing, elder law, nutrition, research, recreation and leisure).

The grantee will develop a Human Services/Health Sciences model program that will provide:

- standards-based curriculum, scientific-based research on the aging field of study, and opportunities for 21st century skills and career development through classroom activities, internships and community service;
- service learning or community service projects, student internships, job shadows and career speakers to encompass a variety of experiences and careers working with geriatric or aging populations that require an associate's, bachelor's and advanced degrees;
- experiential learning opportunities in not only traditional venues (nursing homes, assisted living facilities) but also, senior health and wellness programs, active senior citizen community programs and related programs.
- innovative opportunities for students to acquire experience through community service projects in partnership with a community or health organization, including the development of a student portfolio;
- professional development to family and consumer sciences or health sciences teachers in order to share the model funded through this Innovation Grant;
- teacher externships in aging/geriatric settings and opportunities for serving on committees related to the aging population and related issues; and
- a family and consumer sciences or health sciences classroom with resources, as necessary, to deliver the developmentally appropriate curriculum and to create an in-class library of materials focused on aging/geriatric populations.

Rationale:

The field of aging is rapidly changing. Older Americans are living longer and are more active, healthy and productive than in the past, shattering the ageism stereotypes. According to the U.S. Census Bureau, 2010 Census, Connecticut is the seventh oldest state in the country for median age, has more than 506,000 residents over the age of 65 and is home to almost one-million baby boomers. According to the Census, the percentage of elderly living in nursing homes continues to decline in the U.S due to the improved health of seniors and more choices of care for the elderly. Only about 7.4 percent of Americans

aged 75 and older lived in nursing homes in 2006, compared with 8.1 percent in 2000 and 10.2 percent in 1990. The Connecticut Commission on Aging estimates that from 2006 to 2030, Connecticut's older adult population is expected to increase by 64 percent. These growth trends will require professionals with knowledge and expertise in aging. Expanded career opportunities in gerontology and aging are forecast in many disciplines such as law, healthcare, education, research, human services, recreation, business and housing industries. In addition to expanded career opportunities, the Association for Gerontology in Higher Education, the educational unit of the Gerontological Society of America, cites a stimulating, challenging field—multidisciplinary opportunities and the potential to make a difference in family, community and self as reasons to study the field of aging. This grant will provide Connecticut students with opportunities to explore the dynamic field of aging.

Program Title: Enhancing Early Childhood Education Programs

Program Area: Family and Consumer Sciences

Funding Available: Grants up to \$40,000

Purpose:

To develop a model early childhood education program focused on the development and learning needs of infants and toddlers. This model would include application of the National Association for the Education of Young Children (NAEYC) developmentally appropriate practices and standards-based curriculum and other national and state standards within the existing family and consumer sciences area. This initiative will provide high school students with opportunities to utilize and model practices currently followed in exemplary community-based programs serving infants, toddlers and their families.

The grantee will develop a comprehensive educational program that would:

- Align: the child development lab/early childhood education program with the new Connecticut Early Learning Standards for children ages birth to 5 that now include the development and learning needs of infants and toddlers; the Connecticut Guidelines for the Development of Infant Toddler Early Learning which provide strategies for working with infants, toddlers and families; the Competency Guidelines for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health; and the National Family and Consumer Sciences Standards.
- Engage: the early childhood community, e.g., early head start, infant toddler child care, home visiting programs for infants, toddlers and their families; IDEA Part C Early Intervention; and higher education programs approved to offer the Early Childhood Teacher Credential in Infant Toddler. Engaging in these programs will help to assist in the enhancement of the Family Consumer Sciences Early Childhood Education Program and create opportunities for academic and community experiences in, and entry into, the infant toddler field of study.
- Equip: a family and consumer sciences early childhood classroom with NAEYC and early childhood resources, as necessary, to deliver the developmentally appropriate curriculum and to create an in-class library of ECE materials focused on the needs of infant toddler development and learning.
- Provide: professional development to Family and Consumer Sciences teachers in order to share the model funded through this Innovation Grant; teacher externships in early childhood education settings for infants and toddlers and their families; and opportunities for serving on early childhood education committees.

Plan:

1. A competitive grant will be awarded by the Division of Standards, Curriculum and Instruction to eligible districts in an amount not to exceed \$40,000.
2. The development of an early childhood education lab course that incorporates NAEYC practices and standards-based curriculum.
3. The district must establish a relationship between business and industry in the early childhood education, higher education, family and consumer sciences and school representatives i.e., partnerships with infant toddler community college lab schools or community programs serving infants and toddlers; field experiences; and/or projects focused on infants and toddlers utilizing partnerships.
4. Teacher and student outcomes must be clearly defined.

Rationale:

Early childhood education laboratory programs exist in Family and Consumer Sciences high school programs across Connecticut. The primary goal of the laboratory-based programs is to provide experiential learning for high school students interested in pursuing careers working with children, following completion of other child development courses within the Family and Consumer Sciences program. Curriculum is aligned with the standards and competencies within the Connecticut Family and Consumer Sciences Frameworks and the National Standards for Family and Consumer Sciences. Although the focus is on the education of the secondary level students, ideally the education, practices and activities of the young learners in these laboratory programs should also be aligned with high-quality standards and practices for early childhood education and care. With state and national focus on high-quality early childhood education, aligning the Family and Consumer Sciences laboratory programs, and experiences with current early childhood standards, benefits both the secondary and young learners.

Program Title: Externships for Secondary and Postsecondary Educators

Program Area: Across all CTE Content Areas

Funding Available: Grants up to \$40,000

Eligibility and Purpose:

This grant opportunity specifically funds the development and implementation of local or regional Educator Externship Projects that engage local and/or regional employers and secondary educators who are certified Career and Technical Education (CTE) teachers in secondary CTE content areas and CTE postsecondary partners. The objective of such Externship Projects is to provide educators with knowledge of and hands-on experience in the 21st Century workplace.

To be eligible for funding:

- leadership and oversight of Externship Projects shall be provided by local/regional CTE staff;
- externship participants/teams must include CTE educators who are certified in their content area;
- externship participants may also include:
 - school counselors
 - career center staff
 - academic teachers and instructors who are collaborating in a local district CTE interdisciplinary program
- workplace externship sites must reflect local, regional and/or state Labor Market Information and are documented as economically viable businesses and industries.

In addition, to identify externship sites, Externship Projects may build on existing school-business partnerships or develop new collaborative partnerships with local/regional “Intermediary Business Organizations” such as Workforce Investment Boards (WIBS), Chambers of Commerce, or other business/professional organizations who will identify business and industry externship sites utilizing in-kind resources.

Funding is provided for:

- project development and implementation;
- stipends for externship participation that are limited to \$1,000 per participant, per two-week externship;
- externships that last a minimum of two-weeks/60 hours (externships may be structured for additional weeks/hours beyond the initial two weeks/60 hours to be pro-rated at the above stipend rate);
- integration of the externship experience and information into the school/college curriculum, the classroom and counseling advisement activities, and;
- documented presentation of the integrated curriculum to educator peers.

A portion of each stipend must be held back until the measureable teacher outcomes are documented, i.e., the requirement for curriculum/classroom/advisement integration is fulfilled.

Rationale:

A comprehensive CTE work-based learning plan, whether for a school, district, consortium, or community college, includes structured opportunities for both students and educators to gain real-world experience related to Connecticut’s viable career pathways. While work-based activities often focus on developing opportunities for students to extend their career exploration and classroom learning into local business and industry, work-based opportunities for decision-makers and teachers are overlooked. Strategically, however, providing opportunities for educational leaders and counselors will affect a wider range of student learners when the externship experience is integrated back into the classroom, the curriculum, the career center and the counselor/advisor’s office.

Grant Application Packet

Please re-number pages prior to submission
Instruction pages should not be included in the packet

Innovation Grant Application Checklist

Town/Agency: _____

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

Place a check where information has been completed:

- All pages are sequentially numbered
- Grant Application Cover Sheet is completed and signed
- Plan Summary
- Plan Narrative (**use template on page 23**)
- Sustainability Plan including local board of education minutes
- ED 114 Budget Form
- Instructions for Equipment Request Form
- Budget Narrative

The following forms are completed and signed by the superintendent:

- Statement of Assurances (original signature)
- Certifications
- Affirmative Action Statement
- Perkins/District Contribution (Student Success Plans only)
- Superintendent CTE Enrollment Validation Form

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Standards, Curriculum and Instruction**



**CARL D. PERKINS - INNOVATION GRANT APPLICATION
RFP #116**

GRANT PERIOD

May 1, 2013, to September 30, 2013, all models related to teacher externships, STEM Program and other selected programs*

May 1, 2013, to June 30, 2014, all other Innovation Models

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 May 1, 2013, to September 30, 2013* From May 1, 2013, to June 30, 2014</p> <p><u>Amount requested: \$</u> _____</p> <p><u>Check Innovation Models:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Agriculture Education Common Core Lesson Plan Development <input type="checkbox"/> Development of Science, Technology, Engineering and Mathematics (STEM) Program in Rapid/Direct Digital Manufacturing Project <input type="checkbox"/> Development of Social, Emotional and Physical Development Practices for the Student Success Plan (SSP) through Career Technical Education (CTE) <input type="checkbox"/> E-Commerce, Social Media and Mobile Devices Comprehensive High School <input type="checkbox"/> Embracing Issues in Aging <input type="checkbox"/> Enhancing Early Childhood Education Programs <input type="checkbox"/> Externships for Secondary and Postsecondary Educators
<p><u>Contact Person</u> (<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 Authorized
Administrative Official
Name (typed):

Date

College/Agency:

Superintendent CTE Enrollment Validation Form

District Name: _____

Districts must have no less than 40 percent student enrollment in CTE courses to be eligible for Innovation Grant funds.

For eligibility, please provide:

Non-duplicated enrollment of students taking CTE courses in 2012-13. If students are enrolled in more than one CTE course, count them once.

Number of students in Grades 9-12 in 2012-13.

Plan Summary

Write a brief summary describing the purpose, objectives, strategies, and outcomes initiated through the model design.

**Local Plan Narrative
Innovation Grant Application**

Describe how the innovation model implementation will:
1. improve and enhance CTE programs;
2. develop and implement a career pathway(s) and individual SSP for all students under the model proposed in this application;
3. improve district, state and local adjusted levels of performance;
4. improve students' academic and technical skill development through integration;
5. provide students with strong experience in, and understanding of, all aspects of an industry;
6. encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects;
7. provide comprehensive professional development for staff engaged in this initiative;
8. ensure that the innovation plan is of sufficient size, scope and quality to bring about improvement in CTE;
9. develop a process to be used to evaluate the effectiveness of the initiative;
10. ensure that individuals who are members of special populations will not be discriminated against based on this status;
11. promote preparation for nontraditional training and employment; and
12. provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities.

Innovation Grant Sustainability Plan

Each school district should include approval of local board minutes to apply for the Innovation Grant and commitment to continue the initiatives developed with this grant award.

Please use the space below for your sustainability plan:

Instructions for ED 114 Budget Form

- GRANTEE NAME:** Enter grantee name.
- TOWN CODE:** Enter three-digit local education agency code assigned by the Connecticut State Department of Education.
- AUTHORIZED AMOUNT:** Enter total amount of grant allotment
- BUDGET:** Enter amount of proposed expenditures on appropriate object code lines. Note: Round all amounts to the nearest whole dollar.
- TOTAL:** 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 \$1,000 should be listed as instructional supplies. **COMPUTERS REGARDLESS OF COST ARE CONSIDERED EQUIPMENT.**
- PROGRAM CATEGORIES:** List the amount of the grant that is being expended for each of the program areas. The total amount should equal the authorized amount and the amount listed on the total line above.

ED 114 Budget Narrative Form/Object Code Descriptions

Code	Object	Amount
111A	<p>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.</p>	
111B	<p>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 <u>on the grantee payroll</u>, 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.</p>	
112A	<p>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.</p>	
112B	<p>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.</p>	
119	<p>Other Salaries for any other grantee employee not fitting into objects 111A, 111B, 112A or 112B.</p>	

Code	Object	Amount
	Include the gross salaries for these individuals, including overtime salaries or temporary employees. Included in this category can be janitorial personnel costs, grant activity coordinators' salaries and food service personnel.	
200	<p>Personal Services - Employee Benefits</p> <p>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, these payments are nevertheless 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.</p>	
322	<p>In-service (Instructional Program Improvement Services)</p> <p>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.</p>	
330	<p>Other Professional/Technical Services</p> <p>Payments for professional or technical services that are not directly related to instructional activities. Included in this category are payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor.</p>	
510	<p>Pupil Transportation</p> <p>Expenditures for transporting pupils to and from school and other activities. Such items as bus rentals for field trips and payments to drivers for transporting handicapped children are included in this category.</p>	

Code	Object	Amount
580	Travel Expenditures for transportation, meals, hotel and other expenses associated with <u>staff</u> 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 and not detailed in 510 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.	

Code	Object	Amount
700	<p>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 <u>but not the rental</u> 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.</p> <p>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 <u>\$1,000</u> and the useful life of more than one year.</p>	
940	<p>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 SDE 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 CSDE, may use the rate approved by another federal agency.</p>	

GRANTEE NAME:		TOWN CODE:
<u>GRANT TITLE: CARL D PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT</u>		
PROJECT TITLE: INNOVATION GRANT		
CORE-CT CLASSIFICATION:	FUND: 12060	SPID: 20742
		PROGRAM: 84010
BUDGET REFERENCE:	CHARTFIELD1: 170003	CHARTFIELD2:
GRANT PERIOD:	AUTHORIZED AMOUNT: \$	
AUTHORIZED AMOUNT BY SOURCE:	CURRENT DUE: \$	
LOCAL BALANCE: \$	CARRY-OVER DUE: \$	
	DESCRIPTIONS	BUDGET AMOUNT
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	
XANR	AGRICULTURE & NATURAL RESOURCES	
XAVC	ARTS, AUDIO VIDEO TECH, AND COMM. SRVCS.	
XBAS	BUSINESS & ADMIN. SERVICES	
XCON	CONSTRUCTION	
XETS	EDUCATION AND TRAINING SERVICES	
XFS	FINANCIAL SERVICES	
XHS	HEALTH SERVICES	
XHSS	HUMAN SERVICES	
XHT	HOSPITALITY & TOURISM	
XITS	INFO. TECH. TELECOM. SERVICES	
XLP	LEGAL & PROTECTIVE SERVICES	
XMAN	MANUFACTURING	
XPAG	PUBLIC ADMINISTRATION/GOVERNMENT SERVICE	
XSRT	SCIENTIFIC RESEARCH, ENGR. AND TECH SVCS.	
XTDL	TRANSPORTATION, DIST. AND LOGISTICS SVCS.	
XWRS	WHOLESALE/RETAIL SALES & SERVICES	
XXXT	TOTAL PROGRAM CATEGORIES	

____ ORIGINAL REQUEST DATE

____ STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

____ DATE OF
APPROVAL

____ REVISED REQUEST DATE

Instructions for Equipment Request Form

Equipment purchases must be part of an overall program improvement proposal for the CTE program. Equipment requests must be accompanied by a description of curriculum improvement/development within the program area where the equipment will be used.

In the budget narrative, indicate the amount of funds to be expended on equipment. Single items under \$1,000 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 should be listed as instructional supplies.

COMPUTERS REGARDLESS OF COST ARE CONSIDERED EQUIPMENT.

Complete the Equipment Request Form as follows:

- A. GRANTEE - Enter grantee's name.
- B. ADDRESS - Enter grantee's address.
- C. DATE SUBMITTED - Enter date submitted.
- D. NAME OF PERSON - Indicate the name, title and telephone number of person completing the form.
- E. PROGRAM AREA - Submit a *SEPARATE* equipment form for each program area. Indicate the program area for which equipment is being requested.
- F. REQUEST FOR EQUIPMENT - The state program area consultant will review the equipment for appropriateness. Freight and installation costs and instructor training are permissible under this section. Leasing of equipment is allowable under Perkins IV. Equipment requiring accessories to become operational is to be grouped with other equipment that requires accessories 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, and 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.

Secondary Equipment Request Form

Statutory Reference: 20 U.S.C. §2301 et seq.

Grant Period:

1. Prepare a separate equipment grant application form for each model area.
2. Single items under \$1,000 should not be charged to equipment (with the exception of computers) unless they are an integral part of a larger piece of equipment. These items may qualify as instructional supplies.

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

Check the program area for which equipment is being requested. Check ONE model area only.

- | | |
|---|--|
| <input type="checkbox"/> Agriculture Education Common Core Lesson Plan Development
<input type="checkbox"/> Development of Science, Technology, Engineering and Mathematics (STEM) Program in Rapid/Direct Digital Manufacturing Project
<input type="checkbox"/> Development of Social, Emotional and Physical Development Practices for the Student Success Plan (SSP) through Career Technical Education (CTE)
<input type="checkbox"/> E-Commerce, Social Media and Mobile Devices Comprehensive High School | <input type="checkbox"/> Embracing Issues in Aging
<input type="checkbox"/> Enhancing Early Childhood Education Programs
<input type="checkbox"/> Externships for Secondary and Postsecondary Educator |
|---|--|

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

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

TOTAL EQUIPMENT REQUEST: \$ _____ **TOTAL EQUIPMENT APPROVED:** \$ _____

Approved by SDE Consultant

Date

Original Requested Amount: _____

Amended Requested Amount: _____

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 to which the expenditure applies. Please refer to the Perkins Budget Buddy Guide found at: [Budget Buddy Guide.pdf](#) 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 CTE 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 purchased, including quantity and unit cost. Personnel costs should be shown by the number of positions, time involved and hourly rate.
- 4) No more than 5 percent of the grant may be used for administrative purposes including approved indirect costs. Only school districts and regional educational service centers that have submitted indirect cost proposals for fiscal year 2012-13 may apply indirect costs.
- 5) Compute all expenditures to the nearest dollar by line item. Do not include cents.

Local Uses of Funds

Those in bold are new in Perkins IV

Required Uses of Funds:

1. To strengthen the academic, career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.
2. **To link CTE at the secondary level and the postsecondary level, including offering the relevant elements of not less than one Program of Study described in Section 122(c)(1)(A).**
3. To provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. To develop, improve or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
5. To provide in-service and pre-service professional development programs to all teachers, faculty, administrators, career guidance and academic counselors who are involved in integrated CTE programs on topics including: effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement and effective use of scientifically-based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry, involve internship programs that provide relevant business experience and train teachers in the effective use and application of technology.
6. To develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met.
7. To initiate, improve, expand and modernize quality CTE programs, including relevant technology.
8. To provide services and activities that are of sufficient size, scope and quality to be effective.
9. **To provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.**

Permissible Uses of Funds

1. To include parents, businesses and labor organizations in the design, implementation and evaluation of CTE programs.
2. To provide career guidance and academic counseling, **which may include information described in Section 2328 of Perkins IV, for students participating in CTE programs that improves graduation rates and provides information on postsecondary and career options and provides assistance for postsecondary students and adults?**
3. **To develop and support local education and business partnerships**, including work-related experiences for students, **adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.**

4. To provide programs for special populations.
5. To assist career and technical student organizations.
6. To provide mentoring and support services.
7. To lease, purchase, upgrade or adapt equipment, including instructional aides and **publications (including support for library resources) designed to strengthen and support academic and technical skills achievement.**
8. To develop teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.
9. **To develop and expand postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.**
10. **To develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.**
11. **To provide activities to support entrepreneurship education and training.**
12. **To improve or develop new CTE courses, including the development of Programs of Study/Student Success Plan for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.**
13. **To develop and support small, personalized career-themed learning communities.**
14. To provide support for family and consumer sciences programs.
15. **To provide CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.**
16. To provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or in finding an appropriate job.
17. To support training and activities (**such as mentoring and outreach**) in nontraditional fields.
18. **To provide support for training programs in automotive technologies.**
19. **To pool a portion of such funds with a portion of funds available to other recipients for innovative initiatives.**
20. To support other CTE activities consistent with the purpose of Perkins IV.

**CARL D. PERKINS CAREER AND TECHNICAL
EDUCATION IMPROVEMENT ACT ASSURANCES**

1. Individuals, who are members of special populations preparing for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency, shall be provided with equal access to recruitment, enrollment, and placement activities; and equitable participation in Perkins funded CTE programs. Such populations shall be provided with equal access to the full range of applied education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, and comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations. [Sec. 2354 (b) (9)]
2. The progress of special population students participating in programs receiving Perkins funds shall be assessed to ensure their successful participation in CTE programs in the most integrated setting possible. Strategies to overcome any barriers encountered by special populations shall be implemented. [Sec. 2354 (b) (8)]
3. An annual evaluation of CTE programs funded under this Act shall be conducted and shall include an assessment of the needs of special populations and whether such programs enable special populations to meet local levels of performance and prepare them for further learning or for high-skill, high-wage careers. [Sec. 2354 (b) (8) (B)]
4. The grantee shall develop, improve or expand the use of technology in CTE programs and ensure that CTE personnel are trained to use state-of-the-art technology and effective techniques and practices. [Sec. 2355 (b) (4)]
5. The grantee shall provide CTE students with the academic and career and technical skills (including the math and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields. Schools shall collaborate with technology industries to offer work-based learning programs. [Sec. 2355 (b) (4) (B)]
6. The grantee shall encourage parental and community involvement in its career and technical programs. [Sec. 2355 (5) (A) (iii)]
7. The grantee shall provide a CTE program that is of sufficient size, scope, and quality to bring about improvement in the quality of CTE programs. [Sec. 2354 (b) (6)]
8. Equipment purchased, when not being used to carry out the provisions of the Perkins Act, may be used for other instructional purposes if it does not interfere with the use of that equipment for programs funded under the Act; and does not add to the cost of using that equipment. (34 CFR Sec. 80.32)
9. All equipment purchased under the Act must comply with Education Department General Administrative Regulations (34 CFR Sec. 74.34)
10. The grantee shall develop strategies to promote nontraditional training and employment for students participating in CTE programs. [Sec. 2354 (b) (10)]
11. The grantee shall provide sufficient information to the SDE to enable them to comply with the provisions of this Act. (20 U.S.C. §2301 et. seq.)
12. The CTE 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 CTE activities.

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

Signature: _____

Name (typed): _____

Title (typed): _____

Date: _____

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

PROJECT TITLE: _____

THE APPLICANT: _____ HEREBY ASSURES THAT:
(Insert Agency)

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

- M. The applicant agrees and warrants that C.G.S. Sections 4-190 to 4-197, inclusive, 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; and

REQUIRED LANGUAGE (NON-DISCRIMINATION)

- 1) References in this section to “contract” shall mean this grant agreement and references to “contractor” shall mean the Grantee.

For the 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 per cent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise and (3) who are members of a minority, as such term is defined in subsection (a) of 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.

- 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. 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 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; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (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 section (2) above 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; 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 the term of this contract and any amendments thereto as they exist on the date of the 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 manner 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 section 46a-56; (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.
 - 8) The contractor shall include the provisions of section (7) above 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; 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.
- N. The grant award is subject to approval of the State Department of Education and availability of state or federal funds.
- O. 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: _____

**CERTIFICATION THAT A CURRENT
AFFIRMATIVE ACTION PLAN IS ON FILE**

I, the undersigned authorized official, hereby certify that the current affirmative action packet for _____ is on file with the Connecticut State Department of
[local school district name]

Education. The Affirmative Action Plan is, by reference, part of this application.

Name of Authorized Official

Title

Signature of Authorized Official

Date

**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.

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

Federal CTE Clusters and Connecticut Career Pathways

Career clusters identify pathways from secondary schools to postsecondary education so students can learn in school what careers may interest them for the future, motivating them to work harder and to enroll in courses that are more rigorous. The Federal Office of Career and Adult Education have identified 16 career clusters that represent all career possibilities. The districts will continue to align CTE student enrollments within these 16 career clusters.

Connecticut has established 34 Career Pathways organized under the federally recognized 16 career clusters located on the CSDE Web site at: [Career Pathways Wheel.pdf](#). The student individual SSP can be aligned to any of the national 79 career pathways found at: www.careerclusters.org. A sample of the SSP is provided under Figure 1 on the following page.

The Connecticut Career Certificate:

The districts may chose to offer students enrolled in CSDE-approved career pathways programs, the opportunity to earn the Connecticut Career Certificate (CCC). Students must have an established SSP in one of the 34 career pathways related to the 16 career clusters. The CCC is signed by the Commissioners of Education and Labor and is awarded to eligible senior students, who, in addition to earning their diploma, have met rigorous and comprehensive academic, career exploration and work-based learning criteria. An application to offer the CCC will be made available on the CSDE Web site.

SAMPLE STUDENT SUCCESS PLAN

Figure 1: Connecticut Career Pathways Initiative Transition Plan



Name: _____

Learner ID: _____

School/College/University: _____

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

This Career Pathway (based on the Science, Technology, Engineering and Mathematics Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner’s educational and career goals. *This PEP, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

Education Levels	Grade	English/Language Arts	Math	Science	Social Studies/Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Engineering and Technology Pathway	SAMPLE Occupations Relating to This Pathway	
SECONDARY	6 & 7	Interest Inventory Administered and Plan of Study Initiated for all Learners						Exploratory Courses	
	8	English	Pre-Algebra or Algebra 1	Integrated Science	American History	First Robotics	The Magic of Electronics		
	9	English Composition	Algebra 1 or Geometry	Earth Science	Social studies 9	<ul style="list-style-type: none"> • Experiential Learning • A/P, Dual/Concurrent credit • 21st Century and Professional skills • Capstone Projects • Related extra- and co-curricular • Arts elective • Physical Education • World Language 	Introduction to Engineering Design	<p>2-yr College Degree</p> <ul style="list-style-type: none"> ► Manufacturing Technician ► Electronic Technician ► Survey Technician ► CAD Technician <p>4-yr College Degree</p> <ul style="list-style-type: none"> ► Aerospace Engineer ► Civil Engineer ► Biomedical Engineer ► Computer Engineer 	
	10	English Literature	Geometry or Algebra II	Biology	Modern Europe		Principles of Engineering Information Technology Application		
	11	Literature and Composition	Pre-Calculus or Trigonometry	Chemistry	U.S. History		Product Engineering and Development Digital Electronics		
	College Placement Assessments-Academic/Career Advisement Provided								
12	English Composition	Intermediate Algebra or Trig or Calculus or Math Analysis	Physics, Advanced Chemistry or Organic Chemistry	World Issues	Civil Engineering and Architecture Engineering Innovation				
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes									
POST SECONDARY	Year 13	English Composition	Algebra or Trig Calculus I Calculus II	Physics or Chemistry	American Government Global Issues	<ul style="list-style-type: none"> • Experiential Learning • Practicum • Portfolio • 21st Century • Professional Skills • Internship • Related extra- & co-curricular 	Engineering Analysis Engineering Design		
	Year 14	Speech/Oral Communication or Technical Writing	Intro to Differential Equations Calculus & Statistics	Organic Chemistry Microbiology	Modern Western Traditions Ethics/Legal Issues		Engineering Processes		
	Year 15	Literature	Statistical or Trig	Chemistry	Economics or Geography		Continue Courses in Area of Specialization		
	Year 16	Technical Writing	Math	Physics	Psychology or Anthropology		Complete Engineering and Technology Major (4-Year Degree Program)		

CT Comprehensive School Counseling Program

Connecticut State Department of Education, Division of Teaching, Learning and Instructional Leadership. Blank copies and samples of the Connecticut Pathways can be found at www.state.ct.us/sde/

APPENDIX B
Innovation Grant
Proposal Scoring Guide

Connecticut State Department of Education
Division of Standards, Curriculum and Instruction

2012-13
Total Score: ___/20

District Name: _____

Address: _____

Contact: _____

Evaluator: _____ Date Reviewed: _____

Essential Elements	Dimension	Points Circle One
Plan summary/abstract provides a clear comprehensive description of plan.	Plan summary provides a clear, concise synopsis of the plan objectives.	3
	Plan summary is somewhat clear and provides satisfactory supporting details.	2
	Plan summary lacks clarity and the supporting details.	1
	Plan summary is missing or completely unclear.	0
Plan Narrative addresses all required activities with measurable objectives.	All 12 elements in the Local Plan Narrative (page 23) are clear, concise, measurable and meet legislative requirements.	3
	The 12 elements in the Local Plan Narrative are satisfactory, measurable and meet legislative requirements.	2
	The 12 elements in the Local Plan Narrative are unclear, immeasurable or do not meet legislative requirements.	1
	The 12 elements in the Local Plan Narrative are not provided, completely unclear, immeasurable or do not meet legislative requirements.	0
Proposal reflects innovation directly improving the CTE programs in the district.	Proposal describes a new initiative, which strives to raise the bar for CTE students.	3
	Proposal reflects an innovative, insightful initiative developed for purposes of enhancing the current CTE district program in closing the achievement gap for CTE innovation students.	2
	Proposal is vague, lacks vision in addressing ongoing future needs of CTE students.	1
	Proposal is missing, completely unclear or does not offer improved opportunities for CTE students.	0

Essential Elements	Dimension	Points Circle One
Career Pathway(s) have been established under the Innovation Model.	Career Pathway clearly denotes academic core subjects tied to pathway elective courses linked to postsecondary education. Opportunities for work-based learning, other extracurricular components and sample occupational titles are in place.	3
	Career pathway has been established for academic core but indicates no continuum of pathway electives high school to postsecondary. Opportunities for work-based learning, other extracurricular components and sample occupational titles are in place.	2
	Career pathway has been established with incomplete academic and pathway electives. Other components relative to work-based learning and occupations missing.	1
	Career pathway not provided.	0
Acceptability of the sustainability plan with local board minutes.	District has provided a concise, acceptable sustainability plan with local board minutes.	3
	District has provided a sustainability plan with local board minutes.	2
	District's plan does not support sustainability or plan objectives.	1
	A sustainability plan or board minutes is missing.	0
ED 114 Budget Form and the Equipment Purchases Form (if required) are correct and complete.	ED 114 Budget Form and the Equipment Form (if required) are correct and complete.	3
	ED 114 Budget Form or the Equipment Form (if required) are missing some information or calculated incorrectly.	2
	ED 114 Budget Form and the Equipment Form (if required) are incomplete or incorrect.	1
	ED 114 Budget Form and/or Equipment Form (if required) are missing.	0
Budget Narrative follows state procedures.	The Budget Narrative/Summary is allowable by law and 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: __/20

APPENDIX C

ANNIE E. CASEY FOUNDATION

All Request for Proposals 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 CSDE.
- 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.
- The application shall designate someone to act as liaison for the referral process.