

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Academic Office

Career and Technical Education (CTE)



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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

**CAREER AND TECHNICAL
EDUCATION
INNOVATION GRANT**

2015-2016

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

Applications Due: May 29, 2015

Published: May 2015

RFP #998

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Dr. Dianna R. Wentzell
Commissioner of Education**

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut State and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.** Inquiries regarding the Department of Education's nondiscrimination policies should be directed to:

Levy Gillespie
Equal Employment Opportunity Director
State of Connecticut Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2101
Levy.Gillespie@ct.gov

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

**INNOVATION GRANT APPLICATION 2015-2016
TABLE OF CONTENTS**

GRANT BACKGROUND INFORMATION		Page
I.	Overview	1
II.	Purpose of the Act	1
III.	Purpose of the Innovation Grant	1
IV.	Innovation Grant Eligible Participants	2
V.	Program Standards and Accountability	2
VI.	Available Competitive Funding	2
VII.	Eligibility Requirements	2
VIII.	Management Control of the Program and Grant Calculation Role of the State	3
IX.	Grant Awards	3
X.	Grant Period	3
XI.	Technical Assistance by Cluster/Pathways	4
XII.	Obligation of Grant Recipients	4
XIII.	Mid-Year and End-of-Year Reports	5
XIV.	Application Submission Requirements	5
INNOVATION MODELS		
	2014-2015/2015-16 Innovation Models	7
	Career Technical Education Mastery-Based Learning Curriculum Units	8
	Career and Technical Education Senior Demonstration Project Program	10
	Computer Programming Software Development	11
	Development of Agricultural Mechanics Curriculum that Leads to Industry-Recognized Certification	12
	Development of Agricultural Sustainability and Locally Grown Project	13
	Development of 3-D Design Projects	14
	Development of Laser Engraving Design Projects	15
	Embracing Issues in Aging	16
	Family and Consumer Sciences Teachers Digital Platform	18
	Online Personal Finance Course	19
GRANT APPLICATION PACKET		
	Innovation Grant Application Checklist	21
	Grant Cover Page	22
	Superintendent Perkins/District Contribution	23
	Plan Summary	24
	Local Plan Narrative	25
	Innovation Grant Sustainability Plan	26
	Instructions for ED 114 Budget Form	27
	ED 114 Budget Narrative Form/Object Code Descriptions	28
	ED 114 Budget Form	30
	Instructions for Equipment Request Form	31
	Secondary Equipment Request Form	32
	Budget Narrative Instructions	33
	Local Uses of Funds	34
	Carl D. Perkins CTE Improvement Act Assurances	36
	Standard Statement of Assurances	38
	Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions	42
	APPENDIX A: Federal CTE Clusters and Connecticut Career Pathways	43
	APPENDIX B: Innovation Grant Proposal Scoring Guide	44
	APPENDIX C: Annie E. Casey Foundation	46

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. 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.

IV. Innovation Grant Eligible Participants

- The district must hold an approved local five-year Perkins Secondary Plan to be eligible to apply for the 2015-16 Innovation Grant.
- The district's superintendent must validate that CTE enrollment in the school year 2014-15 is not less than 40 percent (see Superintendent CTE Enrollment Validation Form on page 23).

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 2015-16. Multiple grants may be awarded for some of the 10 Innovation Models. Districts may apply for more than one of these models. See obligation and liquidation dates on page 3, 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. Also, please note that funding can be used for students 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 2015-16 Innovation Grant; and
- all students benefiting from the Innovation Grant must have a Student Success Plan (SSP) developed and approved by the subject area teacher, school counselor, parent and student.

Definition of Career Pathway/Student Success Plan

The SSP must include the following elements found under the Carl D. Perkins Act and the Connecticut State Department of Education (CSDE) SSP Framework. The Framework can be found on the CSDE Web site at [SSP](#)

- 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 by clicking on the SSP link located above.

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 Selected Models:

Funding will commence on or after July 1, 2015, and conclude on September 30, 2015. All funds must be expended or obligated by September 30, 2015, and liquidated by November 30, 2015. There are no exceptions or waivers to this requirement.

For Other Models:

Funding will commence on or after July 1, 2015, and conclude on June 30, 2016. All funds must be expended or obligated by June 30, 2016, and liquidated by August 31, 2016. 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
June Sanford	Chief, Curriculum, Instruction and Assessment 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 Education and Training Family and Consumer Sciences Education and Training Hospitality and Tourism Human Services	860-713-6768 lee.marcoux@ct.gov
Lori Matyjas	Health Sciences Sciences, Medical Careers (Biomedical) Postsecondary Linkages	860-713-6785 lori.matyjas@ct.gov
Dr. Stephen Hoag	Marketing Education, Sales and Services	860-713-6764 stephen.hoag@ct.gov
Other Related Technical Assistance		
Suzanne Loud	Cooperative Work Education for each Pathway Work-Based Learning and Career Development (all clusters)	860-713-6746 suzanne.loud@ct.gov
Marcy Reed	Digital Media (all clusters)	860-713-6766 marcy.reed@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 p.m. on Friday, May 29, 2015. Submitted proposals become the property of the CSDE and a part of the public domain. **One** grant application with original signatures and **one** hard copy of all sections of the grant, including the ED 114 and budget narrative, must be sent to Eileen Williams at:

Mailing Address

Eileen Williams
Connecticut State Department of Education
Curriculum, Instruction and Assessment
P.O. Box 2219
Hartford, CT 06145

Delivery Address

Eileen Williams
Connecticut State Department of Education
Curriculum, Instruction and Assessment
165 Capitol Avenue – Room 222
Hartford, CT 06106

The application is available on the CSDE Web site at www.state.ct.us/sde under QuickLinks “Request for Proposals.”

Innovation Models 2015-2016

Innovation Models 2015-2016

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

1. CTE Mastery-Based Learning Curriculum Units
2. CTE Senior Demonstration Project Program
3. Computer Programming Software Development
4. Development of Agricultural Mechanics Curriculum that Lead to Industry-Recognized Certification
5. Development of Agricultural Sustainability/Locally Grown Agriculture
6. Development of 3-D Design Projects
7. Development of Laser Engraving Design Projects
8. Embracing Issues in Aging
9. Family and Consumer Sciences Teachers Digital Platform
10. Online Personal Finance Course

Program Title:

CTE Mastery-Based Learning Curriculum Units

Program Area:

All CTE Pathways

Funding Available:

Grant Awards up to \$20,000

Purpose:

To develop a mastery-based learning (MBL) curriculum unit(s) in a CTE pathway(s) following the definition offered below that may be replicated throughout all district CTE pathways or shared with school districts statewide.

CTE plays a critical role in students' college- and career-readiness through acquisition of career-related skills and integration of academic standards. Historically, CTE learning objectives for student success have been measured by multiple modalities, including demonstration of competencies under a standards- or project-based approach. Students who participate in CTE are enrolled in programs that allow them to learn and demonstrate competencies "in and out of school," such as participation in structured work-based experiences. Consequently, CTE is positioned to take an ambitious role in a new reform effort. Throughout New England districts are piloting and transitioning to competency-based learning. The term competency-based learning is synonymous with proficiency-based, standards-based and what is called Mastery-Based Learning in Connecticut.

In addition, MBL may be developed based on a personalized learning environment. Personalized learning is student-centered and focuses on content objectives and learning strategies designed by the student with the support of the teacher as facilitator. Students may have identified career interests or other areas of interest through the development of a SSP or Senior Demonstration Project.

Connecticut has legislation that allows districts to design MBL under Public Act No. 13-108, An Act Unleashing Innovation in Connecticut Schools. The new bill "permits a nontraditional method for high school Connecticut students to earn academic credits towards graduation by demonstrating mastery on competency in accordance with guidelines adopted by the State Board of Education. Students may earn nontraditional credit through completion of coursework, earning credit at a Connecticut institution of higher education or online, in accordance with the local or regional board of education policy."

As a relatively new term in Connecticut, MBL may be defined as:

- mastery of academic/CTE competencies regardless of time, place or pace of learning;
- flexibility on how mastery of competencies are demonstrated and assessed (multiple pathways to learning);
- relevant content related to student interest tailored to their specific needs;
- multiple pathways to graduation;
- use of technology as a tool to enhance student learning and to engage students for learning outside the classroom, i.e. online, blended and distance learning; and
- learning opportunities outside of the classroom through dual concurrent credit or work experience.

Mastery-Based Learning Plan Requirements:

1. The applicant will design a MBL curriculum unit(s) in a career pathway(s) as defined above.
2. The curriculum unit(s) will be assessed through nontraditional methods using a rubric(s) specifically developed for the career pathway core competencies.
3. The applicant will provide an example of a formative assessment and identification of the summative assessment, which will be administered to determine a continuum of student progress for the curriculum unit(s) CTE competencies.
4. A competency-based grading scale rather than traditional letter grades, i.e. 1-4.
5. A process will be established to identify and support students who need additional help to master competencies.
6. Supports or accommodations will be established for students with disabilities and for English language learners (ELLs).
7. The academic/CTE competencies will be aligned to the Connecticut Core Standards (CCS).
8. The applicant will describe a plan to bring MBL to scale in CTE.
9. A sustainability plan will be provided to ensure continuation of this project beyond the grant award period.
10. Applicants will provide teacher and student outcomes for the MBL curriculum unit(s).
11. Implementation of the MBL CTE unit(s) will occur in the fall of 2015.

Resources:

www.competencyworks.org/

www.achieve.org/CBP

www.greatschoolspartnership.org

www.studentsatthecenter.org

Program Title:

CTE Senior Demonstration Project Program

Program Area:

All CTE Pathways

Funding Available:

Grant awards up to \$40,000

Purpose:

To develop a Senior Demonstration Project Program focused on engaging Grade 12 students in a Senior Demonstration Project Program in CTE career pathways. This initiative will provide high school students with transferrable 21st century skills and habits of mind that will prepare them for success in college and career. The grantee will develop a Senior Demonstration Project model program that will provide:

- The framework defining mission, overview and the core components of choice, standards and skills, processes, products and supporting organizational structure and alignment with the SSP.
- The alignment of CTE pathway performance standards and competencies with the CCS.
- The acquisition of CTE classroom resources, as necessary, to create or augment a school library of materials related to CTE pathway experiences.
- Innovative experiential learning opportunities such as service learning, community service projects, student internships and job shadows that allow students to acquire experiences and skills developed through an active partnership with community partners related to CTE pathways.
- Professional development for CTE teachers in order to share the model funded through this Innovation Grant.
- Teacher externships in CTE pathways and opportunities for serving on committees relating to them.

Rationale:

The Senior Demonstration Project is designed to prepare high school students for lifelong learning and effective and productive citizenship through the opportunity to plan, complete and present a self-directed culminating project reflecting their personal interest. All Senior Demonstration Projects must include research, written and presentation components. The SSP should act as an anchor to the project ensuring deeper learning on a topic that captures students' passions and goals. As necessary, advisors and mentors will play critical roles in helping each student adjust in order to complete the Senior Demonstration Project successfully.

Senior Demonstration Project Program Requirements:

1. The applicant will design a Senior Demonstration Project Program in CTE career pathways as defined above.
2. The program will assess the projects through nontraditional methods using a rubric(s) specifically developed for the career pathway core competencies.
3. A process will be established to identify and support students who need additional help to complete their project.
6. Supports or accommodations will be established for students with disabilities and for ELs.
7. The academic/CTE competencies will be aligned to the CT Core Standards;
8. Applicant will describe plan to bring the Senior Demonstration Project to scale in CTE.
9. A sustainability plan will be provided to ensure continuation of this project beyond the grant award period.
10. Applicants will provide teacher and student outcomes for the Senior Demonstration Project Program and exemplar projects.
11. Implementation of the Senior Demonstration Project Program and student work on individual projects will begin in the fall of 2015.

Program Title:

Computer Programming Software Development

Program Area:

Technology Education/Business and Finance Technology

Funding:

Grant awards up to \$40,000

Purpose:

To develop a model project to engage students in the programming/coding/software development process that will provide basic skills and knowledge to be successful in postsecondary education and career. A plan development must include, but is not limited to:

- alignment of computer information systems performance standards and competencies with district curriculum;
- creation of a computer information systems curriculum that would encompass a culminating project;
- a sustainability plan that demonstrates commitment to continue this project beyond the grant award period;
- teacher and student outcomes for the computer programming software development of curriculum units;
- acquisition of software/equipment for the lab/classroom appropriate to deliver the curriculum and complete the culminating project;
- development of a career pathway for all students benefiting from funding of this initiative;
- acquisition of professional development in skills and competencies of computer information systems; and
- an implementation plan for the units to occur in the fall of 2015.

Rationale:

The field of Computer Science and Computer Information Systems is rapidly expanding and requires knowledge and skills that are applicable to many career paths. Between 2012 and 2022, the Bureau of Labor Statistics projects employment for the industry, which already boasts more than 300,000 professionals, to grow 8.3 percent. The profession's strong expected growth, as well as high median salary, whose demand for skilled workers will exceed the availability of candidates with these skills, makes this field an important area of study for students with clear pathways through advanced training or college degrees

Therefore, it is important to provide CTE students with career awareness experiences leading to career opportunities in computer science, especially those from nontraditional populations, as well as courses of study at the high school level that will enable students to successfully transition to college or certification programs and ultimately to successful careers in computer information systems related fields.

Resources:

CSDE Curriculum Instruction Publications – Computer Information Framework

[Business and Technology Framework/CIS](#)

CSTA (Computer Science Teachers Association) K-12 Computer Science Standards

[Computer Science Teachers Association](#)

CSDE Pathway – Computer Science and Software Development:

[Career Pathway Plan of Study](#)

Program Title:

Development of Agriculture Mechanics Curriculum that Leads to Industry-Recognized Certification

Program Area:

Agriculture Education

Funding:

Grant Awards up to \$20,000

Purpose:

To develop a model project to engage students in agriculture mechanics curriculum, which will culminate in the student receiving industry- recognized certification. A plan development must include, but is not limited to:

- creation of an agriculture mechanics curriculum that allows a student to receive industry-recognized certification;
- development of Supervised Agricultural Experience (SAE) opportunities in agriculture mechanics;
- acquisition of equipment for the shop/lab/classroom appropriate to deliver the curriculum and for completion of the certification; and
- development of a career pathway and SSP for all students benefiting from funding of this initiative.

Rationale:

Industry-recognized certifications are developed through a collaborative process of educators and industry representatives. This process consists of a representative group of employers and front-line workers in the agricultural mechanics and engineering area that identify and categorize the skills necessary to succeed in the industry today. These skills are cross-referenced and linked with existing industry educational standards.

Agriculture mechanics curriculum that provides students with industry certification will demonstrate to potential employers and universities that students have the most current skills and can meet performance standards in the industry.

Program Title:

Development of Agricultural Sustainability/Locally Grown Project

Program Area:

Agriculture Education

Funding:

Grant awards up to \$20,000

Purpose:

To develop a model project to engage students in agricultural sustainability and locally grown that will provide basic skills and knowledge to be successful in postsecondary education and/or career. A plan development must include, but is not limited to:

- alignment of agricultural sustainability and locally grown performance standards and competencies with district curriculum;
- creation of an agricultural sustainability and locally grown curriculum that would encompass a culminating agricultural sustainability and locally grown project;
- development of SAE opportunities in agricultural sustainability and locally grown;
- acquisition of equipment for the shop/lab/classroom appropriate to deliver the curriculum and complete the culminating project; and
- development of a career pathway and SSP for all students benefiting from funding of this initiative.

Rationale:

Agricultural sustainability and locally grown refers to the teaching and learning of scientific techniques and agricultural practices that allows for agriculture commodities to be produced and delivered locally for generations to come.

Agricultural sustainability and locally grown integrates three main goals—environmental health, economic profitability and social and economic equity. Agricultural sustainability and locally grown rests on the principle that we must meet the needs of the present without compromising the ability of future generations to meet their own need. Projects can be written to meet any and/or all the goals.

Program Title:

Development of 3-D Design Projects

Program Area:

Technology Education

Funding:

Grant awards up to \$20,000

Purpose:

To develop a model project to engage students in 3-D design process that will provide basic skills and knowledge to be successful in postsecondary education and/or career. A plan development must include, but is not limited to:

- alignment of 3-D design performance standards and competencies with district curriculum;
- creation of a 3-D design curriculum that would encompass a culminating project;
- acquisition of equipment for the shop/lab/classroom appropriate to deliver the curriculum and complete the culminating project;
- development of a career pathway and SSP for all students benefiting from funding of this initiative; and
- acquisition of professional development in skills and competencies of 3-D design.

Rationale:

3-D design education process stems from the advent of a proliferation of industries involved in the development and creation of 3-D design products. 3-D design is used in a wide range of areas including, but not limited to, video gaming, animation, visual effects, product development, graphic communications, architecture and engineering.

3-D design 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 Laser Engraving Design Projects

Program Area:

Technology Education

Funding:

Grant awards up to \$20,000

Purpose:

To develop a model project to engage students in laser engraving design process that will provide basic skills and knowledge to be successful in postsecondary education and/or career. A plan development must include, but is not limited to:

- alignment of laser engraving design performance standards and competencies with district curriculum;
- creation of a laser engraving design curriculum that would encompass a culminating project;
- acquisition of equipment for the shop/lab/classroom appropriate to deliver the curriculum and complete the culminating project;
- development of a career pathway and SSP for all students benefiting from funding of this initiative; and
- acquisition of professional development in skills and competencies of laser engraving design.

Rationale:

The laser engraving design education process stems from the advent of a proliferation of industries involved in the development and creation of laser engraved products. Laser engraving design is used in a wide range of areas including, but not limited to, graphics design, product development, wood fabrication, metal fabrication, glass design, composite material design and plastics.

Laser engraving design 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:

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 health sciences career pathway program focused on introducing students in 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 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 degree;
- experiential learning opportunities in nontraditional venues such as 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 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 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 United States 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,

Rationale (cont'd):

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:

Family and Consumer Sciences (FCS) Teachers Curriculum

Program Area:

Family and Consumer Sciences

Funds Available:

Grant awards up to \$20,000

Purpose:

To develop FCS Curriculum that will provide teachers with unit plans, lesson plans, student activities, assessment strategies and resources. This curriculum would provide teachers with the ability to assist students with an exceptional learning experience by using vetted units, lesson plans, assessment strategies, and student activities aligned to FCS Connecticut state performance standards and competencies and CCS in English language arts and mathematics. These lessons should include early childhood, food production, culinary arts and textiles and designs. This curriculum would be placed on the CCS Web site after it is vetted by curriculum specialists to be sure the units, lessons and activities are linked to the CCS.

To accomplish this task a successful award will:

- develop unit plans, lesson plans, student activities, assessment strategies and resources; include unit plans, lesson plans and activities related to nutrient and good production, culinary arts, early childhood and textiles aligned to both FCS and CCS to post on the CCS Web site;
- a standardized template must be used and units, lesson plans, assessment strategies, student activities must be created and vetted by Connecticut FCS teachers and CCS curriculum specialists; and
- develop and vet curriculum by June 2015 and develop, vet and submit a sustainability plan for continuation of FCS curriculum to post on the CCS Web site after the grant funding period.

Plan:

1. Competitive grant will be awarded by the CSDE to eligible districts in an amount of up to \$20,000.
2. Vetted units, lesson plans, assessment strategies and student activities aligned to FCS Connecticut state performance standards and competencies and CCS in English language arts and mathematics would be posted to the CCS Web site.
3. Sustainability plan must be determined and provided with the grant submission.

Rationale:

In education, the planning tool is the lesson plan, which is a detailed description of an instructor's course of instruction for an individual lesson intended to help learners achieve a particular learning objective. Lesson plans communicate to learners what they will learn and how they will be assessed, and they help instructors organize content, materials, time, instructional strategies and assistance in the classroom. Teachers use this technique to create a smooth instructional flow and scaffold instruction for learners. By making lesson plans, as well as unit plans, activities and assessments to FCS teachers across the state, students will receive an exceptional learning experience.

Program Title:

Online Personal Finance Course

Program Area:

Business and Finance Technology Education

Funds Available:

Grant awards up to \$20,000

Purpose:

To develop a mastery-based online personal finance course that will provide students with basic financial skills that will enable them to apply effective financial decision making as they make the transition into postsecondary education. This course will expose students to technology and expand opportunities for additional students to take a personal finance course. Students must have access to computers in school or at home and be highly motivated learners who understand that an online course requires commitment to self-directed learning. This course will allow students to explore career options in the financial field.

To accomplish this task a successful award will:

- align state personal finance performance standards and competencies to district's curriculum;
- create a personal finance online course using a classroom webpage and e-mail system using cloud-based software such as Edmodo;
- course instruction and interaction will take place online with periodic student meetings throughout the semester if necessary; and
- ongoing teachers' professional development training of online course instruction.

Plan:

1. Competitive grant will be awarded by the CSDE to eligible districts in an amount of up to \$20,000.
2. The addition of an online personal finance course.
3. Training on cloud-based software such as Edmodo or Moodle.
4. Experts on online personal finance course set-up, instructional strategies and financial career opportunities will be consulted.

Growing evidence suggests that many students who graduate from high school lack basic skills in the management of personal finance affairs. Many students are unable to balance a checkbook and lack insight into the basic principles involved with earning, spending, saving and investing. Many young people fail in the management of their first consumer credit experience, establish bad financial management habits and stumble through life learning by trial and error. For more information about personal finance education, please go to the JumpStart Coalition Web site at <http://www.jumpstartcoalition.org>.

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 25**)
- 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
- Superintendent CTE Enrollment Validation Form

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
Academic Office**



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

GRANT PERIOD

July 1, 2015, to September 30, 2015, For Selected Models
July 1, 2016, to June 30, 2016, For Other Models

GRANT COVER PAGE

To Be Completed and Submitted with the Grant Application

<p><u>Applicant</u> (<i>Fiscal Agent</i>) (Name, Address, Telephone, Fax, E-Mail)</p>	<p><u>Program Funding Dates</u> From July 1, 2015, to September 30, 2015 From July 1, 2016, to June 30, 2016</p> <p><u>Amount requested: \$</u> _____</p> <p><u>Check Innovation Models:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> CTE Mastery-Based Learning Curriculum Units <input type="checkbox"/> CTE Senior Demonstration Project Program <input type="checkbox"/> Computer Programming Software Development <input type="checkbox"/> Development of Agricultural Mechanics Curriculum that Lead to Industry-Recognized Certification <input type="checkbox"/> Development of Agricultural Sustainability/Locally Grown <input type="checkbox"/> Development of 3-D Design Projects <input type="checkbox"/> Development of Laser Engraving Design Projects <input type="checkbox"/> Embracing Issues in Aging <input type="checkbox"/> Family and Consumer Sciences Teachers Curriculum <input type="checkbox"/> Online Personal Finance Course
<p><u>Contact Person</u> (Name, Address, Telephone, Fax, E-Mail)</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 2014-15. If students are enrolled in more than one CTE course, count them once.

Number of students in Grades 9-12 in 2014-15.

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 730. Single items under \$1,000 should not be charged to equipment unless they are an integral part of a larger piece of equipment. Items under \$1,000 should be listed as instructional supplies. **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>Non-Instructional 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>Instructional 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>	
200	<p>Personal Services - Employee Benefits Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A and 111B. 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) 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>Employee Training and Development Services Services supporting the professional and technical development of school district personnel, including instructional, administrative and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors.</p>	

510	<p>Student Transportation Services 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.</p>	
580	<p>Travel Expenditures for transportation, meals (Perkins fund cannot be used for 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.</p>	
600	<p>Supplies Expenditures for instructional supplies including text books and reference books. Perkins funds cannot be used for consumables, including workbooks, paper supplies, printer cartridges, etc.</p>	
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.</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>	
917	<p>Indirect Costs Costs incurred by the grantee, which are not directly related to the program but are a result thereof. 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:
GRANT TITLE: <u>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: \$	
	DESCRIPTIONS	BUDGET AMOUNT
111A	NON-INSTRUCTIONAL SALARIES	
111B	INSTRUCTIONAL SALARIES	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	
322	IN SERVICE	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	
510	STUDENT TRANSPORTATION SERVICES	
580	TRAVEL	
600	SUPPLIES	
700	PROPERTY	
917	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

_____ REVISED REQUEST DATE

_____ STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

_____ DATE OF
APPROVAL

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: 2014-2015

2015-2016

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"/> CTE Mastery-Based Learning Curriculum Units
<input type="checkbox"/> CTE Senior Demonstration Project Program
<input type="checkbox"/> Computer Programming Software Development
<input type="checkbox"/> Development of Agricultural Mechanics Curriculum that Lead to Industry-Recognized Curriculum
<input type="checkbox"/> Development of Agricultural Sustainability/Locally Grown | <input type="checkbox"/> Development of 3-D Design Projects
<input type="checkbox"/> Development of Laser Engraving Design Projects
<input type="checkbox"/> Embracing Issues in Aging
<input type="checkbox"/> Family and Consumer Sciences Teachers Curriculum
<input type="checkbox"/> Online Personal Finance |
|---|---|

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 2014-15 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 currently or previously supported by the federal government, 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: _____

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE:

THE APPLICANT:

HEREBY ASSURES THAT:

(insert Agency/School/CBO Name)

- 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 State Board of Education and the Connecticut 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 Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut 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 Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

(a) For purposes of this Section, the following terms are defined as follows:

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and “contract” include any extension or modification of the Contract or contract;
- iii. "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
- iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- v. “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "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;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- ix. "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: (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 Connecticut General Statutes § 32-9n; and
- x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and “contract” do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an

agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b) (1) 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, gender identity or expression, mental retardation, mental disability 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; and 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, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) 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; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the 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; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) 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 Connecticut General Statutes § 46a-56. If the contract is a public works contract, 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 public works projects.
- (c) 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.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) 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 Connecticut General Statutes §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.

(f) 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.

(g)(1) 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 the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) 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; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) 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 Connecticut General Statutes § 46a-56.

(h) The Contractor shall include the provisions of the foregoing paragraph 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 Connecticut General Statutes § 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.

M. The grant award is subject to approval of the Connecticut 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.

Superintendent Signature: _____

Name: *(typed)* _____

Title: *(typed)* _____

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.

APPENDIX B
Innovation Grant
Proposal Scoring Guide

Connecticut State Department of Education
Academic Office

2015-16
Total Score: ___/18

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 25) 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
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 Form follows state procedures.	The Budget Narrative Form is allowable by law and supports the project's goals and objectives and matches the accounting structure.	3
	The Budget Narrative Form is allowable by law and supports the project's goals and objectives but there are inaccuracies.	2
	Some, not all, of the Budget Narrative Form supports the project's goals and objectives.	1
	The Budget Narrative Form does not match the project goals and objectives or is incomplete.	0

COMMENTS:

Total Points: __ /18

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.