

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
**Division of Teaching, Learning and Instructional Leadership**  
**Bureau of Curriculum and Instruction**

# **College Career Pathways Application**

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**2008-09**

**PURPOSE:** To continue the consortia College Career Pathways program goals and objectives that encourage the development of four-year or six-year career and technical education programs that combine secondary and postsecondary programs. These programs lead to a minimum of a two-year associate's degree, two-year certificate or credit towards a bachelor's degree in a related career and technical field pursuant under the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270, codified at 20 U.S.C. Section 2301 et seq.

**Application Due: July 11, 2008**

**Published: June 2008**

**RFP # 990**



Approved By Forum Review Committee:

**RFP990-062508**

College Career Pathways Application

# Connecticut State Department of Education

Mark K. McQuillan  
Commissioner of Education

“The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons and does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, national origin, sex disability, age, religion or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Inquiries regarding the Department of Education’s nondiscrimination policies should be directed to the Equal Employment Opportunity Manager, State of Connecticut, Department of Education, 25 Industrial Park Road, Middletown, Connecticut 06457, (860)807-2071.”

Approved By Forum Review Committee:  
RFP990-062508  
College Career Pathways Application

**AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.**

**COLLEGE CAREER PATHWAYS GRANT APPLICATION  
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# **Carl D. Perkins Career and Technical Education Improvement Act of 2006**

## **College Career Pathways 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.

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

Within Perkins IV, the College Career Pathways (CCP) program has been reauthorized as an important catalyst for secondary reform and postsecondary education improvement efforts. Each institution awarded a Carl D. Perkins Grant will provide maintenance of effort consistent with the 2007 fiscal year funding level of each award for the CCP program. The CCP program promotes greater student achievement, postsecondary preparation and high accountability. An articulation agreement established between the high school and community college must combine a minimum of two years of secondary education, with a minimum of two years of postsecondary education, in a nonduplicative, sequential course of study or an apprenticeship program of at least two years following secondary instruction.

The focus of the CCP programs under Perkins relates to:

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

### **II. Proposal Rationale**

As the nation is challenged by the changing nature of the economy, a shortage of workers and an ill-equipped workforce, CTE is forced to develop strategies to meet these challenges. It is important to raise expectations in order to close the achievement gap; measure and assess student performance and outcomes; and identify and focus resources and energy on proven research-based strategies. With increased options for all students, the State Department of Education (SDE) and the community colleges move from a culture of compliance to a culture of accountability.

In order for students to meet the challenges of postsecondary education and workforce preparation in the CTE fields, Perkins IV focuses the federal investment in high-quality CTE programs. During the **2008-09** fiscal year, CTE programs shall address the following activities: standards-based curriculum, the state (CTE) assessment system, work-based learning, career pathways, career and technical student organizations and postsecondary linkages. Also, CTE programs should address the four corner stones of No Child Left Behind (NCLB) Act: narrowing the achievement gap; proven methods; increasing accountability for student performance; and coordination with federal employment and training programs.

### **III. College Career Pathways Grant Eligible Participants**

**To be eligible to apply for the CCP Grant, community colleges must:**

- show evidence of the 2007-08 CCP program participation;
- build student competency in math, science, reading, writing, communications and a career course; **no remedial courses are accepted;**
- develop and implement a data collection process to track student participation, completion, placement and retention; and
- offer certificate or apprenticeship programs at the postsecondary level or a consortium of two (2) or more institutions of higher education.

### **IV. Program Standards and Accountability**

In order to promote continuous improvement of CTE, programs should be designed around the “core indicators of performance for postsecondary CTE students.” These core indicators should prepare students for:

- the attainment of challenging state-established academic and CTE skill proficiencies;
- the attainment of a secondary school diploma or its recognized equivalent proficiency, credential in conjunction with a secondary diploma or a postsecondary degree or credential;
- placement in military service or apprenticeship programs or placement or retention in employment, including placement in high-skill, high-wage or high-demand occupations or professions;
- participation in and completion of CTE programs that lead to nontraditional fields; and
- student retention in postsecondary education or transfer to a baccalaureate degree program.

### **V. Eligible Institution**

The term “eligible institution” means a public or nonprofit institution of higher education that provides not less than a two-year program of instruction that is creditable toward a bachelor’s degree; a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level; or a consortium of two or more institutions of higher education.

Eligible institutions:

- Must develop and implement a data collection process to track student participation, completion, placement and retention.
- Are required to establish a partnership committee (advisory board) to serve in an advisory capacity. One committee, or multiple committees, can be established to provide support to all program areas.

## Definition of Career Pathways/Program of Study

In assisting students in planning for and completing future coursework for career and technical content areas, the Program of Study will:

- incorporate secondary and postsecondary education elements;
- include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative 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 (i.e., CCP) to acquire postsecondary credit; and
- lead to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree.

## **VI. Other Grant Requirements**

Each community college receiving CCP funds must budget and expend no less than 5 percent of the allocation for participation in national and state-approved professional development workshops designed to provide strategies for improving student academic success. Community colleges are allowed to expend additional funds for other professional development activities beyond the 5 percent allocated for state sponsored professional development. Professional development opportunities should be made available to ALL community college CTE teachers.

Grantees must use funds to improve CTE programs. This means that eligible recipients must target the funds for new and improved activities. Grantees may not use funds to simply maintain existing activities.

A maximum of 5 percent of the grant may be used for administrative costs, including indirect costs. Only institutions that have submitted indirect cost proposals for fiscal year 2008-09 may apply indirect costs to this grant.

Administrative activities are those necessary for the proper and efficient performance of the eligible agency or eligible recipients' duties under the Carl D. Perkins Career and Technical Improvement Act (Perkins IV), including supervision, but do not include curriculum development activities, personnel development or research activities.

## **VII. Management and 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.**

## **VIII. Letter of Intent**

All postsecondary institutions will be required to submit a letter of intent to apply for CCP funding for the year 2008-09. A signature from the president implies that the community college meets and intends to comply with the eligibility requirements in the application.

**IX. Application Review and Evaluation Process**

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

**X. Disposition of Applications**

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

**XI. Grant Awards**

The SDE reserves the right to make grant and contract awards under this program without discussion with the applicants; therefore, proposals should represent the applicant’s best effort to ensure a quality proposal from both a technical and cost standpoint. All awards are subject to the availability of federal funds. Grants are not final until the award letter is executed. The Deputy Commissioner of the Department of Education 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.

**XII. Grant Period**

The CCP grant is for one year. All funds must be obligated by June 30, 2009. There are no exceptions or waivers to this requirement.

**XIII. Technical Assistance by Program Area**

**CTE Program Area Specialists**

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

**XIV. End of the Year Report**

All grant recipients must submit the End of the Year Report and copies of all published materials, which have been funded by the Carl D. Perkins Career and Technical Education Improvement Act – College Career Pathways. The report and materials must be submitted by July 1, 2009, to:

Dr. Diane Ross Gary, Education Consultant  
Division of Teaching Learning and Instructional Leadership  
Bureau of Curriculum and Instruction  
165 Capitol Ave, Room 363  
Hartford, CT 06106

**XV. Application Submission Requirements**

Proposals, *irrespective of means of transmittal or postmark date*, must be received by 4:30 p.m. on Friday, **July 11, 2008**. Proposals submitted become the property of the SDE and a part of the public domain. **One original and one copy of all sections of the grant with original signatures, including the ED 114 and budget narrative, must be mailed or delivered to Dr. Diane Ross Gary.**

**Mailing Address**

Dr. Diane Ross Gary, Education Consultant  
Connecticut State Department of Education  
Bureau of Curriculum and Instruction  
P.O. Box 2219  
Hartford, Connecticut 06145

**Delivery Address**

Dr. Diane Ross Gary, Education Consultant  
Connecticut State Department of Education  
Bureau of Curriculum and Instruction  
165 Capitol Avenue, Room #363  
Hartford, Connecticut 06106

*The application is available on the SDE Web site at: [www.state.ct.us/sde](http://www.state.ct.us/sde)  
There will be a link to the Internet ED 114 system from the application Web site.*

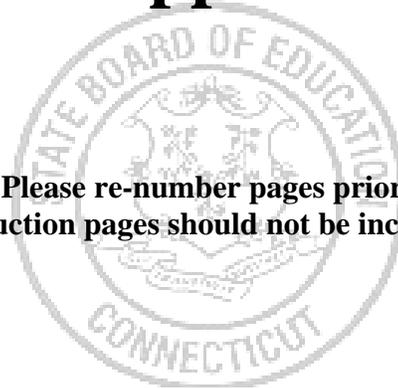
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**RFP990-062508**

**College Career Pathways Application**

# Grant Application Packet

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



Approved By Forms Review Committee:

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**College Career Pathways Application**

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
**Division of Teaching, Learning and Instructional Leadership**



**CARL D. PERKINS**  
**College Career Pathways Application**  
**RFP #990**

**GRANT PERIOD**  
**July 1, 2008 to June 30, 2009**

**GRANT COVER PAGE**  
*To be completed and submitted with the grant application*

|   |  |
|---|--|
| <p><b><u>Applicant</u></b> (<i>Fiscal Agent</i>)<br/>(<i>Name, Address, Telephone, Fax, E-Mail</i>)</p> | <p><b><u>Program Funding Dates</u></b><br/><b>From July 1, 2008, to June 30, 2009</b></p> <p><b><u>Requested Amount</u></b> \$ _____</p> |
| <p><b><u>Contact Person</u></b><br/>(<i>Name, Address, Telephone, Fax, E-Mail</i>)</p>                  | <p><b>Review Committee:</b><br/><b>162508</b><br/><b>ways Application</b></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:** \_\_\_\_\_

**CONSORTIUM SIGNATURE PAGE**

The following consortium partners agree to the College Career Pathways Partnership and will support the proposal that is being submitted for the 2008-09 Grant Year.

**All signatures must be original.**

**Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**School:** \_\_\_\_\_

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

## Plan Narrative Instructions

The college must include a response to the 16 areas (see Appendix A, Figure 2) referred to in the Connecticut Career Cluster Pathways Crosswalk. Below are definitions provided to assist in responding to the questions in the plan narrative. The required and permissible use of funds can be found in Appendix C.

### **Definitions to assist completion of the plan narrative:**

Definition of Concentrator Postsecondary/Adult Level:

Participant – A student who is enrolled in a Program of Study leading to an occupational degree or certificate (excludes all liberal arts and general studies students).

Concentrators – A concentrator is defined as any student in a given year who is enrolled in a Program of Study leading to an occupational degree or certificate (excludes all liberal arts and general studies students) and has completed at least 15 semester hours worth of course work.

Nontraditional Students – Students enrolled in programs that have been defined as occupations where one gender comprises less than 25 percent of employment, such as females in pre-engineering programs or males enrolled in early childhood programs.

Academic Integration – The academic integration component of the Perkins IV grant requires colleges to focus teaching and learning strategies in CTE curricula, courses and instruction that will enhance the academic proficiency of students. Academic integration strategies may include local research, project-based assessment, cross-credited courses, increased leveling of CTE courses (advanced placement, honors levels), CCP, integrated curriculum models, expanded partnerships and specific management plans to measure results.

Academic integration strengthens the academic and career and technical skills of students participating in CTE programs by strengthening the academic and career and technical components of such programs through the integration of academics with CTE programs through a coherent sequence of courses to ensure learning in the core academic and career and technical subjects.

All Aspects of the Industry – These include planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health, safety and environmental issues.

**Plan Narrative**  
**College Career Pathways Grant Application**

| Legislative Question  |
|---|
| Describe how the community college/University of Connecticut will:  |
| 1. carry out College Career Pathways (CCP) programs;  |
| 2. develop and implement not less than one career pathway or Program of Study;  |
| 3. ensure that CCP activities meet 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. ensure that students who participate in CCP programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students;   |
| 7. encourage CCP students at the secondary level to enroll in rigorous and challenging courses in core academic subjects;   |
| 8. provide comprehensive professional development (including initial teacher preparation) for CCP academic, guidance and administrative personnel that promotes the integration of coherent and rigorous content aligned with challenging academic standards;   |
| 9. ensure that all stakeholders are involved in the development, implementation and evaluation of CCP programs and are provided information and understanding of Perkins, including Programs of Study;  |
| 10. ensure that all CCP programs are of sufficient size, scope and quality to bring about improvement in CCP;   |
| 11. develop a process to be used to evaluate and continuously improve core indicator levels of performance;   |
| 12. review CCP programs, identify and adopt strategies: <ol style="list-style-type: none"> <li>a. to overcome barriers that result in lower access or success for special populations;</li> <li>b. to provide programs that enable special populations to meet local performance levels; and</li> <li>c. to provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.</li> </ol> |
| 13. ensure that individuals who are members of special populations will not be discriminated against based on this status;  |
| 14. use funds to promote preparation for nontraditional training and employment;  |
| 15. provide career guidance and academic counseling to CCP students, including linkages to future education and training opportunities; and   |
| 16. improve efforts to recruit and retain CCP teachers, faculty, and career guidance academic counselors, including under-represented groups; and the transition to teaching from business and industry.  |

**Partnership/Advisory Committee**

**Instructions:**

Provide the information below identifying the program(s) areas served and names and titles of all partnership committee members. Also, please attach a brief work plan to be executed by the committee this school year.

College: \_\_\_\_\_

Program Area(s) Served: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Committee Members**

Student(s): \_\_\_\_\_

Teacher(s): \_\_\_\_\_

Administrator(s): \_\_\_\_\_

Business and Industry(s): \_\_\_\_\_

Secondary Education: \_\_\_\_\_

Community Organization(s): \_\_\_\_\_

Other(s): \_\_\_\_\_



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## 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). *Please refer to the Perkins IV Budget Buddy in preparing the budget narrative.* [http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Career/buddy\\_buddy.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Career/buddy_buddy.pdf)

1. Program improvement line items in the budget narrative must stipulate the occupational program area and the course(s) being funded.
2. 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. The personnel line item should show by the number of positions, time involved and hourly rate.
3. No more than 5 percent of the grant may be used for administrative purposes including approved indirect costs. Only applicants that have submitted indirect cost proposals for fiscal year 2008-09 may apply indirect costs.
4. Compute all expenditures to the **nearest dollar** by line item. **Do not include cents.**
5. There should be a plan of evidence from the college to absorb salaried related cost funded by the CCP grant within a reasonable time frame.

## INSTRUCTIONS FOR ED 114 BUDGET FORM

The FY 2008-09 ED 114 system will be available on the Internet. For the purposes of this application process, preliminary 2009 budgets will appear in the system with 2007-08 allotment amounts.

Currently, each community college has one log on, password and certification code. This information is used by the business manager or finance officer to file monthly cash drawdown requests. Those codes will be used by this system to get access to the system and to certify this information.

When the grantee logs on to this system, any budgets awaiting grantee data entry will be available on the first screen.

Find the budget on this page that coincides with the coding on the blank budget in this package and click on "Select."

Enter the proposed expenditures on the appropriate budget object code line. Code Descriptions can be found in Appendix D. Note: Round all amounts to the nearest whole dollar and do not enter commas. "The Grantee User ID" Code, "Grantee Name" and "Authorized Amount" should appear on the screen.

**BUDGET:** Enter amount of proposed expenditures on appropriate object code lines.

Note: Round all amounts to the nearest whole dollar – do not enter commas.

Click on the box at the bottom, "Total Detail Lines." If the budget does not add up to the authorized amount, a message will display. The budget cannot be saved until the line items are revised.

**Click the “Save Budget.” The business manager or finance officer of the community college or UConn has the certification code. They will need to electronically sign off on this budget. You may also print this budget and ask the president to sign it.**

**A complete set of system instructions are available under the “Help” category once you are logged into this system.**



**Approved By Forms Review Committee:**

**RFP990-062508**

**College Career Pathways Application**

ED114

FISCAL YEAR 2009

BUDGET FORM

FUNDING STATUS:

| <b>GRANTEE NAME:</b>  |                                       | <b>TOWN CODE:</b>           |
|---|---------------------------------------|-----------------------------|
| <b>GRANT TITLE: CARL D PERKINS VOC. &amp; TECH. EDUC. ACT</b> |                                       |                             |
| <b>PROJECT TITLE: COLLEGE CAREER PATHWAYS GRANT</b>           |                                       |                             |
| <b>CORE-CT CLASSIFICATION:</b>                                | <b>FUND: 12060</b>                    | <b>SPID: 20742</b>          |
| <b>BUDGET REFERENCE: 2009</b>                                 | <b>CHARTFIELD1: 170003</b>            | <b>PROGRAM: 84010</b>       |
| <b>GRANT PERIOD: 7/01/08 - 6/30/09</b>                        |                                       | <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 \_\_\_\_\_

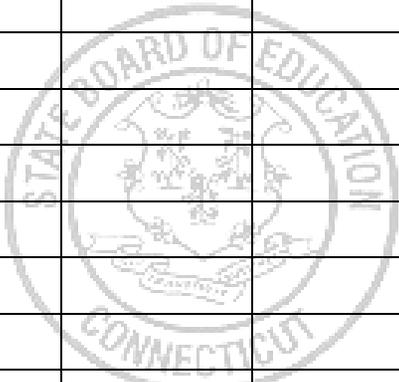
\_\_\_\_ REVISED REQUEST DATE \_\_\_\_\_

STATE DEPARTMENT OF EDUCATION  
PROGRAM MANAGER AUTHORIZATION

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

**Purpose Code Budget Form Instructions:** Please complete the Purpose Code Budget Form by transferring your fiscal budget allocations from your ED 114 into the budget code column and allocate each budget line amount attributed to the purpose codes below.

| ED 114 Budget Codes    | Professional Development | Academic Skill Attainment | CTE Skill Proficiency | Work-based Learning/ Career Pathways | Special Populations | Parent, Community, Business Partnerships | Secondary/Post Secondary Linkages |
|------------------------|--------------------------|---------------------------|-----------------------|--------------------------------------|---------------------|--|-----------------------------------|
| 111A Sample<br>\$7,000 |                          | \$3,000                   |                       | \$2,000                              | \$2,000             |  |                                   |
| 111A                   |                          |                           |                       |                                      |                     |  |                                   |
| 111B                   |                          |                           |                       |                                      |                     |  |                                   |
| 112A                   |                          |                           |                       |                                      |                     |  |                                   |
| 112B                   |                          |                           |                       |                                      |                     |  |                                   |
| 119                    |                          |                           |                       |                                      |                     |  |                                   |
| 200                    |                          |                           |                       |                                      |                     |  |                                   |
| 321                    |                          |                           |                       |                                      |                     |  |                                   |
| 322                    |                          |                           |                       |                                      |                     |  |                                   |
| 323                    |                          |                           |                       |                                      |                     |  |                                   |
| 330                    |                          |                           |                       |                                      |                     |  |                                   |
| 510                    |                          |                           |                       |                                      |                     |  |                                   |
| 580                    |                          |                           |                       |                                      |                     |  |                                   |
| 590                    |                          |                           |                       |                                      |                     |  |                                   |
| 611                    |                          |                           |                       |                                      |                     |  |                                   |
| 641                    |                          |                           |                       |                                      |                     |  |                                   |
| 700                    |                          |                           |                       |                                      |                     |  |                                   |
| <b>Total</b>           |                          |                           |                       |                                      |                     |  |                                   |



Approved By Forms Review Committee:

RFP990-062508

College Career Pathways Application

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

1. Individuals who are members of special populations, including single parents and displaced homemakers, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency, shall be provided with equal access to recruitment, enrollment, 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, 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. Encourage schools to 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 the Education Department General Administrative Regulations (CFR Sec. 74.34)
10. The grantee shall develop strategies to promote non-traditional training and employment for students participating in CTE programs. [Sec. 2354 (b) (10)]
11. The grantee shall provide sufficient information to the State Department of Education to enable the Department to comply with the provisions of this Act. (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: \_\_\_\_\_



Approved By Forms Review Committee:

**RFP990-062508**

**College Career Pathways Application**

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



Approved By Forms Review Committee:

**RFP990-062508**

**College Career Pathways Application**



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

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

**Instructions for Certification**

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary takeover~ transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of roles implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. **The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.**
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by *this* clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

---

**Certification**

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

|  |  |
|--|--|
| <b>Name of Applicant</b>                                   | <b>PR/AWARD Number and/or Project Name</b> |
| <b>Printed Name and Title of Authorized Representative</b> |  |
| <b>Signature</b>   | <b>Date</b>                                |

## APPENDIX A

### Federal CTE Clusters

Career clusters identify pathways from two-year to four-year postsecondary education, encouraging students to advance their education and career opportunities. The federal Office of Vocational and Adult Education has identified 16 career clusters, which represent all career possibilities.

Connecticut has established 34 career pathways organized under the federally-recognized 16 career clusters illustrated in Figure 1. Currently, there are 18 areas of concentration aligned to the 34 pathways and to the 16 career clusters that are assessed each year under the CTE assessment system. See Figure 2, for an illustration of the Connecticut Career Cluster Pathways Crosswalk. The crosswalk also indicates the non-traditional designation for each cluster, pathway and concentration.



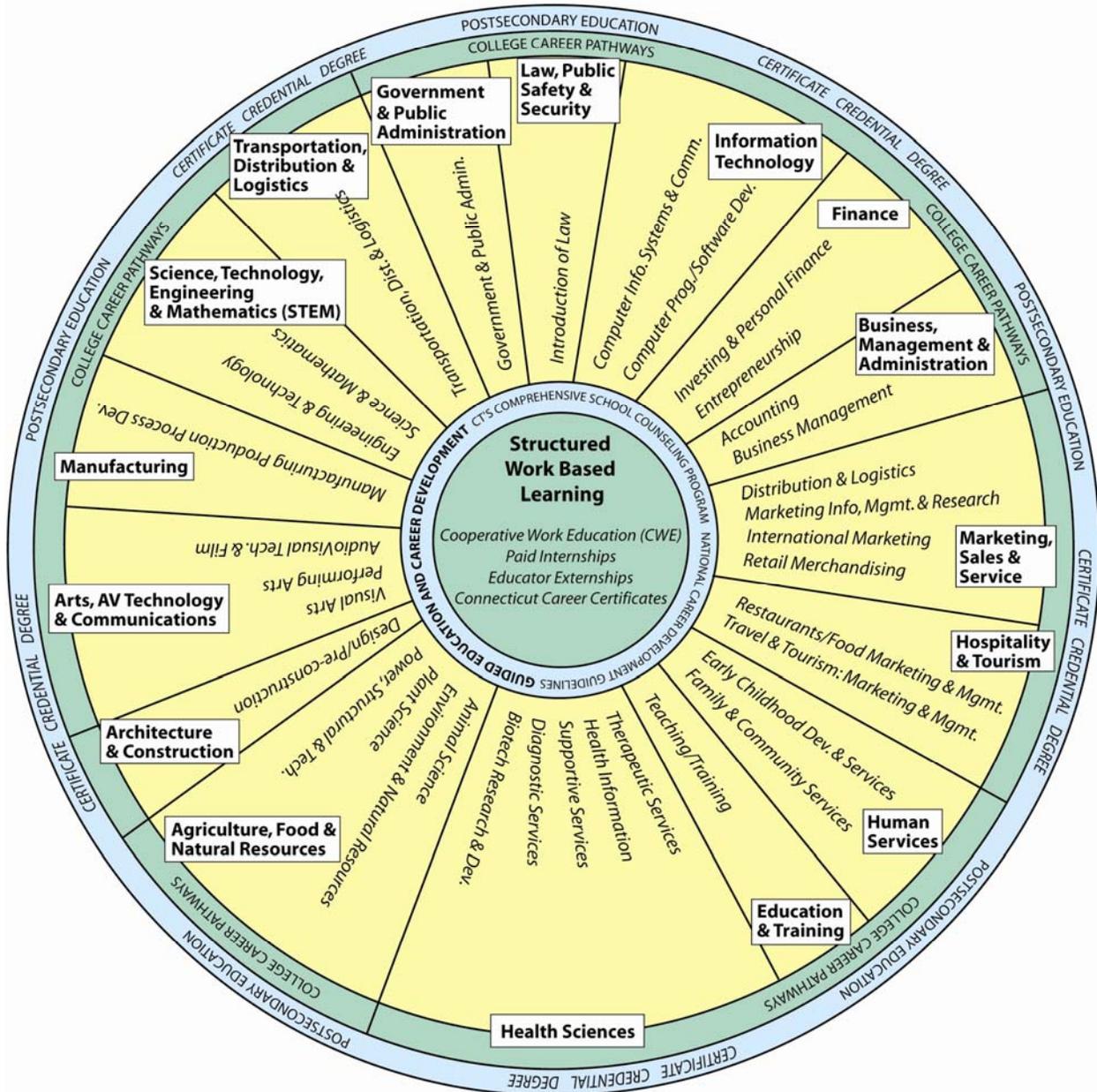
Approved By Forms Review Committee:

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**College Career Pathways Application**

Figure 1:

# The Connecticut Career Pathways Initiative 2008-2009



**Figure 2:**

**Connecticut Career Cluster Pathways Crosswalk to  
Areas of Concentration and Nontraditional Designation**

| 16 Career Clusters                              |  | 34 Career Pathways  | Areas of Concentration   |
|---|--|---|--|
| <b>* Nontraditional Designation</b>             | * Agriculture, Food and Natural Resources  | <ul style="list-style-type: none"> <li>• Animal Science</li> </ul>  | Animal Science<br>Aquaculture and Marine-Related Technologies                      |
|   |  | <ul style="list-style-type: none"> <li>• Environment and Natural Resources</li> </ul>   | Natural Resources and Environmental<br>Aquaculture and Marine-Related Technologies |
|   |  | <ul style="list-style-type: none"> <li>• Plant Science</li> </ul>   | Plant Science  |
|   |  | <ul style="list-style-type: none"> <li>• Power, Structural and Tech</li> </ul>  | Agriculture Mechanics  |
|   | * Architecture and Construction  | <ul style="list-style-type: none"> <li>• Design/Pre-construction</li> <li>• Visual Arts</li> </ul>  | Computer Aided Drafting and Design   |
|   | ** Arts, Audio/Video Technology and Communications   | <ul style="list-style-type: none"> <li>• Performing Arts</li> <li>• Audio Visual Tech and Film</li> </ul>   | Video Production Systems   |
|   | ** Business, Management and Administration   | <ul style="list-style-type: none"> <li>• Accounting</li> <li>• Business Management</li> </ul>   | Accounting<br>Business Management  |
|   | ** Education and Training  | <ul style="list-style-type: none"> <li>• Teaching/Training</li> </ul>   | Early Childhood Education and Services   |
|   | * Finance  | <ul style="list-style-type: none"> <li>• Investing and Personal Finance</li> <li>• Entrepreneurship</li> </ul>  | Business Management  |
|   | ** Government and Public Administration  | <ul style="list-style-type: none"> <li>• Government and Public Administration</li> </ul>  | N/A  |
|   | ** Health Sciences   | <ul style="list-style-type: none"> <li>• Therapeutic Services</li> <li>• Health Information</li> <li>• Supportive Services</li> <li>• Diagnostic Services</li> <li>• Biotech Research and Dev.</li> </ul> | Medical Careers Education  |
|   | ** Hospitality and Tourism   | <ul style="list-style-type: none"> <li>• Restaurants/Food Marketing and Management</li> <li>• Travel &amp; Tourism: Marketing and Management</li> </ul>   | Nutrition, Food Production and Services<br>Marketing Education                     |
|   | ** Human Services  | <ul style="list-style-type: none"> <li>• Early Childhood Dev and Services</li> <li>• Family and Community Services</li> </ul>   | Early Childhood Education and Services   |
| * Information Technology                        | <ul style="list-style-type: none"> <li>• Computer Info Systems and Communication</li> <li>• Computer Program/Software Development</li> </ul> | Computer Information Systems  |  |
| ** Law, Public Safety, Corrections and Security | <ul style="list-style-type: none"> <li>• Introduction of Law</li> </ul>  | Business Management   |  |

**Cooperative Work Education**

| 16 Career Clusters |   | 34 Career Pathways   | Areas of Concentration   |
|--------------------|---|--|--|
| *                  | Manufacturing   | <ul style="list-style-type: none"> <li>Manufacturing Production Process Development</li> </ul>   | Computer Aided Drafting and Design                             |
| **                 | Marketing, Sales and Service                            | <ul style="list-style-type: none"> <li>Distribution &amp; Logistics</li> <li>Marketing Info, Management and Research</li> <li>International Marketing</li> <li>Retail Merchandising</li> </ul> | Marketing Education<br><br>Fashion Marketing and Merchandising |
| *                  | Science, Technology, Engineering and Mathematics (STEM) | <ul style="list-style-type: none"> <li>Engineering and Technology</li> <li>Science and Mathematics</li> </ul>  | Pre-Engineering Technology                                     |
| *                  | Transportation, Distribution and Logistics              | <ul style="list-style-type: none"> <li>Transportation, Dist. And Logistics</li> </ul>  | Automotive Technology  |

\* F = Females \*M = Males

**For content specific information on Career Pathways contact the State Department cluster leader below. Contact information can be found in Section XIII, Technical Assistance.**

| State Cluster Leader  | Cluster   |
|---|---|
| Greg Kane: Agriculture Education, Technology Education      | Agriculture, Food and Natural Resources                 |
|   | Architecture and Construction                           |
|   | Arts, Audio/Video Technology and Communications         |
|   | Manufacturing   |
|   | Science, Technology, Engineering and Mathematics (STEM) |
|   | Transportation, Distribution and Logistics              |
| Lee Marcoux: Business and Finance Technology                | Business, Management and Administration                 |
|   | Finance   |
|   | Government and Public Administration                    |
|   | Law, Public Safety, Corrections and Safety              |
|   | Information Technology                                  |
| Lori Matyjas: Family and Consumer Sciences, Medical Careers | Education and Training                                  |
|   | Health Sciences   |
|   | Hospitality and Tourism                                 |
|   | Human Services  |
| Stephen Hoag: Marketing Education                           | Marketing, Sales and Service                            |
| Other related Technical Assistance                          |   |
| Diane Ross Gary: Cooperative Work Education                 | Cooperative Work Education for each pathway             |
|   | Post-secondary linkages                                 |
| Judith Andrews  | Work-based Learning and Career Development              |
| Stephen Hoag  | Areas of Concentration/CTE Assessment                   |
| June Sanford  | Federal Requirements/Data Reporting                     |

Figure 3: 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 (PEP) (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<br>Other Electives<br>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  | <b>Interest Inventory Administered and Plan of Study Initiated for all Learners</b> |   |  |  |  |   | Exploratory Courses  |  |
|   | 8  | English   | Pre-Algebra or Algebra I                                  | Integrated Science                               | American History                                 | First Robotics   | The Magic of Electronics  |  |  |
|   | 9  | English Composition   | Algebra I or Geometry                                     | Earth Science                                    | Social studies 9                                 | <ul style="list-style-type: none"> <li>• Experiential Learning</li> <li>• A/P, Dual/Concurrent credit</li> </ul>   | Introduction to Engineering Design  | <b>2-vr College Degree</b><br>► Manufacturing Technician<br>► Electronic Technician<br>► Survey Technician<br>► CAD Technician<br><br><b>4-vr College Degree</b><br>► Aerospace Engineer<br>► Civil Engineer<br>► Biomedical Engineer<br>► Computer Engineer |  |
|   | 10   | English Literature  | Geometry or Algebra II                                    | Biology  | Modern Europe                                    | <ul style="list-style-type: none"> <li>• 21st Century and</li> <li>• Professional skills</li> <li>• Capstone Projects</li> <li>• Related extra- and co-curricular</li> </ul> | Principles of Engineering Information Technology Application                                      |  |  |
|   | 11   | Literature and Composition  | Pre-Calculus or Trigonometry                              | Chemistry  | U.S. History                                     | <ul style="list-style-type: none"> <li>• Arts elective</li> <li>• Physical Education</li> <li>• World Language</li> </ul>  | Product Engineering and Development Digital Electronics   |  |  |
|   | <b>College Placement Assessments-Academic/Career Advisement Provided</b> |   |   |  |  |  |   |  |  |
|   | 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   |  |  |
| <b>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes</b> |  |   |   |  |  |  |   |  |  |
| POST SECONDARY  | Year 13  | English Composition   | Algebra or Trig<br>Calculus I<br>Calculus II              | Physics or Chemistry                             | American Government<br>Global Issues             | <ul style="list-style-type: none"> <li>• Experiential Learning</li> <li>• Practicum</li> </ul>   | Engineering Analysis<br>Engineering Design  |  |  |
|   | Year 14  | Speech/Oral Communication or Technical Writing                                      | Intro to Differential Equations<br>Calculus & Statistics  | Organic Chemistry<br>Microbiology                | Modern Western Traditions<br>Ethics/Legal Issues | <ul style="list-style-type: none"> <li>• Portfolio</li> <li>• 21<sup>st</sup> Century</li> <li>• Professional Skills</li> <li>• Internship</li> </ul>                        | Engineering Processes   |  |  |
|   | Year 15  | Literature  | Statistical or Tri  | Chemistry  | Economics or Geography                           | <ul style="list-style-type: none"> <li>• Related extra- &amp; co-curricular</li> </ul>   | 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/](http://www.state.ct.us/sde/)

**APPENDIX B**

**EVALUATION CRITERIA**

Eligible Applicant: \_\_\_\_\_

Reviewer: \_\_\_\_\_

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

| Evaluation Criteria  | Acceptable | Unacceptable | N/A |
|--|------------|--------------|-----|
| <b>Plan Narrative</b>  |            |              |     |
| 1. Description of how CCP programs will be carried out.  |            |              |     |
| 2. Description of how CCP activities will meet state and local adjusted levels of performance.   |            |              |     |
| 3. Description of how the college will establish not less than one career pathway; improve academic integration; provide an understanding of all aspects of an industry; students are taught to the same rigorous academic subjects as to all other students; encourage students to enroll in rigorous challenging core academic subjects. |            |              |     |
| 4. Description of professional development plan.   |            |              |     |
| 5. Description of how stakeholders are involved and informed of Perkins requirements, evaluation and programs of study.  |            |              |     |
| 6. Assurances that programs are of appropriate size, scope and quality.  |            |              |     |
| 7. Description of process to evaluate and continuously improve performance.  |            |              |     |
| 8. Description of strategies to include and provide access to special populations.   |            |              |     |
| 9. Description of how members of special populations will not be discriminated against.  |            |              |     |
| 10. Description of how funds will be used to promote preparation for nontraditional fields.  |            |              |     |
| 11. Description of how career guidance and academic counseling will be provided to CCP students, including linkages to future education and training opportunities.  |            |              |     |
| 12. Description of efforts to improve recruitment and retention of CCP teachers, faculty, career guidance and academic counselors, including under-represented groups; and the transition to teaching from business and industry.  |            |              |     |
|  |            |              |     |
| <b>CONSORTIUM</b>  |            |              |     |
| Joint project(s) are identified.   |            |              |     |
| Sufficient funds have been targeted for the joint project(s).  |            |              |     |
| College members have been identified.  |            |              |     |
| Fiscal agent has been identified.  |            |              |     |

|   |  |  |  |
|---|--|--|--|
| <b>BUDGET</b>   |  |  |  |
| <b>ED 114</b>   |  |  |  |
| Narrative with line item explanation and justification. |  |  |  |
| Administrative funds are within 5 percent cap.          |  |  |  |
| Professional development is no less than 5 percent.     |  |  |  |
| <b>OTHER REQUIREMENTS</b>                               |  |  |  |
| Purpose Code provided.                                  |  |  |  |
| Advisory Board.   |  |  |  |
| Professional Development Outcomes.                      |  |  |  |
| Career Pathway Grid.                                    |  |  |  |
| Continuous Improvement Grid for Each Program Area.      |  |  |  |
| Core Indicator District Performance and Evaluation.     |  |  |  |

**COMMENTS:**

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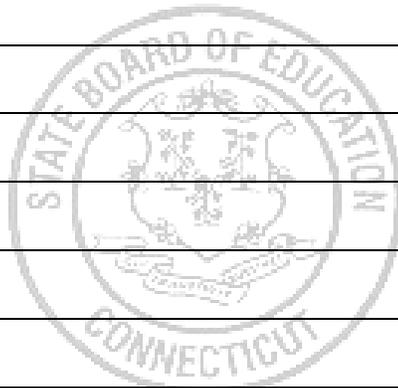
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**College Career Pathways Application**

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## APPENDIX C

### Local Uses of Funds

#### Those in bold are new in Perkins IV

#### Required Uses of Funds

1. Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CCP programs.
2. **Link CCP at the secondary level and the postsecondary level, including by offering the relevant elements of not less than one program of study described in Section 122(c)(1)(A).**
3. Provide students with strong experience in and understanding of, all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve or expand the use of technology in CCP, 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. Provide in-service and pre-service professional development programs to teachers, faculty, administrators and career guidance and academic counselors who are involved in integrated CCP programs on topics including effective integration of academics and CCP, effective teaching skills based on research, effective practices to improve parental and community involvement, 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. Develop and implement evaluations of the CCP programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
7. Initiate, improve, expand and modernize quality CCP programs, including relevant technology.
8. Provide services and activities that are of sufficient size, scope and quality to be effective.
9. **Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CCP programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.**

#### Permissible Uses of Funds

1. Involving parents, businesses and labor organizations in the design, implementation and evaluation of CCP programs.
2. Providing career guidance and academic counseling, **which may include information described in Section 118, for students participating in CCP programs that improves graduation rates and provides information on postsecondary and career options and provides assistance for postsecondary students and adults.**

3. **Local education and business partnerships, including for work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.**
4. Providing programs for special populations.
5. Mentoring and support services.
6. **Provide leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skills achievement.**
7. Teacher preparation programs that address the integration of academic and CCP and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.
8. **Develop and expand postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.**
9. **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.**
10. **Provide activities to support entrepreneurship education and training.**
11. **Improve or develop new CCP courses, including the development of Programs of Study 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.**
12. **Develop and support small, personalized career-themed learning communities.**
13. Provide support for family and consumer sciences programs.
14. Provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.
15. Supporting training and activities (**such as mentoring and outreach**) in nontraditional fields.
16. **Provide support for training programs in automotive technologies.**
17. **Pool a portion of such funds with a portion of funds available to other recipients for innovative initiatives.**
18. Supporting other CTE activities consistent with the purpose of the Carl D. Perkins Career and Technical Education Improvement Act.

## APPENDIX D

### ED 114 Budget Form Object Code Descriptions—College Career Pathways

#### 111A Administrator/Supervisor Salaries

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

#### 111B Teachers

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

#### 112A Education Aides

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

#### 112B Clerical

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

#### 119 Other

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

#### 200 Personal Services - Employee Benefits

Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A, 111B, 112A, 112B or 119. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included is the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.

#### 321 Tutors (Instructional Non-Payroll Services)

Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee.

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

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

323 **Pupil Services (Non Payroll Services)**

Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, contracted guidance counselors, etc.

330 **Other Professional/Technical Services**

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

510 **Pupil Transportation**

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

580 **Travel**

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

590 **Other Purchased Services**

All other payments for services rendered by organizations or personnel not on the GRANTEE payroll not detailed in 510, 530, 560, 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.

## APPENDIX E

### 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



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**College Career Pathways Application**

# **APPENDIX F**

## **College Career Pathways Career and Technical Innovation Models**

- **College Career Pathways**
- **College Career Pathways-Teacher Preparation**

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**RFP990-062508**  
**College Career Pathways Application**

**Program Title:** College Career Pathways  
Community Colleges

**Program Area:** College Career Pathways

**Funds Available:** \$9,000 - \$58,000 Competitive Grant

**Eligibility:** Eligible Community Colleges that offer Career and Technical Education

**Purpose:**

The purpose of this grant is to develop more fully academic, career and technical skills of secondary students and postsecondary students who elect to enroll in career and technical education programs, by:

1. Building on the efforts of states and localities to develop challenging academic and technical standards.
2. Assisting students in meeting standards, including preparation for high-skill, high-wage or high-demand occupations in current or emerging professions.
3. Promoting leadership, initial preparation, and professional development.
4. Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction.
5. Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions and business and industry.
6. Linking secondary schools and two-year postsecondary institutions, and if possible, four-year institutions of higher education, through nonduplicative sequences of courses in career field, with the use of articulation agreements, through the CCP program.
7. Building student competence in math, science, reading, writing, communications, and career course.  
**No remedial courses are accepted.**
8. Conducting and disseminating national research and disseminating information on best practices that improve CTE programs, services and activities.

**Plan:**

1. A competitive grant will be awarded to an eligible community colleges in an amount of \$9,000 to \$58,000.
2. The grantee will develop a Career Pathways Initiative that will establish a comprehensive career development process for CTE students.
3. School counselors, CTE educators and parents will participate in the planning and implementation of the Career Pathways Initiative.

**Rationale and Justification:**

Students will make better informed decisions regarding rigorous academic and career and technical courses to assist their transition to postsecondary education and work if they are engaged in a guided career development process in a secondary school that will continue throughout their lifetime. A Career Pathways Initiative that focuses on providing a comprehensive system of career development activities, reflecting individual student career interests and abilities, will positively affect outcomes such as improved interest in school, increased graduation rates and increased enrollment and completion of appropriate postsecondary education and training programs. As a result, the Career Pathways Initiative as the foundation of CTE will ultimately improve the future lives of students, as well as the economy of our state and nation.

**Program Title:** College Career Pathways – Teacher Preparation

**Program Area:** Family and Consumer Sciences

**Funds Available:** \$50,000 Grant

**Eligibility:** Consortia consisting of a four-year postsecondary institution which offers a four-year or five-year teacher preparation program in one of the areas of career and technical education and one or more local educational agencies and/or technical high schools are eligible to apply.

**Purpose:**

To develop a model College Career Pathway program for family and consumer sciences students interested in pursuing careers in teaching. The grantee will develop a comprehensive educational program that would:

1. Design a program to introduce students to the teaching profession to develop knowledge and skills and to further their education and career goals.
2. Increase academic performance, skill proficiency and CTE concentration.
3. Respond to the shortage of family and consumer sciences teachers within the State of Connecticut.
4. Articulate course(s) with four-year colleges.
5. Include development of a student portfolio.
6. Provide innovative educational opportunities for students to acquire teaching experience in a PK-12 setting.

**Plan:**

1. A competitive grant will be awarded to an eligible university in an amount of approximately \$50,000.
2. Grantees must provide for student career pathways leading to concentration and postsecondary education.
3. The district must provide for student internships, job shadows to encompass a variety of prekindergarten, elementary and secondary teaching experiences.
4. Teachers will be provided opportunities to participate in professional development related to program development.
5. The program must include an advisory board with representation from prekindergarten, elementary and secondary education, higher education and community.
6. Teacher and student outcomes must be clearly defined.

**Rationale and Justification:**

The Connecticut Department of Labor has projected that the need for elementary, middle and secondary school teachers will grow at an accelerated pace through the year 2012. The projected growth of teaching positions statewide is due to a rise in student enrollment, the retiring of “baby boomer” teachers from our state’s workforce and a growing number of students with developmental and cognitive disabilities.

Although child development programs exist that give high school students exposure to teaching young children, most are limited to working only with prekindergarten children in a childcare lab setting within Family and Consumer Sciences programs. The programs should include curriculum that prepares students for teaching careers in Grades PK-12 and career exploration opportunities in all respective grade levels.

In addition, extended partnerships with secondary education are required in providing opportunities for dual/concurrent high school and college credit leading to postsecondary teacher preparation programs. Establishing a rigorous pre-teaching program with comprehensive PK-12 teaching opportunities will provide students with the skills, knowledge and experience to pursue a future in teaching.



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**College Career Pathways Application**