

Connecticut State Department of Education

Carl D. Perkins Annual Report

December, 2007

I. State Administration

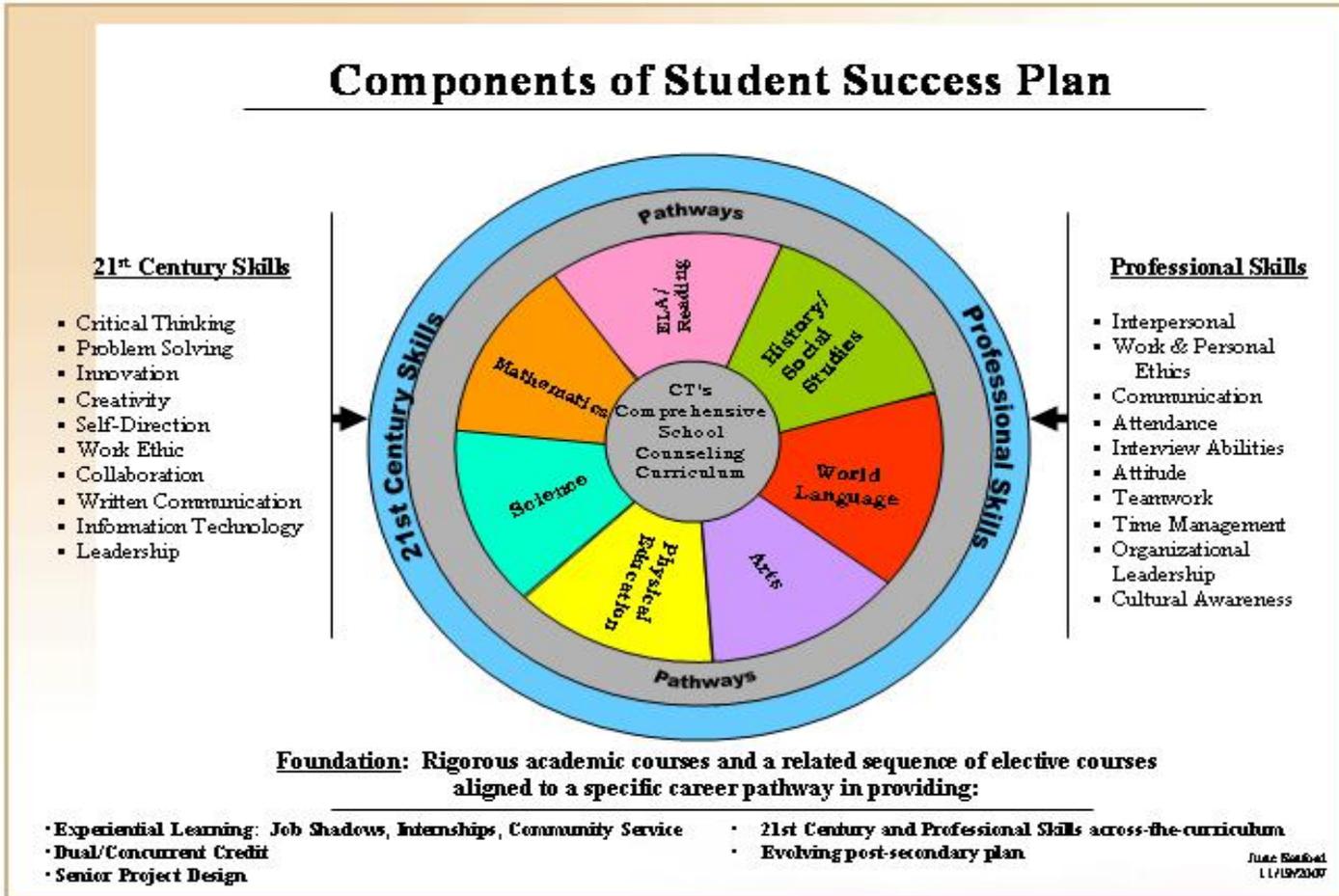
A. See attached organization chart. (Appendix A)

In Connecticut, the Career Unit is part of the Curriculum and Instruction Bureau. There are seven education consultants in the Career Unit reporting directly to the Bureau Chief, Curriculum and Instruction. Each is responsible for a variety of tasks and/or content (cluster/pathway) areas that include: Agricultural Education, Business and Finance Technology Education, Cooperative Work Education, Family and Consumer Sciences, Marketing Education, Medical Careers and Technology Education. Each content area has been aligned to the state's current 34 career pathways, Figure 2. (See career cluster/pathways described below.) One consultant is dedicated to career development and pathways. The State Director of Career and Technical Education is responsible for Perkins administration, data reporting, monitoring and career pathway development. The Technology Education Consultant is assigned to both the Career Unit and to the Science, Technology, Engineering and Math (STEM) content areas.

B. Connecticut Career Pathways

The following description of the evolving career cluster/pathways initiative has been adapted as part of the Connecticut Secondary School Redesign awaiting state board of education approval. If legislated, the program of study or as coined by Connecticut "Student Success Plan", Figure 1, will be established for all Connecticut students Grades 6-12 not exclusive to Career and Technical Education (CTE) students. In addition, below are a number of illustrations representing the Connecticut Career Pathway Initiative including the involvement of the Connecticut Association of School Counselors (Figure 3). Their involvement in this process is critical to its success.

Figure 1



Connecticut's Career Pathways Initiative, implemented through the Bureau of Curriculum and Instruction, builds upon the foundation established through School-to-Career to connect secondary education to post-secondary education and careers within the context of career clusters. The Career Pathways Initiative offers all students opportunities to connect their classroom learning to possible careers, preparing them to make more informed decisions regarding secondary academic and elective course enrollment, post-secondary plans and, eventually, careers. The Career Pathways Initiative integrates vigorous academic courses and career-related electives with experiential learning and comprehensive school counseling. Career Pathways programs of study and individual student "success plans" organize each student's secondary and post-secondary education experience in a flexible, evolving format.

Connecticut has adopted the sixteen federally-recognized clusters, rolling the state's previously identified School-to-Career clusters into them. Connecticut has identified thirty-four of the eighty-one pathways to implement initially; they are shown on the attached Career Pathways wheel organized under the sixteen clusters. These initial thirty-four pathways were selected based on the current labor and economic needs of Connecticut and relate to growing careers across a wide business and industry spectrum in the state. For example, in the Finance cluster, career pathways include "Investing and Personal Finance" or Entrepreneurship; in the STEM cluster, pathways include Engineering and Technology or Science and Mathematics; and in the Arts cluster, pathways include both Performing Arts and Audio-Visual Tech and Film. New pathways can be added or revised to meet the dynamics of the Connecticut education and economic landscape.

Presently, elective career and technical courses are offered in the comprehensive high schools statewide for each of the 34 Connecticut career pathways. In addition, the Connecticut career and technical education assessment is administered annually to students attaining two or more credits in an elective area of concentration within a pathway. The most recent version of the career and technical education assessment integrates state academic "power standards" and career and technical education performance standards and competencies. The attached document, "Connecticut Career Cluster Pathways Crosswalk to Areas of Concentration and Assessment", page 6, illustrates the 16 clusters, 34 pathways and current areas of concentration/assessment.

Career Pathways programs of study and individual student success plans are created to assist students in planning for and completing their educational goals. Programs of study/student success plans:

- Incorporate secondary education and post-secondary 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 post-secondary education to adequately prepare students to succeed in post-secondary education and careers;
- Include opportunity for students to participate in dual or concurrent enrollment programs to acquire post-secondary credit; and
- Lead to an associate, baccalaureate degree or certificate at the post-secondary level, or an industry-recognized credential.

For samples of Connecticut's 34 pathways, see
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320802>

Figure 2

The Connecticut Career Pathways Initiative for Career & Technical Education 2007-2008

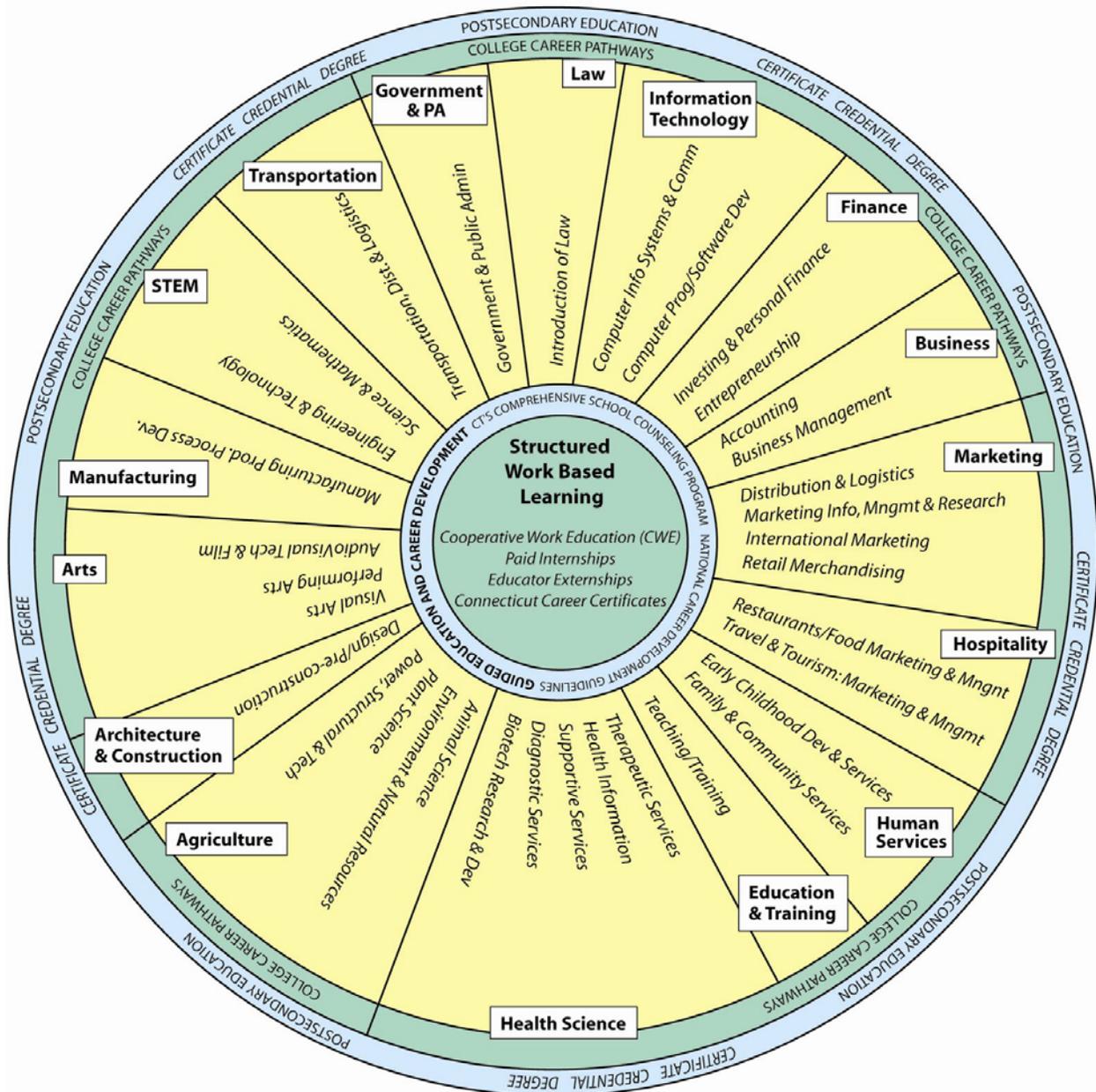
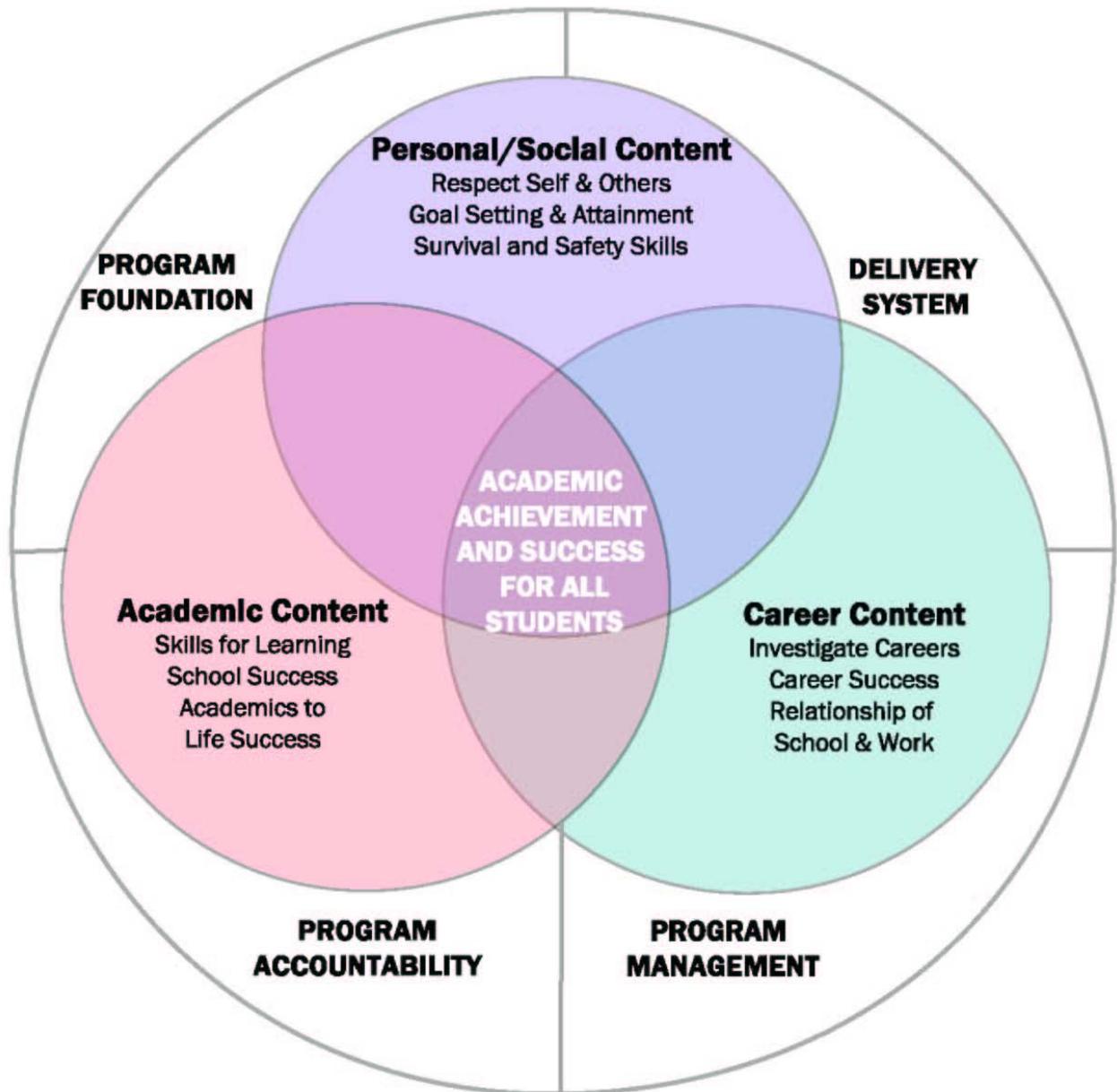


Figure 3

CONCEPTUAL FRAMEWORK OF THE CONNECTICUT SCHOOL COUNSELING PROGRAM



**Connecticut Career Cluster Pathways Crosswalk to
Areas of Concentration and Assessment
Career and Technical Education 2007 – 2008**

* Connecticut Comprehensive School Counseling Program	16 Career Clusters	34 Career Pathways	Areas of Concentration/Assessment	Structured Work-based Learning/Cooperative Work Education	
	Agriculture, Food and Natural Resources	<ul style="list-style-type: none"> • Animal Science 	Animal Science Aquaculture and Marine-Related Technologies		
		<ul style="list-style-type: none"> • Environment & Natural Resources 	Natural Resources and Environmental Aquaculture and Marine-Related Technologies		
		<ul style="list-style-type: none"> • Plant Science 	Plant Science		
		<ul style="list-style-type: none"> • Power, Structural and Tech 	Agriculture Mechanics		
	Architecture and Construction	<ul style="list-style-type: none"> • Design/Pre-construction • Visual Arts 	Computer Aided Drafting and Design		
	Arts, Audio/Video Technology and Communications	<ul style="list-style-type: none"> • Performing Arts • Audio Visual Tech & Film 	Video Production Systems		
	Business, Management and Administration	<ul style="list-style-type: none"> • Accounting • Business Management 	Accounting Business Management		
	Education and Training	<ul style="list-style-type: none"> • Teaching/Training 	Early Childhood Education and Services		
Finance	<ul style="list-style-type: none"> • Investing and Personal Finance • Entrepreneurship 	Business Management			
Government and Public Administration	<ul style="list-style-type: none"> • Government and Public Administration 	N/A			
Health Sciences	<ul style="list-style-type: none"> • Therapeutic Services • Health Information • Supportive Services • Diagnostic Services • Biotech Research & Dev. 	Medical Careers Education			

16 Career Clusters	34 Career Pathways	Areas of Concentration/Assessment
Hospitality and Tourism	<ul style="list-style-type: none"> • Restaurants/Food Marketing and Management • Travel & Tourism: Marketing and Management 	Nutrition, Food Production and Services Marketing Education
Human Services	<ul style="list-style-type: none"> • Early Childhood Dev & Services • Family and Community Services 	Early Childhood Education and Services
Information Technology	<ul style="list-style-type: none"> • Computer Info Systems and Communication • Computer Program/Software Development 	Computer Information Systems
Law, Public Safety, Corrections and Security	<ul style="list-style-type: none"> • Introduction of Law 	Business Management
Manufacturing	<ul style="list-style-type: none"> • Manufacturing Production Process Development 	Computer Aided Drafting and Design
Marketing, Sales and Service	<ul style="list-style-type: none"> • Distribution & Logistics • Marketing Info, Management and Research • International Marketing • Retail Merchandising 	Marketing Education Fashion Marketing and Merchandising
Science, Technology, Engineering and Mathematics (STEM)	<ul style="list-style-type: none"> • Engineering and Technology • Science and Mathematics 	Pre-Engineering Technology
Transportation, Distribution and Logistics	<ul style="list-style-type: none"> • Transportation, Dist. And Logistics 	Automotive Technology

The model represents the Connecticut Career Clusters aligned to the 34 Career Pathways and to the 18 areas of concentration assessed each year utilizing a state-developed third party assessment system through the National Occupational Competency Testing Institute (NOCTI).

II. State Leadership Activities

A. Required Uses of Funds

1. CTE Assessment: Connecticut has had an assessment system for career and technical education areas of concentration for the past eight years. All areas of concentration have been aligned to national standards. The assessment system now operating under Version IV integrates the state “academic” power standards throughout all 18 areas of assessment. The CTE assessment was administered to 9,704 students identified as concentrators in May 2007. Concentrators are CTE students who have taken at least 2 credits in an established area of concentration. The assessment system has been matched to the 16 federal clusters.

These data are analyzed to determine student performance not only for career and technical education skill attainment but for academic competencies attained as integrated throughout the assessment. Version V of the assessment is under revision to fine tune questions drawn in Version IV. In accordance with agency plans, the department is exploring the addition of performance-based assessment for selected areas of concentration.

2007 Summary of Concentrators By Test Title and Cut Score

Test Code	Test Title	Concentrators	Raw Number Meeting 65%	Percentage of Concentrators Meeting 65%
7710	Agriculture Mechanics	73	42	57.5%
7711	Animal Science	200	147	73.5%
7712	Aquaculture and Marine-Related Technologies	121	76	62.8%
7713	Natural Resources & Environmental	28	15	53.6%
7714	Plant Science	83	33	39.8%
7715	Accounting	652	209	32.1%
7716	Business Management	392	135	34.4%
7717	Computer Information Systems	1463	394	26.9%
7718	Cooperative Work Education	584	127	21.7%
7719	Early Childhood Education & Services	879	489	55.6%
7720	Nutrition, Food Production & Services	1039	394	37.9%
7721	Textiles & Design	178	36	20.2%
7722	Marketing Education	897	370	41.2%
7723	Medical Careers Education	513	372	72.5%
	Certified Nurse Assisting (*)	430	429	99.8%
7724	Automotive Technology	601	32	5.3%
7725	Computer Aided Drafting & Design	644	123	19.1%
7726	Pre-Engineering Technology	525	72	13.7%
7727	Video Production Systems	402	92	22.9%
TOTALS		9704	3587	36.96%

2. Technology: As Connecticut focuses on preparing students for high skill, high wage, or high demand occupations the need for investing in the latest technology becomes an essential tool in ensuring student success. Our educational programs are focused on occupations in engineering, health, finance and environmental sciences. A new partnership, Connecticut's "Power of E", Education, Economy, Employment, which includes the Departments of Education, Labor, Economic Development, Workforce Competitiveness and the Connecticut Business and Industry Association are collaborating to ensure that our established career pathways provide for our future state labor needs. All requests for Perkins funds for equipment are reviewed by our contact specialists to ensure that equipment is of the most current technology pertinent to department overall educational goals.

3. Professional Development: The 2007 Professional Development plan offers a comprehensive package for administrators, faculty and support personnel. A number of workshops were provided in assisting districts in establishing career pathways. An eligibility requirement for the Perkins 2007-2008 grant was to establish at minimum one career pathway. The state hosted Career Cluster/Pathway statewide overviews and regional workshops for secondary and postsecondary partners in making the connection for postsecondary transition. In addition, all content areas provide workshops and leadership professional development activities that are content specific and aligned to the Career and Technical Education Student Organizations. A complete 2006-2007 summary is provided below. Also provided below is the 2007-2008 workshop summary and conferences planned thus far this year. Additional regional workshops will be offered through the Regional Education Service Centers as a continuum to the listed state-wide efforts.

As evidenced in the Connecticut Perkins State Transition Plan 2007-08, CTE has been working with school counselors as essential partners in providing comprehensive career counseling services to students. As the high school redesign unfolds and the career pathway plan for all students, the roles of school counselors and CTE further cements a very necessary partnership.

**School to Career, Career and Technical Education
2006/2007 Professional Development**

Overview:

Funds were used in 2006/2007 to provide a variety of workshops and conferences on topics and to audiences identified by CT SDE. These activities were provided for teachers, counselors, and administrators in School to Career, Career and Technical Education, Cooperative Work Education, Adult Education programs, and Regional Vocational Technical Schools.

Information on each of the events is provided in chronological order. It includes the title, date, location, and the audience the activity was designed for, as well as attendance, a description of the workshop topics and a summary of participant evaluations.

The activities that were offered were, for the most part, well attended and well received.

Dragon Naturally Speaking Training

November 30, 2006

RENSSELAER

PARTICIPANTS: 21

Instructor: Bonnie Brockman

Target Audience: Business Education teachers

Teachers received a full day of voice-on training, Dragon Naturally Speaking 9.0 software, a headset, a textbook, a methods CD, instructional handouts and other classroom resources. The goal was for all participants to leave the workshop able to use the software for personal use as well as in the classroom with students.

Critical Pathways: Exploring Work-based Learning

Through Career Pathways

December 8, 2006

Participants: 300

Keynote speakers:

- Kim Greene, Executive Director, National Association of State Directors of Career and Technical Education Consortium
- Itzel Nieves, Business Education Tech-Prep student
- Brandon Hooker, CT. Dept. of Labor
- Christine Miara, Co-director, National Youth Safety Resource Center

Target Audience: Secondary and post-secondary teachers, counselors and administrators

The goal was to share information about work-based learning and the national Career Pathways movement. The day included a series of workshops:

- Understanding Career Pathways and Industry Clusters
- Career Development: A Foundation for Learning
- Manufacturing Plastics in Eastern CT. – a Pathways model
- Perkins reauthorization update
- Learning in Context – Worksite Experience
- Educator/Counselor Externships
- Teen Safety at Work
- Student Learners in the Workplace
- Banking

The evaluations from the general session were very positive. Participants commented on the excellent presentations by the featured speakers and particularly enjoyed hearing from students. The evaluations from the workshops were also complimentary. Many remarked that the information received from this event would be very helpful to them in the classroom.

PLTW Teachers' Conference
January 12, 2007

Participants: 34
CCSU

**Presenters: Carolyn Helm, PLTW Regional Director
Ali Golbazi, University of New Haven
James Zambarano, Darien PLTW**

Target Audience: Connecticut PTLW teachers

This was the second annual PLTW Conference. It was an opportunity to receive updates from national staff and share best practices with other Connecticut PLTW teachers. Subject area break-out sessions were offered along with a tour of the new CCSU Engineering program. Participants learned about the certification process, PLTW and Perkins assessment as well as opportunities for Summer PLTW Teacher Externships.

The evaluations from this workshop were overwhelmingly positive. The opportunity to network with other PLTW teachers was repeatedly cited as a benefit for all. Many teachers noted in the evaluations that the conference made them very enthusiastic about PLTW. Quite a few thought that the next conference should be extended to two days so they could have more time to prepare and to network.

Engineering by Design
January 16, 2007

Participants: 22

CREC Central

Presenter: Robert Gray, ITEA

Target Audience: Technology Education Teachers

Technology Education teachers learned about ITEA's Engineering by Design Program and about how to implement this program in their own school districts. The program was comprised of three components:

- Standards for Technological Literacy
- Principles and Standards for School Mathematics
- Project 261, Benchmarks for Science Literacy

This workshop received a 4.6 (out of a possible 5) and was praised in the evaluations. Teachers were especially pleased with the information that was made available to them about EbD, how it compares to PLTW, and how this program aligns to national standards. Some teachers expressed an interest in attending a follow-up session.

Video Production Workshop

January 22-23, 2007

Participants: 33
ITBD, New Britain

Presenters: Eric Keith, Executive producer, *Year Video*
David Huffman, Creative Director, *Red Echo Group*

Target Audience: Teachers, Administrators

Participants in this two- day workshop learned how to produce, direct, shoot and edit a digital video production. Everyone had the chance to be involved in both comprehensive workshops- first as an Editor, then as a Producer. Teachers were assigned to different teams, each of which completed a short video project. Participants also attended a workshop titled “Teaching Your Staff,” which showed them how to take all of the information that they had gathered and share it with their students as well as with other staff members in their schools. The video projects from the groups were showcased at the end of the second day. Email addresses and phone numbers were distributed, allowing the teachers to network and communicate with all of the workshop participants throughout the year.

The evaluations were all 4’s and 5’s (out of a possible 5). There was a common request for a third follow-up day to this workshop so that participants could share their classroom experiences with their peers and collaborate on the best use of the knowledge gained from this experience.

Career Pathways
February 5, 2007

Participants: 165
ITBD, New Britain

Presenter: Ann Benson
Target Audience: All teachers, Administrators,

This workshop provided school districts an overview of the national model for career pathway development under the federally recognized 16 career clusters, along with implementation strategies for curriculum realignment. Districts were assigned to either the AM or the PM session. The agenda for each session was as follows:

- Introduction
- Background and Rationale for Career Clusters/Pathways

- Terminology and Implementation Strategies
- Questions and General Discussion

There was a great deal of information disseminated at these workshops. Participants left with many helpful hand-outs and with career cluster web-site information. The goal was for everyone who attended to bring the information back to their schools and to begin the process of realigning their curriculum to the Career Pathways Model in order to be eligible to receive a grant under the new Perkins Improvement Act of 2006.

All of the evaluations were very positive. A follow-up meeting was scheduled for April with Mrs. Benson.

Career Pathways Leadership Meeting

February 6, 2007

Participants: 24
ITBD, New Britain

Presenter: Anne Benson

Target Audience: Administrators, Counselors,

Invited administrators and SDE staff met to develop a roll out plan for the Career Pathways and to plan subsequent professional activities.

CARER PATHWAYS WORKSHOP

4/25, 4/26/07

Participants: 201
CT Grand Hotel

Presenter: Ann Benson

Target Audience: All teachers, Administrators

This two day workshop, offered 3 identical half day sessions as a follow-up to the February introduction of the Career Cluster model. Ann Benson gave individual districts hands-on help in the realignment of their curriculum. The 201 total participants represented 88 school districts.

The goal of these workshops was to give clear and specific direction to the schools concerning the alignment of the academic curriculum with the Career Pathways model. The workshops were increased from two sections to three so that Mrs. Benson would be able to offer hands-on guidance to each district. The evaluations were all positive and a recurring comment was “thank you for the help.” Other comments cited the ability to network with peers as an important attribute of the day.

Personal Finance: Critical Skills for Today’s Youths

4/27/07

Participants: 94
Crowne Plaza Cromwell

Presenters:

Mickie Siebert, Founder and President, Muriel Siebert & Co., Inc.
Steve Malin, Assistant VP, Federal Reserve Bank of New York
Nancy Lieberman, ESPN Commentator, Team Hartford Member

Target Audience: Business and Finance teachers, career counselors, administrators

This very popular workshop opened with a presentation by Muriel Siebert, titled “Personal Financial Management Skills for the Real World.” Ms. Siebert spoke about the importance of teaching our young people about how to handle money in their daily lives. Steve Malin from the Federal Reserve Bank of New York followed with a different perspective of the same topic, titled “Financial Management Skills for the Real World.”

Nancy Lieberman spoke to the group about “Empowering Today’s Youth to Develop a Game Plan for their Future.” All three presenters were enthusiastically received by the audience.

The rest of the day was spent rotating among different workshops:

- Muriel Siebert’s Personal Finance Program
- The Hartford’s Playbook for Life
- “It’s In the Bank” –Best practices
- Stock Market Game
- Achieving Academic Integration
- The Importance of Personal Finance Education

The evaluations of this symposium were all in the 4/5 range. Some participants said that the day was “inspirational” and a few noted that they could not wait to get back into the classroom with all of this new information.

Servsafe Training

6/26/07

Participants: 18

Courtyard Marriott Cromwell

Presenter: Bill Williams

Target Audience: School cafeteria personnel

This one -day training was given in order that participants would be prepared for the Qualified Food Operator certification exam.

Each person had been given the course book before the training session. The plan was that the individual would study the book in its entirety. The group then spent the seven hour day going over the material before the 90 minute exam. There was an informative power point presentation that highlighted the important points of the various subjects.

The evaluations from this event were all excellent and the participants said that they would recommend it to their peers.

Youth Safety Training

January 19, 2007; March 15, 2007and April 5, 2007

Participants: 70

Target Audience: Educators and workforce development staff

This is a free training offered to anyone who works with youth and who is interested in teaching them about safety in the workplace as well as the pertinent child labor laws. Participants receive a free copy of the Work Safe Curriculum.

Each individual session received high marks for the information received. Participants all wrote that they would recommend this training to others.

Connecticut State Department of Education
Professional Development Training for *Career Pathways* and Related Events
2007-2008 (as of 10/31/07)

Bidders' Conference: 2007-2008 Innovation Grant
At CREC on October 31, 1:00 - 3:00 (Pre-identified eligible districts only)
mmolloy@crec.org

Portfolio Power: Gateway Community College/North Haven
November 2, 8:30 – 3:00 (\$65, \$50, \$25)
eletajones@aol.com

Jim Stone: Math in CTE
CCSU/ITDB – New Britain November 6, 8:30 – 2:30
mmolloy@crec.org

Next Generation Careers: Keys to Future Success (3 sessions/choose one)
Session I: CREC - November 20, 8:30 – 3:30
(Free for selected pilot schools; \$85 for others, first come/first served)
www.crec.org

Engineering By Design (Overview)
Crowne Plaza, Cromwell November 27, 9:00 – 11:00 (free)
http://www.surveymonkey.com/s.aspx?sm=ZRYTTurpmac8YYov_2fjh8vQ_3d_3d
or gregory.kane@ct.gov

Medical Careers Conference
Four Points by Sheraton, Meriden, CT November 30, all day (free)
lori.matyjas@ct.gov

Next Generation Careers: Keys to Future Success (3 sessions/choose one)
Session II: LEARN - December 6, 8:30 – 3:30
(Free for selected pilot schools; \$85 for others, first come/first served)
cbrad@learn.k12.ct.us

Implementing Career Pathways

Grande Hotel, Waterbury Hold the Date: December 7 \$75
mmolloy@crec.org

“The Real Game” – Overview
Department of Labor, Wethersfield (free) December 17
Grades 7 and 8: 8:30 – 11:00; Grades 9 and 10: 12:00 – 2:30 carolyn.bridges@ct.gov

Next Generation Careers: Keys to Future Success (3 sessions/choose one)
Session III: ACES - December 20, 8:30 – 3:30 p.m.
(Free for selected pilot schools; \$85 for others, first come/first served)
dcolson@aces.k12.ct.us

Youth Safety Training – Train the Trainer Workshops (free)
CREC: Jan. 17, 2008 8:30-11:30 a.m. & Waterbury: Apr. 16, 2008 8:30-11:30 a.m.
mmolloy@crec.org

Project Lead the Way: New England School Counselors’ Conference
University of New Haven - January 17-18, 2008
gregory.kane@ct.gov

Personal Finance Promising Practices
Springtime Event – TBA
lee.marcoux@ct.gov

Family and Consumer Sciences Conference (tentative)
April 8, 2008 (venue/details TBA)
Hold the Date!

CT Learns and Works 14th Annual Conference
Water’s Edge, Westbrook, CT May 16, 2008
Hold the Date!

4. Academic Integration: As referenced above, the CTE assessment system has been dissected in determining a standard/competency academic match. Therefore, a strand of the language arts and mathematics “power standards” are embedded in all 18 CTE assessments. The state continues to provide state-sponsored professional development and oversees workshop offered by the Regional Education Service Centers. Connecticut piloted a professional development process for all educators. The State’s results-based accountability

system, “Connecticut Accountability for Learning Initiative” (CALI) serves as a platform in providing professional development for aligning CTE standards and competencies to academic standards. Thirteen districts participated in various regions in the state under the CALI model.

In 2007, the State Department of Education underwent a comprehensive reorganization. As a result, the Career and Technical Education was transferred to the Bureau of Curriculum and Instruction. This move was pivotal to the efforts of the career and technical education in dissolving the divide between career and academic education. Since that time, CTE works with the academic staff on collaborative efforts held to the same department standards and policies. To further implement strategies for math integration into CTE courses, Dr. Jim Stone from the National Career and Technical Research Institute visited Connecticut to present the findings of his Math-in-CTE project. The event was well attended by CTE and math teachers. If ever there was opportunity for CTE to prove its value and be recognized on the same playing field as academic content areas, it is now. All of the stars are aligned.

As a single voice, CTE along with our academic colleagues has become a viable component of the secondary school redesign. The blueprint approved by the Connecticut State Board of Education calls for the Student Success Plan (programs of study) to become a part of every Connecticut student’s educational plan Grades 6-16. In addition, the redesign has incorporated senior or capstone project for all students in their declared career pathway or interest area.

5. Nontraditional Training: Per Section 112(a)(1)(B), Connecticut awarded \$60,000 to the Vocational Equity Research, Training and Evaluation Center (VERTEC) also known as the Connecticut Women’s Education and Legal Fund (CWEALF). The goal of VERTEC is to expand and improve the educational and economic opportunities available to females through education and training programs and to assist educators and administrators in providing equitable, non-discriminatory programs. The purpose of these efforts is to increase the success of all students, particularly females, in obtaining education and training leading to self-sufficiency employment, particularly in non-traditional, high skilled occupations.

In 2006-2007, CWEALF concentrated on three major goals:

- Provided statewide pre-service activities to, alternate route to certification candidates and traditional route students enrolled in career and technical education teacher preparation programs. Additionally, provide in-service activities focused on state and national models for attracting and retaining secondary students into nontraditional career and technical programs and careers as well as improving academic achievement;
- Reviewed the nontraditional components of all 2005-2006 Carl Perkins grant applications and provided in district support to 15% of the neediest districts. The support is to include but not be limited to developing and implementing a formal written plan and professional development for overcoming gender-related obstacles such as gender bias teaching practices, facility design and resource material selection, and;
- Researched the effectiveness of career and technical education model programs in attracting and retaining non-traditional students and academic and skill level achievement based on statewide testing.

6. Partnerships for Academic Standards: As stated earlier, as a result of the reorganization, the Career Unit is now in the Bureau of Curriculum and Instruction. This change provides opportunity for partnerships with academic staff and academic teachers statewide. It also provides opportunity for CTE and academic state consultants to collaborate on integrating academic standards and career and technical contextual methods throughout all curricula.

The state professional development plan employs a full spectrum of offerings to increase academic integration strategies throughout all career and technical education content areas. (See professional development 2006-2007 pg. 10.)

Through College Career Pathways (CCP), formerly Tech Prep program, the college high school/community college partnerships requires that students enroll in a CTE course as well as higher level math, language arts and science college courses to be eligible for college credit. The ever-increasing connection forged through the Career Cluster/Pathway initiative will provide for improved academic integration strategies and curriculum mapping.

In addition, through the “Power of E”, students participating in pathways will be exposed to and gain a greater understanding of the relevance and necessity for academic rigor in securing jobs in high skill, high demand, and high wage occupations.

7. Support for State Institutions: The Connecticut State Department of Education provided funds in the amount of \$101,357 to improve career and technical education in the correctional system. The Department of Corrections is required to offer and continuously show improvement in developing career and technical education programs. Plans are underway to make improvements to their culinary program as well as additional career and technical education program in high demand occupations. Graduates with culinary skills are in high demand in Connecticut due to the growing service sector.
8. Special Populations: The Connecticut State Department of Education requires grant recipients to offer programs designed to attract, support and retain students of special populations. The state program compliance review process, districts are required to provide evidence to support the success of career and technical education students in CTE programs. For example, when questioning district representatives, evidence to support special populations is asked of CTE teachers, the special education director, school counselors, and students. This method is used to ensure that special populations are provided every avenue of support to become successful in CTE courses particularly when district data indicates a large percentage of special population students enrolled in certain CTE courses. Many districts offer CTE teachers professional development in differential learning strategies. A list of special accommodations is also provided to the state team when visiting schools, such as, access to work stations, enlargement of print, and especially, availability of paraprofessional for students who require help.

B. Permissible Activities

The Connecticut State Department of Education encourages use of funds to support all areas identified under Sec. 124 of Perkins III. To highlight a few areas offered through state and local initiatives include the:

- a. establishment of an eligibility requirement for districts to offer at minimum of one career and technical student organization (CTSO) in each high school. The number of students now enrolled in CTSOs has grown dramatically in the past three years;
- b. continuous improvement of a state CTE third party skill assessment system that meets the U.S. Department of Education (draft) Gold level assessment status;
- c. partnerships with inter-state agencies of labor, education and economic department in tandem with the Connecticut Business and Industry Association. Also, the partnerships established within CTE content areas with professional organizations acting in an advisory capacity;
- d. on-going articulation for a dual concurrent credit program with the University of Connecticut for students enrolled in human development under family consumer sciences. This college course is part of a program of study for students interested in becoming early childhood educators or teachers;
- e. increase of districts now offering pre-engineering programs under Project Lead the Way and Engineering by Design.

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs

- B. Summary of Eligible Recipients 2006-07 (Appendix B)
Consortium Districts and Colleges 2006-07 (Appendix C)
- C. Secondary Perkins Application 2006-07 (Appendix D)
Postsecondary Perkins Application 2006-07 (Appendix E)

2. **Accountability**

A. State’s Overall Performance Results and Program Improvement Strategies

Secondary Performance

Core Indicator	Adjusted Level of Performance	Actual Level of Performance	Strategies for Improvement/Explanation
1S1 Academic	24.32%		
1S2 Skill	40.00%	33.96%	<p>As planned, Connecticut moved to Version IV of our statewide, mandated CTE assessment. This assessment is the most academically rigorous assessment ever attempted. We were compelled to move to version IV because the NATIONAL Performance Standards and Competencies were updated. Connecticut is committed to staying current with existing national standards, subsequently; we were compelled to develop a new version of our secured test. Every one of our tests within the state CTE assessment package included the contextual application of the ten academic foundation standards for reading and mathematics. This is the most aggressive demonstration/assessment of academic integration since the advent of the Carl D. Perkins legislation in 1989. Since we are not provided time to pilot our statewide assessment, we are reporting the results of what would otherwise be a pilot year. Despite the enormous challenge of this new statewide CTE assessment, Connecticut increased concentrators for the sixth consecutive year. We ask you to conclude that Connecticut should NOT be held to any penalty of manifestation of rebuke for not achieving the goal.</p>

2S1 Completion	59.71%	94.14%	Connecticut students benefit from contextual learning and their participation in CTSOs, experiential opportunities offered in career and technical education.
2S2 Diploma			Connecticut does not offer an alternate diploma for career and technical education.
3S1 Placement	95.00%	94.09%	The state will offer local districts suggests on how to increase response to the local surveys. Electronic response or phone calls may prove more effective. <u>Response:</u> 67.63% of CTE concentrators reported that they were in postsecondary education six months following graduation. 26.45% of CTE concentrators reported that they were employed or in the military six months following graduation.
4S1 Non-Trad. Participation	39.96%	38.43%	Connecticut performance fell short by 1.53% for the non-traditional participation. The recipient of the 2007-2008 non-traditional funds will be required to offer state and regional workshops on how to increase CTE student participation in non-traditional programs. Hopefully, as the state ramps up offerings in pre-engineering, health and teaching, more non-traditional students will elect to go into these programs.
4S2 Non-Trad. Completion	36.61%	35.07%	
ZS1 Lang Arts	75.00%		
ZS2 Math	73.00%		
ZS3 Graduation	70.00%	*	*As approved by the U.S. Department of Education in the Connecticut Perkins Transition Plan and the NCLB Accountability Workbook, no data will be available for any student until 2010 for graduation as

			defined under NCLB.
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Post Secondary Performance

Core Indicator	Adjusted Level of Performance	Actual Level of Performance	Strategies for Improvement/Explanation
1P1 Academic	34.31%	14.22%	
1P2 Skill	90.48%	92.94%	
2P1 Completion	40.26%	15.64%	
3P1 Placement	79.19%	Not Reported Employment/Military 77.03%	No Data Provided for Total Placement Education/Advanced Training 0.0% Employment & Military 77.03%
3P2 Retention	87.65%	90.82%	
4P1 Non-Trad. Participation	28.49%	28.94%	
4P2 Non-Trad. Completion	34.49%	22.04%	

B. State’s Performance Results for Special Populations and Program Improvement Strategies

Secondary Education

Concentrated efforts are under way agency-wide to improve the academic and skill performance of special population students. The high school redesign blueprint has an all student construct that would include all students including career and technical education and special

populations. The agency has toiled for two years in developing the High School Redesign Blueprint. The draft addresses the needs of all students including special populations in offering students opportunity to accelerate their high school education or conversely, extend their stay to ensure readiness for postsecondary education or the workforce. A standards-based, rigorous and challenging curriculum that is authentic, relevant that includes exploration of postsecondary opportunities along with learning opportunities that extend in the community would be offered to **all** students. The plan will ensure that the needs of all students are met by developing smaller learning communities and personalized learning via a Student Success Plan (Program of Study) that will follow the student beginning in middle school to postsecondary education. Embedding *21st Century Learning* skills and personal habits throughout curriculum will deliver the essential requirements for success in future skills. A senior project graduation requirement will allow students who may be less skillful in test-taking to select projects in career or other interest areas to demonstrate knowledge acquisition by completing research papers and presentations.

If this plans become approved by the Connecticut State Board of Education and state legislation, the outcome will hopefully narrow the existing achievement gap for Connecticut students.

The high school redesign effort should play a positive role in career and technical education student academic and skill attainment and graduation rates in the long term. However, in addition, specific to career and technical education all professional development state offerings described under professional development above, are geared to increase performance of all CTE students. The state department encourages CTE teachers to participate in differentiated learning workshops as well as co-teaching opportunities in their districts. As indicated earlier, CWEALF has been empowered as grantee of the non-traditional grant to research and provide districts strategies to increase non-traditional participation and completion.

An extraordinary project called “Developing Tomorrow’s Professionals” (DTP) was developed and implemented in summer of 2007 made possible by WIA Incentive funds. DTP is a carefully constructed program of training, assessment and support services designed to address the needs of young men of color (Black and Latino), providing overlapping mentoring, academic skill set training, university linkage, and technology training as it related to academic performance and assessment.

Structured around year-round mentoring, a basic ten week training schedule and recognition, the DTP project combines academic instruction, workplace learning opportunities, extensive Black/Latino mentoring, along with necessary tools and resources for continuing achievement. The DTP is a three-phase program designed to create, improve and sustain a student approach to learning, college matriculation and career potentialities.

C. Definitions for Accountability Forms

Secondary

Term	Definition
Vocational Participant	A student who takes one or more career and technical education course.

Vocational Concentrator	A concentrator is a student who is enrolled in a final course of a two-credit sequence of courses that specifically addresses the state performance standards and competencies in one of Connecticut's 18 areas of concentration.
Vocational Completer	A vocational completer is a vocational concentrator who graduates.
Tech-Prep Student	A student that has indicated an intent to pursue, and is enrolled in a <u>sequential</u> program of study that includes mathematics, science, communication and a career course within a recognized tech prep education plan that consists, at a minimum of two years of secondary and two years of post secondary study; is carried out under a written articulation agreement; may allow the student to earn post secondary credit while in high school; and leads to a specific two-year certificate, associate degree or a bachelor's degree in a career and technical education field.

Postsecondary

Vocational Concentrator	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.
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Accountability

STATE NAME: CONNECTICUT

Proposed levels of performance for program year 8 (FY 2006-2007) that requires the State to continually make progress toward improving the performance of vocational and technical education students as required by section 113(b)(3)(A)(i)(II) of Perkins III. Please complete column 11 only

(*see note below).

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
				7/01/00-6/30/01	7/01/01-6/30/02	7/01/02-6/30/03	7/01/03-6/30/04	7/01/04-6/30/05	7/01/05-6/30/06	7/01/06-06/30/07
1S1 Secondary Academic Attainment	Numerator: Number of vocational and technical education participants who reach goal on all four sections of CT academic proficiency test. Denominator: Number of vocational and technical education participants taking the CT academic proficiency test.	State Academic Assessment System	B: 10.40%	L: 11.40% A: 18.76%	L: 11.90% A: 19.53%	L: 12.40% A: 21.01%	L: 12.90% A: 23.01%	L: 19.74% A: 28.93%	L: 21.18% A: 70.30%	L: 24.32% AGREED
1S2 Secondary Technical Attainment	Numerator: Number of vocational and technical education student concentrators meeting assessment goal on CTE assessment tests. Denominator: Number of vocational and technical education student concentrators taking CTE assessment tests.	State Academic Assessment System	B: 46.58%	L: 47.08% A: 49.89%	L: 47.58% A: 52.93%	L: 48.08% A: 52.41%	L: 48.58% A: 48.96%	L: 51.74% A: 49.90%	L: 51.43% A: 44.48%	L: 40.00% (OVAE accepts state suggestive target.) Requesting 40.00% Look for e-mail from Stephen Hoag with rationale AGREED
2S1 Secondary High School Completion	Numerator: Number of 12 th grade CTE concentrators/completers. Denominator:	State/Local Administrative Data	B: 53.85%	L: 54.35% A: 56.42%	L: 54.35% A: 45.46%	L: 55.85% A: 48.51%	L: 55.85% A: 44.06%	L: 50.13% A: 86.55%	L: 46.01% A: 94.21% (justification has been	L: 59.71% AGREED

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
				7/01/00-6/30/01	7/01/01-6/30/02	7/01/02-6/30/03	7/01/03-6/30/04	7/01/04-6/30/05	7/01/05-6/30/06	7/01/06-06/30/07
	Number of all 12 th Grade CTE concentrators. (revision requested)								provided by the state.)	
2S2 (optional) Secondary Completion & Certification	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
3S1 Secondary Placement	Numerator: Number of completers respondents. Denominator: Total number of completers.	State/Local Administrative Data	B: 93.36%	L: 93.36% A: 88.71%	L: 93.36% A: 96.38%	L: 93.36% A: 93.81%	L: 93.36% A: 98.46%	L: 93.36% A: 94.43%	L: 95.00% A: 96.10%	L: 95.00% AGREED
4S1 Secondary Nontraditional Participation	Numerator: Number of non-traditional CTE concentrators in all programs that have been defined as occupations where one gender comprises less than 25% of employment. Denominator: Total number of CTE concentrators in all programs that have been defined as occupations where one gender comprises less than 25% of employment.	State/Local Administrative Data	B: 31.23%	L: 31.48% A: 37.36%	L: 31.98% A: 38.65%	L: 32.48% A: 44.20%	L: 32.98% A: 37.02%	L: 33.48% A: 37.43%	L: 39.96% A: 38.12%	L: 39.96% AGREED
4S2 Secondary Nontraditional Completion	Numerator: Number of non-traditional completers in all programs that have been defined as occupations where one gender comprises less than 25% of employment.	State/Local Administrative Data	B: 31.23%	L: 31.48% A: 34.06%	L: 31.98% A: 34.43%	L: 32.48% A: 39.80%	L: 32.98% A: 35.42%	L: 33.48% A: 34.61%	L: 36.55% A: 34.09%	L: 36.61% AGREED

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
				7/01/00-6/30/01	7/01/01-6/30/02	7/01/02-6/30/03	7/01/03-6/30/04	7/01/04-6/30/05	7/01/05-6/30/06	7/01/06-06/30/07
	Denominator: Total number of completers in all programs that have been defined as occupations where one gender comprises less than 25% of employment.									

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Baseline	Year 7	Year 8
				7/01/00-6/30/01	7/01/01-6/30/02	7/01/02-6/30/03	7/01/03-6/30/04	7/01/04-06/30/05	7/01/05-6/30/06	7/01/06-6/30/07
1P1 Academic Attainment	Numerator: Number of CTE Concentrators Who Graduate with a Degree in a Given Year Denominator: Number of CTE Concentrators Who Are Enrolled in a Degree Program in a Given Year	Connecticut Community Colleges Banner Information System	B: 11.42%	L: 11.92% A: 23.40%	L: 12.42% A: 15.81%	L: 12.92% A: 15.28% *See Attachment	L: 13.42% A: 13.96%	B: 20.02% <i>(State realized their calculations were incorrect and requested approval to re-calculate data.) (Email dated 12/22/06)</i>	L: 20.52% A: 18.25%	L: 21.02%
1P2 Skill Proficiency	Numerator: Number of CTE Concentrators Who Graduate with a Degree or Certificate in a Given Year with a GPA of 2.5 or higher Denominator: Number of CTE Concentrators Who Graduate with a Degree or Certificate in a Given Year	Connecticut Community Colleges Banner Information System <i>(Baseline: Class of 05/ Enrollment 04-05)</i>	B: 11.42%	L: 11.92% A: 23.40%	L: 12.42% A: 15.81%	L: 12.92% A: 15.28%	L: 13.42% A: 13.96%	B: 89.98% <i>(State realized their calculations were incorrect and requested approval to re-calculate data.) (Email dated 12/22/06)</i>	L: 90.23% A: 91.35%	L: 90.48%
2P1 High School Completion	Numerator: Number of CTE Concentrators Who Graduate with a Degree or Certificate in a Given Year Denominator: Number of CTE Concentrators Who Are Enrolled in a Given Year	Connecticut Community Colleges Banner Information System <i>(Baseline: Class of 05/ Enrollment 04-05)</i>	B: 11.42%	L: 11.92% A: 23.40%	L: 12.42% A: 15.81%	L: 12.92% A: 15.28%	L: 13.42% A: 13.96%	B: 23.04% <i>(State realized their calculations were incorrect and requested approval to re-calculate data.) (Email dated 12/22/06)</i>	L: 23.54% A: 22.14%	L: 24.04%

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Baseline	Year 7	Year 8
				7/01/00-6/30/01	7/01/01-6/30/02	7/01/02-6/30/03	7/01/03-6/30/04	7/01/04-06/30/05	7/01/05-6/30/06	7/01/06-6/30/07
2P2 Diploma Credential	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3P1 Placement	Numerator: Number of CTE Concentrators Who Graduate with a Degree or Certificate in a Given Year and are Employed Within 6 Months of Graduation Denominator: Number of CTE Concentrators Who Graduate with a Degree or Certificate in a Given Year	State-Developed, School-Administered Surveys/ Placement Records	B: 92.25%	L: 92.25% A: 82.15%	L: 92.25% A: 97.06%	L: 92.25% A: 97.44%	L: 92.25% A: 91.30%	B: 79.14% <i>(State realized their calculations were incorrect and requested approval to re-calculate data.) (Email dated 12/22/06)</i>	L: 79.19% A: 79.14%	L: 79.24%
3P2 Retention	Numerator: Number of CTE Concentrators Who Were Employed Within 6 Months of Graduation and still employed 12 Months Later Denominator: Number of CTE Concentrators Who Were Employed Within 6 Months of Graduation	Connecticut Community Colleges Banner Information System and State Department of Labor Wage Record System <i>(Baseline: Class of 04)</i>	B: 55.03%	L: 55.53% A: 93.15%	L: 56.03% A: 87.50%	L: 56.53% A: 76.19%	L: 57.03% A: 74.07%	B: 87.60% <i>(State realized their calculations were incorrect and requested approval to re-calculate data.) (Email dated 12/22/06)</i>	L: 87.65% A: 87.60%	L: 87.70%
4P1 Non-trad. Participation	Numerator: Number of CTE non-traditional participants in all programs that have been defined as occupations where one gender comprises less than 25% of employment. Denominator: Number of CTE participants in all programs that have been defined as occupations where one gender comprises	Connecticut Community Colleges Banner Information System and State Department of Education Classification System and Calculation	B: 15.44%	L: 15.94% A: 33.06%	L: 16.44% A: 31.07%	L: 16.94% A: 27.57%	L: 17.44% A: 29.76%	B: 28.39% <i>(State realized their calculations were incorrect and requested approval to re-calculate data.)</i>	L: 28.44% A: 31.44%	L: 28.49%

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Baseline	Year 7	Year 8
				7/01/00-6/30/01	7/01/01-6/30/02	7/01/02-6/30/03	7/01/03-6/30/04	7/01/04-06/30/05	7/01/05-6/30/06	7/01/06-6/30/07
	less than 25% of employment.	<i>(Baseline: 04-05 Enrollment)</i>						<i>(Email dated 12/22/06)</i>		
4P2 Non-trad. Completion	Numerator: Number of non-traditional CTE graduates in all programs that have been defined as occupations where one gender comprises less than 25% of employment. Denominator: Total number of CTE graduates in all programs that have been defined as occupations where one gender comprises less than 25% of employment.	Connecticut Community Colleges Banner Information System and State Department of Education Classification System and Calculation <i>(Baseline: Class of 05)</i>	B: 15.00%	L: 15.50% A: 33.16%	L: 16.00% A: 32.79%	L: 16.50% A: 30.69%	L: 17.00% A: 33.61%	B: 33.49% <i>(State realized their calculations were incorrect and requested approval to recalculate data.) (Email dated 12/22/06)</i>	L: 33.99% A: 28.68%	L: 34.496%

* Note: The information in columns 2-9 is based on the most recent negotiations between your state and the department. If there is an error in any of these columns, please notify your Regional Accountability Specialist to resolve the inaccuracy.

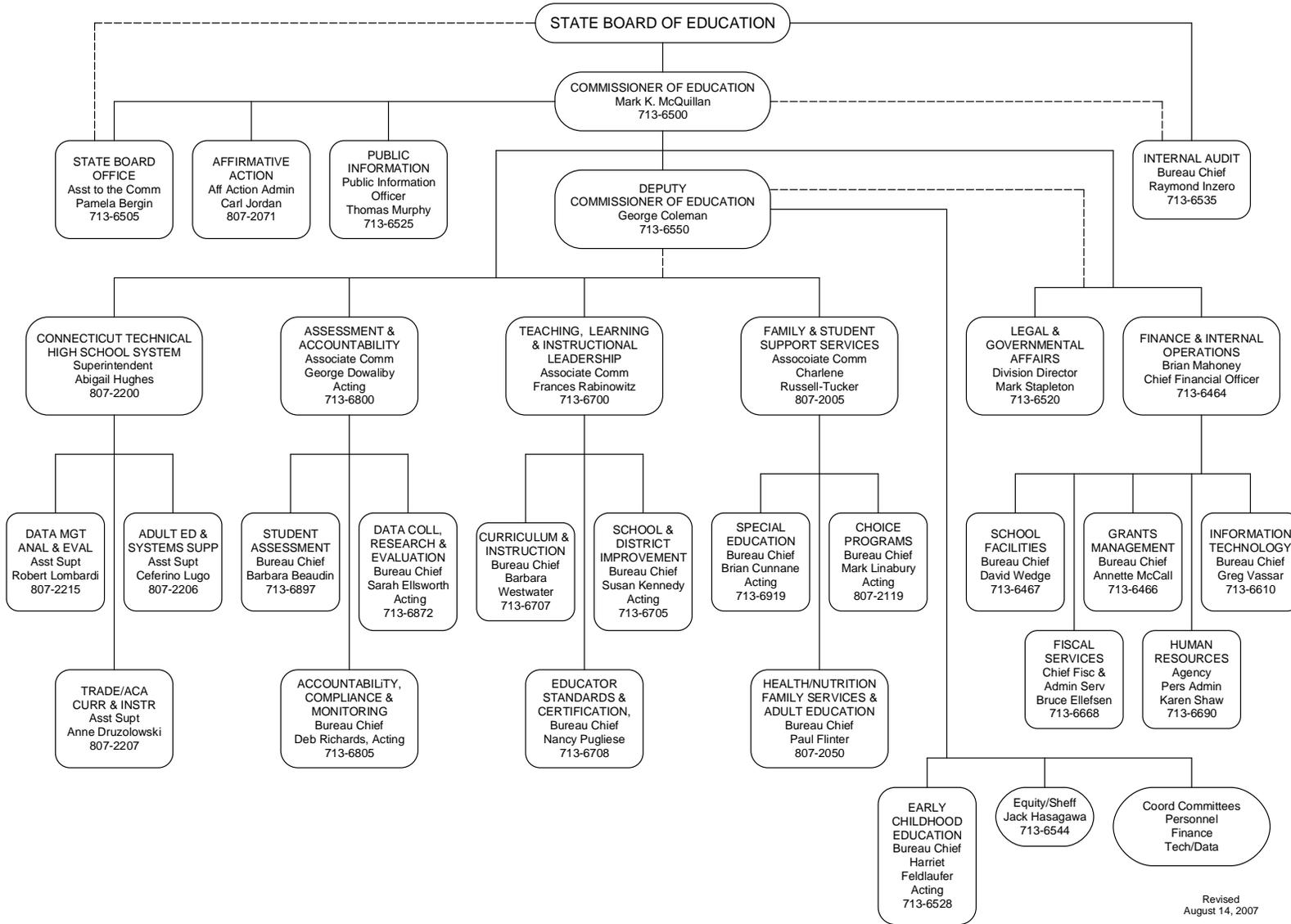
B = Initial baseline, L = Negotiated performance level, and A = Actual performance.

D. Improvement Strategies:

The Connecticut State Department of Education established individual student identifiers two years ago; however, the system has not yet been perfected. Although, some student data can be tracked through the system, the system does not provide for all data areas required under the Carl D. Perkins Act. Using other agencies collection instruments, some of which are designed specifically for Perkins, significant data are collected. By matching individual student identification numbers extracted from our career and technical assessment system to our state academic assessment system, data are provided for Academic Skill Attainment and the new NCLB core indicators. Unfortunately, NCLB graduation disaggregate subgroup data will not be available until 2010. The agency has established a plan to evaluate the data needs for the entire agency. Carl D. Perkins is part of the second phase of this study. The outcome of this study should result in a more efficient, reliable collection and analysis of data department wide.

Appendix A:

ORGANIZATION CHART FOR THE STATE DEPARTMENT OF EDUCATION



Revised August 14, 2007

Appendix B

**Basic Grant – Secondary Entitlement
Carl D. Perkins Voc. & Tech. Educ. Act
Program Manager: June Sanford
2006-2007**

FUND: 12060 SPID No. 20742 Program #: 84010 CF1: 170002
Grant Type: Entitlement Grant

Grantees (Original GALs)	Contact Person (Project Director)	Telephone/ Fax/Email	Grant Awarded 2006-2007
Dr. Edward C. Favolise Superintendent of Schools Ansonia Public Schools 42 Grove Street Ansonia, CT 06401-1798	Anne Giddings Assistant Superintendent Ansonia Public Schools 42 Grove Street Ansonia, CT 06401-1798	Tel: (203) 736-5095 Fax: (203) 736-5098 Email: agiddings@ansoniam.org	\$40,694
Dr. Michael Cicchetti Superintendent of Schools Berlin Public Schools 238 Kensington Road Berlin, CT 06037-2648	George Synnott Berlin High School 139 Patterson Way Berlin, CT 06037	Tel: (860) 828-6577 Fax: (860) 829-2169 Email: gsynnott@berlinschools.org	15,591
Dr. Gary M. Chesley Superintendent of Schools Bethel Public Schools 1 School Street PO Box 253 Bethel, CT 06801-0253	Toni Bonacci Bethel High School Education Park Bethel, CT 06801	Tel: (203) 794-8643 Fax: (203) 830-7349 Email: bonaccit@bethel.k12.ct.us	\$16,462
Dr. David G. Title Superintendent of Schools Bloomfield Public Schools 1133 Blue Hills Avenue Bloomfield, CT 06002-2721	Karen Parks Bloomfield Public Schools 1133 Blue Hills Avenue Bloomfield, CT 06002-2721	Tel: (860) 769-4270 Fax: (860) 769-4215 Email: kparks@blmfld.org	\$36,636
Dr. Ann Dombroski, Acting Superintendent of Schools Branford Public Schools 1111 Main Street Branford, CT 06405-3717	Madelyn Paskiewicz Branford High School 185 East Main Street Branford, CT 06405	Tel: (203) 315-6758 Fax: (203) 315-6750 Email: mpaskiewicz@branford.k12.ct.us	\$41,130 Branford \$28,274 No Bran. \$12,856
Dr. Clarence W. Tolbert Superintendent of Schools Bridgeport Public Schools 45 Lyon Terrace Room 303 Bridgeport, CT 06604-4060	John J. Curtis, Director Aquaculture/Vocational Ed. 60 St. Stephens Road Bridgeport, CT 06605	Tel: (203) 576-7608 Fax: (203) 337-0168 Email: jcurtis@bridgeportedu.net	\$636,032
Dr. Michael J. Wasta Superintendent of Schools Bristol Public Schools 129 Church Street PO Box 450 Bristol, CT 06011-0450	Rich Gagliardi Bristol Public Schools 129 Church Street PO Box 450 Bristol, CT 06011-0450	Tel: (860) 584-7078 Fax: (860) 584-7902 Email: richardgagliardi@ci.bristol.ct.us	\$107,560
John A. Goetz Superintendent of Schools Brookfield Public Schools 100 Pocono Road Brookfield, CT 06804	Susan Troupe Brookfield High School 45 Long Meadow Hill Road Brookfield, CT 06804	Tel: (203) 775-5385 Fax: (203) 775-7757 Email: susan.troupe@brookfield.k12.ct.us	\$18,713
Dr. Greg J. Florio	Laurie Vicario	Tel: (203) 250-2512	\$32,127

Grantees (Original GALs)	Contact Person (Project Director)	Telephone/ Fax/Email	Grant Awarded 2006-2007
Superintendent of Schools Cheshire Public Schools 29 Main Street Cheshire, CT 06410-2495	Assistant Principal Cheshire High School 525 South Main Street Cheshire, CT 06410	Fax: (203) 250-2573 Email: lvicario@cheshire.k12.ct.us	
Mr. Albert Coviello Superintendent of Schools Clinton Public Schools 137-B Glenwood Road Clinton, CT 06413-1493	Mary T. Peraro Assistant Superintendent Clinton Public Schools 137-B Glenwood Road Clinton, CT 06413-1493	Tel: (860) 664-6500 Fax: (860) 664-6580 Email: mperaro@clintonpublic.org	\$21,222
Ms. Karen Loiselle, Interim Superintendent of Schools Colchester Public Schools 127 Norwich Avenue Suite 202 Colchester, CT 06415-1288	Chris Petersen Bacon Academy Colchester Public Schools 611 Norwich Avenue Colchester, CT 06415	Tel: (860) 537-2378 Fax: (860) 537-5410 Email: cpetersen@colchester.ct.org	\$20,560
Dr. Donna Bernard Superintendent of Schools Coventry Board of Education 1700 Main Street Coventry, CT 06238	Susan J. Clark Coventry High School 78 Ripley Hill Road Coventry, CT 06238	Tel: (860) 742-7349 x 136 Fax: (860) 742-4591 Email: sclark@coventry.org sue41teach@aol.com	\$15,791
Dr. Sal Pascarella Superintendent of Schools Danbury Public Schools 63 Beaver Brook Rd. Danbury, CT 06810-6211	Edward J. Valentukonis Danbury Public Schools 43 Clapboard Ridge Road Danbury, CT 06811	Tel: (203) 797-4849 Fax: (203) 797-4833 Email: valene@danbury.k12.ct.us	\$119,842
Dr. Marion Martinez Superintendent of Schools East Hartford Public Schools 1110 Main Street East Hartford, CT 06108-2681	Michelle Hacker Dept. Head Voc. Education East Hartford High School 869 Forbes Street East Hartford, CT 06118	Tel: (860) 622-5254 Fax: (860) 622-5288 Email: hacker.mv@easthartford.org	\$129,271
Mr. Martin DeFelice Superintendent of Schools East Haven Public Schools 35 Wheelbarrow Lane East Haven, CT 06513	Arthur Martorella East Haven Public Schools 35 Wheelbarrow Lane East Haven, CT 06513	Tel: (203) 468-3261 Fax: (203) 468-3918 Email: amartorella@mail.east-haven.k12.ct.us	\$35,828
Dr. Richard Packman Superintendent of Schools Ellington Public Schools 47 Main Street, P.O. Box 179 Ellington, CT 06029-0179	Mr. Neil Rinaldi, Principal Ellington High School 37 Maple Street P.O. Box 149 Ellington, CT 06029	Tel: (860) 896-2352 x 207 Fax: (860) 896-2366 Email: nrinaldi@ellingtonschools.net	\$19,264
Dr. John Gallacher Superintendent of Schools Enfield Public Schools 27 Shaker Road Enfield, CT 06082-3199	Mrs. Patricia West Project Manager Enfield Public Schools 27 Shaker Road Enfield, CT 06082-3199	Tel: (860) 253-6522 Fax: (860) 253-6500 Email: pwest@enfieldschools.org	\$45,412
Dr. Ann E. Clark Superintendent of Schools Fairfield Public Schools 501 Kings Hwy. East, Ste. 210 Fairfield, CT 06825	Walter Wakeman Fairfield Public Schools 501 Kings Hwy. East, Ste. 210 Fairfield, CT 06825	Tel: (203) 255-8390 Fax: (203) 255-8249 Email: wwakeman@fairfield.k12.ct.us	\$63,743
Dr. Robert Villanova Superintendent of Schools Farmington Public Schools 1 Monteith Drive	Michele G. Saulis/Kristi Ohanesian Farmington High School 10 Monteith Drive	Tel: (860) 673-2514 Fax: (860) 673-2820 Email: saulism@fpsct.org	\$26,022

Grantees (Original GALs)	Contact Person (Project Director)	Telephone/ Fax/Email	Grant Awarded 2006-2007
Farmington, CT 06032-1041	Farmington, CT 06034		
Dr. Alan B. Bookman Superintendent of Schools Glastonbury Public Schools 232 Williams Street P.O. Box 191 Glastonbury, CT 06033-2354	Gary Nolf, Director Career Vocational Education Glastonbury High School 330 Hubbard Street Glastonbury, CT 06033	Tel: (860) 652-7252 Fax: (860) 652-7275 Email: nolfg@glastonburyus.org	\$34,889
Dr. Betty Sternberg Superintendent of Schools Greenwich Public Schools 290 Greenwich Avenue Havemeyer Building Greenwich, CT 06830-6521	Truxton Southworth Greenwich Public Schools 290 Greenwich Avenue Havemeyer Building Greenwich, CT 06830-6521	Tel: (203) 625-7400 Fax: (203) 625-7408 Email: truxton_southworth@gpsmail.lhr.ic.org	\$77,546
Mrs. Elizabeth Osga Superintendent of Schools Griswold Public Schools 305 Slater Avenue Griswold, CT 06351-2540	Dr. Mark Frizzell Griswold Public Schools 305 Slater Avenue Griswold, CT 06351-2540	Tel: (860) 376-7640 Fax: (860) 376-7684 Email: FRIZZELL@griswold.k12.ct.us	\$22,471
Dr. James E. Mitchell Superintendent of Schools Groton Public Schools Post Office Box K Groton, CT 06340-1411	Sally Keating Assistant Superintendent Groton Public Schools Post Office Box K Groton, CT 06340-1411	Tel: (860) 572-2120 Fax: (860) 572-2107 Email: skeating@groton.k12.ct.us	\$56,508
Dr. Alida D. Begina Superintendent of Schools Hamden Public Schools 60 Putnam Avenue Hamden, CT 06517-2825	Yvette Budrow Hamden High School 2040 Dixwell Avenue Hamden, CT 06517	Tel: (203) 407-2040 Fax: (203) 407-2041 Email: ybudrow@hamden.org	\$91,310
Dr. Steven J. Adamowski Superintendent of Schools Hartford Public Schools 960 Main Street Hartford, CT 06103-1095	Jody Becker, Ph.D. Hartford Public Schools 960 Main Street Hartford, CT 06103	Tel: (860) 695-8432 Fax: (860) 722-8490 Email: jbecker@hartfordschools.org	\$936,675
Dr. William Silver Superintendent of Schools Killingly Public Schools 369 Main Street PO Box 210 Danielson, CT 06239-0210	Robert P. Brennan Killingly High School 79 Westfield Avenue Danielson, CT 06239	Tel: (860) 779-6663 Fax: (860) 774-0846 Email: rbrennan@killingly.k12.ct.us	30,845
Robert D. McGray Superintendent of Schools Lebanon Public Schools 891 Exeter Road Lebanon, CT 06249-1731	Dr. Bonnie Hanna Director of Curriculum Lebanon Public Schools 891 Exeter Road Lebanon, CT 06249	Tel: (860) 642-5634 Fax: (860) 642-4589 Email: bonnie.hanna@lebanonct.org	\$45,813
Dr. H. Kaye Griffin Superintendent of Schools Madison Public Schools PO Drawer 71 10 Campus Drive Madison, CT 06443-2562	Fran Thompson Madison High School 286 Green Hill Road Madison, CT 06443	Tel: (203) 245-6393 Fax: (203) 245-6494 Email: thompsonf@madison.k12.ct.us	\$16,312
Ms. Kathleen Ouellette Superintendent of Schools Manchester Public Schools 45 North School Street	Anthony J. Gasper, Director Guidance, Career & Tech. Edu. Manchester High School 134 East Middle Turnpike	Tel: (860) 647-3561 Fax: (860) 647-3363 Email: bl1tgasp@ci.manchester.ct.us	\$107,618

Grantees (Original GALs)	Contact Person (Project Director)	Telephone/ Fax/Email	Grant Awarded 2006-2007
Manchester, CT 06040-2022	Manchester, CT 06040		
Mrs. Mary Noonan Cortright Superintendent of Schools Meriden Public Schools 22 Liberty Street PO Box 848 Meriden, CT 06450-0848	James Ieronimo Meriden Public Schools 22 Liberty Street Meriden, CT 06450	Tel: (203) 630-4190 Fax: (203) 630-4218 Email: jim.ieronimo@meriden.k12.ct.us	\$175,285
Dr. Michael J. Frechette Superintendent of Schools Middletown Public Schools 311 Hunting Hill Avenue Middletown, CT 06457-4356	Elizabeth K. Nocera Grants Coordinator Middletown Public Schools 311 Hunting Hill Avenue Middletown, CT 06457	Tel: (860) 638-1419 Fax: (860) 638-1496 Email: noceraek@mpls1.org	\$71,598
Dr. Gregory A. Firm Superintendent of Schools Milford Public Schools 70 West River Street Milford, CT 06460-3364	Cliff Bugyi Milford Public Schools 70 West River Street Milford, CT 06460-3364	Tel: (203) 783-3498 Fax: (203) 783-3472 Email: cbugyi@milforded.org	\$62,246
Mr. Alan Beitman Superintendent of Schools Monroe Public Schools 375 Monroe Turnpike Monroe, CT 06468-2362	Mark Schwarz Masuk High School 1014 Monroe Tnpk. Monroe, CT 06468	Tel: (203) 452-5823 or 6522 Fax: (203) 452-6522 ???? Email: mschwarz@monroeps.org	\$24,549
	Craig Tunks Masuk High School 1014 Monroe Tnpk. Monroe, CT 06468	Tel: (203) 452-5823 or 6522 Fax: (203) 452-6522 Email: ctunks@monrowps.org	
Mr. David B. Erwin Superintendent of Schools Montville Public Schools Old Colchester Road Oakdale, CT 06370-0078	Mr. David B. Erwin Superintendent of Schools Montville Public Schools Old Colchester Road Oakdale, CT 06370-0078	Tel: (860) 848-1228 Fax: (860) 848-0589 Email: derwin@montvilleschools.org	\$24,680
Dr. Robert D. Cronin Superintendent of Schools Naugatuck Public Schools 380 Church Street Naugatuck, CT 06770-2887	Jan Saam Naugatuck High School 543 Rubber Avenue Naugatuck, CT 06770	Tel: (203) 720-5656 Fax: (203) 720-5444 Email: saamj@naugy.net	\$65,494
Dr. Doris J. Kurtz Superintendent of Schools New Britain Public Schools 272 Main Street, P.O. Box 1960 New Britain, CT 06050-1960	Thomas Menditto District Coordinator of Science, Tech. & Applied Education Consolidated School District of New Britain 272 Main Street, P.O. 1960 New Britain, CT 06050-1960	Tel: (860) 827-2275 Fax: (860) 612-1530 Email: menditto@csdnb.org	\$272,808
Dr. David E. Abbey Superintendent of Schools New Canaan Public Schools 39 Locust Avenue New Canaan, CT 06840-4723	Anthony Pavia, Principal New Canaan High School 11 Farm Road New Canaan, CT 06840	Tel: (203) 594-4686 Fax: (203) 594-4619 Email: tony.pavia@newcanaan.k12.ct.us	\$23,411
Mr. Joseph R. Castagnola Superintendent of Schools New Fairfield Public Schools 3 Brush Hill Road New Fairfield, CT 06812	John Boccuzzi Asst. Superintendent Meeting House Hill School 24 Gillotti Road New Fairfield, CT 06812	Tel: (203) 312-5854 Fax: (203) 312-5829 Email: jboccuzzi@new-fairfield.k12.ct.us	\$15,991
Dr. Reginald Mayo	Alicia Caraballo	Tel: (203) 946-5884	\$653,228

Grantees (Original GALs)	Contact Person (Project Director)	Telephone/ Fax/Email	Grant Awarded 2006-2007
Superintendent of Schools New Haven Public Schools 54 Meadow Street New Haven, CT 06519-1743	Supervisor/Unified Arts Gateway Center 54 Meadow Street New Haven, CT 06519	Fax : (203) 946-8664 Email : alicia.caraballo@new-haven.k12.ct.us	
Dr. Ernest L. Perlini Superintendent of Schools Newington Public Schools 131 Cedar Street Newington, CT 06111-2698	Joann Vasil, Coordinator Career/Vocational Department Newington High School 605 Willard Avenue Newington, CT 06111	Tel: (860) 666-5611 x 263 Fax: (860) 666-8224 Email : jvasil@newington-schools.org	\$31,907
Dr. Christopher Clouet Superintendent of Schools New London Public Schools 134 Williams Street New London, CT 06320-5296	Doreen Fuller New London Public Schools 134 Williams Street New London, CT 06320-5296	Tel: (860) 447-6000 Fax: (860) 447-6016 Email: fullerd@newlondon.org	\$88,917
Ms. Jean Ann C. Paddyfote Superintendent of Schools New Milford Public Schools 50 East Street New Milford, CT 06776-3099	John Lee, Asst. Principal New Milford High School 388 Danbury Road New Milford, CT 06776	Tel: (860) 350-6647 Fax: (860) 210-2256 Email: leej@new-milford.k12.ct.us	\$39,065
Dr. Evan Pitkoff Superintendent of Schools Newtown Public Schools 4 Fairfield Circle South Newtown, CT 06470-2151	Peg Ragaini Newtown High School 12 Berkshire Road Sandy Hook, CT 06482	Tel: (203) 426-1915 Fax: (203) 426-6573 Email: ragainip@newtown.k12.ct.us	\$35,337
Dr. Robert K. Wolfe North Branford Public Schools P.O. Box 129 Middletown Avenue Northford, CT 06472-0129	Abigail DeTour North Branford High School 49 Caputo Road North Branford, CT 06471-102	Tel: (203) 484-1475 Fax: (203) 426-1233 Email: adetour@northbranfordschools.org	12,856 Consortium with Branford - \$28,274
Dr. Salvatore Corda Superintendent of Schools Norwalk Public Schools 125 East Avenue PO Box 6001 Norwalk, CT 06852-6001	Ralph Valenzisi Instructional Tech. Specialist Norwalk Public Schools 125 East Avenue Norwalk, CT 06852	Tel: (203) 854-4039 Fax: (203) 854-4119 Email: ralphv@norwalkpublicschools.net	\$157,768
Ms. Mary P. Conway Superintendent of Schools Plainfield Public Schools 651 Norwich Road Plainfield, CT 06374	Rena Cadro Plainfield Public Schools 651 Norwich Road Plainfield, CT 06374	Tel: (203) 564-6456 Fax : (203) 564-0606 Email : cadror@plainfieldschools.org	\$28,742
Dr. Kathleen Binkowski Superintendent of Schools Plainville Public Schools 47 Robert Holcomb Way Plainville, CT 06062-2398	Mr. Jonathan Coe Asst. Principal Plainville High School 47 Robert Holcomb Way Plainville, CT 06062	Tel: (860) 793-3223 Fax: (860) 793-3224 Email: coej@plainvilleschools.org	\$16,953
Ms. Margo M. Marvin Superintendent of Schools Putnam Public Schools 126 Church Street Putnam, CT 06260-1890	Robert Laskarzewski Putnam High School 152 Woodstock Avenue Putnam, CT 06260	Tel: (860) 963-6905 Fax: (860) 963-6911 Email: laskarzewskir@putnam.k12.ct.us	\$24,317
Dr. Kenneth Freeston Superintendent of Schools Ridgefield Public Schools 70 Prospect Street	Dr. Kenneth Freeston Superintendent of Schools Ridgefield Public Schools 70 Prospect Street	Tel: (203) 431-2800 x 2050 kfreeston@ridgefield.org	\$27,415

Grantees (Original GALs)	Contact Person (Project Director)	Telephone/ Fax/Email	Grant Awarded 2006-2007
Ridgefield, CT 06877	Ridgefield, CT 06877		
Mr. Thomas Petruny Superintendent of Schools Seymour Public Schools 98 Bank Street – Annex Building Seymour, CT 06483-2892	James Freund Asst. Principal Seymour High School 98 Bank Street – Annex Bldg. Seymour, CT 06483	Tel: (203) 888-2561 x 205 or 302 Fax: (203) 888-1704 Email: jfreund@seymourschools.org	\$18,430
Mr. Leon J. Sylvester Superintendent of Schools Shelton Public Schools 124 Meadow Street Shelton, CT 06484-0846	Linda Welch Shelton Public Schools Shelton Intermediate School Constitution Boulevard Shelton, CT 06484	Tel: (203) 926-2000 or 924-2041 Fax: (203) 926-2017 Email: lwelch@sheltonpublicschools.org or boneswelch@msn.com	\$38,780
Dr. Diane Ullman Superintendent of Schools Simsbury Public Schools 933 Hopmeadow Street Simsbury, CT 06070-1897	Joncia Lytwynec Simsbury Public Schools 34 Farms Village Road Simsbury, CT 06070	Tel : (860) 651-0451 (voicemail 835) Fax : (860) 658-3629 Email: jlytwynec@simsbury.k12.ct.us	\$26,859
Dr. Harvey B. Polansky Superintendent of Schools Southington Public Schools 49 Beecher Street Southington, CT 06489-3097	Aurora Pedrolini Southington High School 720 Pleasant Street Southington, CT 06489	Tel: (860) 628-3229 Fax : (860) 628-3397 Email : apedrolini@southingtonschools.org	\$43,413
Dr. Joseph L. Wood Superintendent of Schools South Windsor Public Schools 1737 Main Street South Windsor, CT 06074-1093	Allan Mothersele South Windsor High School 161 Nevers Road South Windsor, CT 06074	Tel: (860) 648-5000 Fax: (860) 648-5013 Email: amothersele@swindsor.k12.ct.us	\$22,887
Dr. Therese G. Fishman Superintendent of Schools Stafford Public Schools 263 East St Route 19 PO Box 147 Stafford Springs, CT 06076-0147	Francis Kennedy, Principal Stafford High School P.O. Box 87 Stafford Springs, CT 06076	Tel: (860) 684-4233 Fax: (860) 684-0424 Email: kennedyf@stafford.ctschool.net	\$19,225
Dr. Anthony L. Mazzullo Superintendent of Schools Stamford Public Schools 888 Washington Blvd PO Box 9310 Stamford, CT 06904-9310	Sheila Ringbloom Stamford Public Schools 888 Washington Blvd Stamford, CT 06902	Tel: (203) 977-5271 Fax: (203) 977-4646 Email: sringbloom@ci.stamford.ct.us	\$184,460
Mr. Michael L. McKee Superintendent of Schools Stonington Public Schools PO Box 479 49 N Stonington Rd Old Mystic, CT 06372-0479	Stephen H. Murphy, Ph. D. Stonington High School 176 South Broad Street Pawcatuck, CT 06379	Tel: (860) 599-5781 Fax : (860) 599-5784 Email : smurphy@stoningtonschools.org	\$23,124
Mrs. Irene Cornish Superintendent of Schools Stratford Public Schools 1000 East Broadway Stratford, CT 06615	Diane Christiano, Coordinator Career & Tech. Education Stratford Public Schools 1000 East Broadway Stratford, CT 06615	Tel: (203) 385-4281 Fax: (203) 385-4247 Email: christid@stratford.k12.ct.us	\$70,339
Dr. John F. Reynolds	Edward Garvey	Tel: (860) 668-3810	\$15,843

Grantees (Original GALs)	Contact Person (Project Director)	Telephone/ Fax/Email	Grant Awarded 2006-2007
Superintendent of Schools Suffield Public Schools 350 Mountain Road Suffield, CT 06078-2078	Assistant Principal Suffield High School 1060 Sheldon Street West Suffield, CT 06093	Fax: (860) 668-3037 Email: egarvey@sps.suffield.org	
Lynda Mitchell Superintendent of Schools 158 Main Street Box 166 Thomaston, CT 06787-0166	Michelle A. Dayton Thomaston High School 185 Branch Road Thomaston, CT 06787	Tel: (860) 283-3030 x8 Fax: (860) 283-3034 Email: mdayton@thomastonschools.org	\$15,237
Mr. William D. Guzman Superintendent of Schools Tolland Public Schools 51 Tolland Green Tolland, CT 06084-3099	Kathryn Eidson Tolland Public Schools 247 Rhodes Road Tolland, CT 06084	Tel: (860) 870-6750 Fax: (860) 870-6754 Email: keidson@tolland.k12.ct.us	\$18,073
Dr. Susan O'Brien Superintendent of Schools Torrington Public Schools 355 Migeon Avenue Torrington, CT 06790-4822	Dr. Barbara S. Campbell Asst. Superintendent Torrington Public Schools 355 Migeon Avenue Torrington, CT 06790	Tel: (860) 489-2327 x24 Fax: (860) 489-0726 Email : @torrington.org	\$74,486
Mr. Ralph Iassogna Superintendent of Schools Trumbull Public Schools 6254 Main Street Trumbull, CT 06611-2052	Jennifer Alves Grants Coordinator Middlebrook School 220 Middlebrooks Avenue Trumbull, CT 06611	Tel: (203) 452-4422 Fax: (203) 452-4419 Email : jalves@trumbullps.org	\$38,559
Mr. Stephen C. Cullinan Superintendent of Schools Vernon Public Schools 30 Park Street Vernon, CT 06066-3244	Deborah Maccarone Vernon Regional Adult Education 30 Park Street, P.O. Box 600 Vernon, CT 06066	Tel: (860) 870-6000x142 Fax: (860) 870-6006 Email: deb.maccarone@ci.vernon.ct.us	\$44,236
Mr. Kenneth V. Henrici Superintendent of Schools Wallingford Public Schools 142 Hope Hill Road Wallingford, CT 06492-2254	Martin J. Taylor Wallingford Public Schools 142 Hope Hill Road Wallingford, CT 06492-2254	Tel: (203) 949-6506 Fax : (203) 949-6550 Email : mtaylor@wallingford.k12.ct.us	\$60,895
Dr. David L. Snead Superintendent of Schools Waterbury Public Schools 236 Grand St Chase Office Bldg Waterbury, CT 06702-1972	Robert Johnston Waterbury Public Schools 30B Church Street Waterbury, CT 06702	Tel: (203) 573-5029 Fax: (203) 346-3514 Email: rjohnston@waterbury.k12.ct.us	\$436,447
Dr. Randall H. Collins Superintendent of Schools Waterford Public Schools 15 Rope Ferry Road Waterford, CT 06385-2886	Kathy Racette Waterford Public Schools 15 Rope Ferry Road Waterford, CT 06386	Tel: (860) 437-6956 Fax: (860) 447-7928 Email: kracette@waterfordschools.org	\$28,159
Mr. Michael W. Abdalla Superintendent of Schools Watertown Public Schools 10 Deforest Street Watertown, CT 06795-2190	Thad Hasbrouck Watertown High School 324 French Street Watertown, CT 06795	Tel: (860) 945-4810 Fax: (860) 945-3348 Email: hasbrouckth@watertownctschool.org	\$15,392
Dr. David P. Sklarz Superintendent of Schools West Hartford Public Schools 28 South Main Street	Pasquale Drago, Supervisor Department of Technology Conard High School 110 Berkshire Road	Tel: (860) 231-5104 Fax: (860) 521-0552 Email: pat_drago@whps.org	\$71,284

Grantees (Original GALs)	Contact Person (Project Director)	Telephone/ Fax/Email	Grant Awarded 2006-2007
West Hartford, CT 06107-2447	West Hartford, CT 06107		
Dr. Jo Ann Andrees Superintendent of Schools West Haven Public Schools 25 Ogden Street West Haven, CT 06516-1800	Garrett O. Grant West Haven High School 1 McDonough Plaza West Haven, CT 06516	Tel: (203) 937-4360 Fax: (203) 937-4370 Email: gogrant@snet.net	\$111,066
Dr. Elliott Landon Superintendent of Schools Westport Public Schools 110 Myrtle Avenue Westport, CT 06880-3513	Mary Lou Huisking Staples High School 70 North Avenue Westport, CT 06880	Tel: (203) 341-1425 Fax : (203) 341-1235 Email : LOU824@sbcglobal.net	\$36,180
Dr. Patrick Proctor Superintendent of Schools Wethersfield Public Schools 51 Willow Street Wethersfield, CT 06109-2798	Karl A. Kumme, Supervisor Applied, Career & Adult Education Wethersfield Public Schools 51 Willow Street Wethersfield, CT 06109-2798	Tel: (860) 571-8287 Fax : (860) 571-8212 Email : kumme@wethersfield.k12.ct.us	\$29,049
Dr. Gary G. Richards Superintendent of Schools Wilton Public Schools 395 Danbury Road Box 277 Wilton, CT 06897-0277	William Hoyt Wilton High School 395 Danbury Road Wilton, CT 06897	Tel: (203) 762-0381 Fax : (203) 834-0164 Email : hoytw@wilton.k12.ct.us	\$23,344
Mr. Paul K. Perzanoski Superintendent of Schools Windham Public Schools 322 Prospect Street Willimantic, CT 06226-2202	Ann Anderberg Windham Public Schools 322 Prospect Street Willimantic, CT 06226-2202	Tel: (860) 465-2315 Fax: (860) 465-2576 Email: aanderberg@windham.k12.ct.us	\$79,035
Dr. Elizabeth E. Feser Superintendent of Schools Windsor Public Schools 601 Matianuck Avenue Windsor, CT 06095-3540	Robin Sorenson Windsor Public Schools 601 Matianuck Avenue Windsor, CT 06095-3540	Tel: (860) 687-2020 X 332 Fax: (860) 687-2018 Email: rsorenson@windsorct.org	\$34,556
Dr. Thomas M. Smyth, Jr. Superintendent of Schools Wolcott Public Schools 154 Center Street Wolcott, CT 06716-2035	Brian Helmlinger Wolcott High School 457 Bound Line Road Wolcott, CT 06716	Tel: (203) 879-8164 Fax: (203) 879-8167 Email: bhelmlin@wolcottps.org	\$18,969
Dr. John J. Brady Superintendent of Schools Regional School District 5 25 Newton Road Woodbridge, CT 06525-1598	Robert Kuhsel, Chairperson Applied Edu. Department Amity Regional District #5 25 Newton Road Woodbridge, CT 06525	Tel: (203) 392-3220 Fax: (203) 397-4866 Email: robert.kuhsel@reg5.k12w.ct.us	\$36,850
Dr. Roberta S. Ohotnicky Interim Superintendent of Schools Regional School District 7 PO Box 656 Winsted, CT 06098-0656	JoAnn Delaini Northwestern Reg. 7 High School 100 Battistoni Drive Winsted, CT 06098	Tel: (860) 379-8525 x2204 Fax: (860) 738-6202 Email : jodelaini@nwr7.org jodelaini@yahoo.com	\$36,331
Mr. Robert J. Siminski Superintendent of Schools Regional School District #8 33 Pendleton Drive Hebron CT 06248-1525	Scott Leslie, Principal RHAM High School 85 Wall Street Hebron, CT 06248	Tel: (860) 228-9474 Fax: (860) 228-5312 Email: lesliesco@reg8.k12.ct.us	21,241

Grantees (Original GALs)	Contact Person (Project Director)	Telephone/ Fax/Email	Grant Awarded 2006-2007
Ms. Susan L. Viccaro, Acting Superintendent of Schools Regional School District 13 135A Pickett Lane Durham, CT 06422-2001	Donna G. Finkelstein, Coordinator Middlesex Consortium C/o Portland High School 95 High Street Portland, CT 06480	Tel: (860) 342-5291 Fax: (860) 342-4108 Email: dgfinkelstein@aol.com	\$23,635 Portland = 14,368 Reg. 13 = 9,267
Dr. David Pendleton Superintendent of Schools Regional School District 14 5 Minortown Road, P.O. Box 469 Woodbury, CT 06798-2915	Cynthia Kostas Woodbury Public Schools 5 Minortown Road, P.O. Box 469 Woodbury, CT 06798-2915	Tel: (203) 263-6959 Fax : (203) 263 0372 Email : ckostas@ctreg14.org	\$21,919
Dr. Frank H. Sippy Superintendent of Schools Regional School District 15 286 Whittemore Road PO Box 395 Middlebury, CT 06762-0395	Kristen A. Della Volpe Regional School District #15 Pomperaug High School 234 Judd Road Southbury, CT 06469	Tel: (203) 262-3200 Fax: (203) 262-6806 Email: kdellavolpe@region15.org	\$28,444
Dr. Bruce Douglas, Exec Director Great Path Academy at Manchester Community College C R E C 111 Charter Oak Avenue Hartford, CT 06106	Dr. Thomas M. Danehy Great Path Academy at Manchester Community College P.O. Box 1046, MS#2 Manchester, CT 06045-1046	Tel: (860) 512-3558 Fax: (860) 512-3561 Email: tmdanehy@mcc.commnet.edu	\$34,942
Dr. Bruce Douglas Executive Director C R E C 111 Charter Oak Avenue Hartford Ct 06106	Anne Raymond CREC 111 Charter Oak Avenue Hartford, CT 06106	Tel: (860) 524-4018 Fax: (860) 246-3304 Email: araymond@crec.org	\$108,129 Avon 16,917 Bolton 4,036 Canton 10,769 Ea Windsor 8,825 Granby 13,496 Rocky Hill 13,046 Somers 11,943 Wind Locks 15,923 USD#1 13,174
Dr. Bruce Douglas Executive Director C R E C 111 Charter Oak Avenue Hartford Ct 06106	Barbara Tatro CREC 111 Charter Oak Avenue Hartford, CT 06106	Tel: (860) 524-4047 Fax: 509-3651 Email: btatro@crec.org	
Dr. Danuta Thibodeau Executive Director Education Connection 355 Goshen Road PO Box 909 Litchfield, CT 06759-0909	Jane Donn Education Connection 355 Goshen Road PO Box 909 Litchfield, CT 06759-0909	Tel: (860) 567-0863x176 Fax: (860) 567-3381 Email: donn@educationconnection.org	\$46,968
Dr. Virginia Z. Seccombe Executive Director LEARN 44 Hatchetts Hill Road Old Lyme, CT 06371-0805	Lynmarie Thompson LEARN 44 Hatchetts Hill Road Old Lyme, CT 06371-0805	Tel: (860) 434-4800 Fax: (860) 434-4899 Email: lthomps@learn.k12.ct.us	\$115,405 \$9,413 \$23,786 \$22,438 \$11,299 \$6,695 \$13,226 \$17,058 \$11,490
Dr. Abigail L. Hughes	Judy Thompson	Tel: (860) 807-2202	\$206,718

Grantees (Original GALs)	Contact Person (Project Director)	Telephone/ Fax/Email	Grant Awarded 2006-2007
Superintendent of Schools Reg. Voc. Tech. School System 25 Industrial Park Road Middletown, CT 06457-1543	Reg. Voc. Tech. School System 25 Industrial Park Road Middletown, CT 06457-1543	Fax: (860) 807-2196 Email: judy.thompson@po.state.ct.us	
Dr. Mary Lou Bargnesi Principal Norwich Free Academy 305 Broadway Norwich, CT 06360-3563	James L. Landherr Principal Norwich Free Academy 305 Broadway Norwich, CT 06360-3563	Tel: (860) 425-5507 Fax: (860) 887-2004 Email: landherri@norwichfreeacademy.com	\$39,323
Dr. Calvin E. Woodland, President Capital Community College 950 Main Street Hartford, CT 06103	C. Raymond Hughes Assistant to the Academic Dean Capital Community College 950 Main Street Hartford, CT 06103	Tel: (860) 906-5012 Fax: (860) 906-5009 Email: chughes@ccc.commnet.edu	\$157,754
D. Paul S. McNamara, President Housatonic Community College 900 Lafayette Blvd. Bridgeport, CT 06604	Dr. Cheryl L. Shain Housatonic Community College 900 Lafayette Blvd. Bridgeport, CT 06604	Tel: (203) 332-5172 Fax: (203) 332-5247 Email: cshain@hcc.commnet.edu	\$154,486
Jonathan M. Daube, President Manchester Community College Great Path Manchester, CT 06045-1046	Robert Henderson, Director Cooperative Education Manchester Comm. College Great Path Manchester, CT 06045-1046	Tel: (860) 512-3312 Fax: (860) 512-3371 Email: rhenderson@mcc.commnet.edu	\$164,470
Richard L. Sanders, President Naugatuck Valley Community College 750 Chase Parkway Waterbury, CT 06708	Gail H. Casper Naugatuck Valley Community College 750 Chase Parkway Waterbury, CT 06708	Tel: (203) 575-8069 Fax: (203) 575-8003 Email: gcasper@nvcc.comment.edu	
Dr. Wilfredo Nieves, President Middlesex Community College 100 Training Hill Road Middletown, CT 06457	Dr. Frank G. Samuels, Dean Learning & Student Dev. Middlesex Community College 100 Training Hill Road Middletown, CT 06457	Tel: (860) 343-5706 Fax: (860) 344-7488 Email: FSamuels@mxcc.commnet.edu	\$68,802 Middlesex \$45,384 Asnuntuck: \$23,418
Grace Jones, President Three Rivers Community Technical College 7 Mahan Drive Norwich, CT 06360	Dean Ann Branchini Three Rivers Community Technical College Mahan Drive Norwich, CT 06360	Tel: (860) 383-5204 Fax: (860) 383-5271 Email: abbranchini@trcc.commnet.edu	\$74,792
Dr. David L. Levinson, President Norwalk Community College 188 Richards Avenue Norwalk, CT 06854-1655	Gail Howard, Director Cooperative Education Norwalk Community College 188 Richards Avenue Norwalk, CT 06854-1655	Tel: (203) 857-7281 Fax: (203) 857-3370 Email: ghoward@ncc.commnet.edu	\$110,192
Dianne E. Williams, President Quinebaug Valley Com College 742 Upper Maple Street Danielson, CT 06239	Pamela B. Brown Quinebaug Valley Com College 742 Upper Maple Street Danielson, CT 06239	Tel: (860) 774-1130 Fax: (860) 779-2998 Email: pbrown@qvcc.commnet.edu	\$94,035
Dr. Dorsey L. Kendrick President Gateway Community College 60 Sargent Drive New Haven, CT 06511	Dr. Margaret Bauer, Dean Research & Development Gateway Comm. College 60 Sargent Drive New Haven, CT 06511	Tel: (203) 285-2323 Fax: (203) 285-2324 Email: MBauer@gwcc.commnet.edu	\$203,137
Cathryn L. Addy, President	Judith Reilly-Roberts	Tel: (860) 255-3545	\$103,475

Grantees (Original GALs)	Contact Person (Project Director)	Telephone/ Fax/Email	Grant Awarded 2006-2007
Tunxis Community Technical College 271 Scott Swamp Road Farmington, CT 06032	Counseling Office Tunxis Community Technical College 271 Scott Swamp Road Farmington, CT 06032	Fax: (860) 676-8906 Email: JRoberts@txcc.commmnet.edu	Tunxis: 72,614 Northwestern:\$30,861
Dr. Barbara Douglass, President Northwestern Connecticut Community College Park Place Winsted, CT 06098	Denise Linden Northwestern Connecticut Community College Park Place Winsted, CT 06098	Tel: (860) 738-6351 Fax: (860) 738-6439 Email: dlinden@nwcc.commmnet.edu	Consortium with Tunxis

**Carl D. Perkins Voc. & Tech. Educ. Act
1% Grant Perkins (Correctional Institutions)
Program Manager: June Sanford**

2006-2007

FUND: 12060

SPID No. 20742

Program #: 84012

Grant Type: Competitive Grant

Grantees (Original GALs)	Contact Person (Project Director)	Telephone/ Fax/Email	Funds Requested 2006-2007
William B. Barber Superintendent of Schools Unified School District #1 CT Department of Correction 24 Wolcott Hill Road Wethersfield, CT 06109	David Gallicchio Director of Vocational Education Unified School District #1 CT Department of Correction 24 Wolcott Hill Road Wethersfield, CT 06109	Tel: (860) 692-7544 Fax: (860) 692-7591 Email: david.gallicchio@po.state.ct.us	\$75,000
Dr. John Sullivan Superintendent of Schools Unified School District #2 Dept. of Children & Families 55 West Main Street Meriden, CT 06451	John Mattera, Principal Walter G. Cady School Unified School District #2 Dept. of Children & Families 55 West Main Street Meriden, CT 06451	Tel: (203) 427-2829 Fax: (203) 638-2712 Email: john.mattera@po.state.ct.us	\$10,000

**Carl D. Perkins Voc. & Tech. Educ. Act
Non-Traditional Training Activity – Sex Equity Coordination**

2006-2007

FUND: 12060 SPID No. 20742 Program #: 84145
Grant Type: Competitive Grant

Grantees (Original GALs)	Contact Person (Project Director)	Telephone/ Fax/Email	Funds Awarded 2006-2007
Jan Van Tassel President CWEALF Board of Director CWEALF 135 Broad Street Hartford, CT 06105	Dr. Alice M. Pritchard Executive Director CWEALF 135 Broad Street Hartford, CT 06105	Tel: (860) 247-6090	\$60,000

**Carl D. Perkins Voc. & Tech. Educ. Act
Tech Prep Program
Program Manager: Dr. Diane Ross Gary
2006-2007**

**FUND: 12060 SPID No. 20848
Grant Type: Entitlement Grant**

Program #: 84013

CF1: 170002

Grantees (Original GALs)	Contact Person (Project Director)	Telephone/ Fax/Email	Funds Requested 2006-2007
Carol Parmelee-Blancato Superintendent of Schools Middletown Public Schools 311 Hunting Hill Avenue Middletown, CT 06457	Deborah Kleckowski Tech Prep Coordinator Middlesex Community College 100 Training Hill Avenue Middletown, CT 06457	Tel: (860) 343-5800 x 6720 Fax: (860) 344-2789 Email: dkleckowski@mxcc.commnet.edu	\$48,055
Dr. Carol Welt, Executive Director The University of Connecticut Office for Sponsored Programs Whetten Graduate Center Unit #1133 Storrs, CT 06269-1133	Dr. Shannon E. Weaver Assistant Professor School of Family Studies 348 Mansfield Road Unit 2058 Storrs, CT 06269-2058	Tel: (860) 486-4684 Fax: (860) 486-3452 Email: mneubeck@uconnvm.uconn.edu	\$64,351
Dr. Martha Mcleod, President Asnuntuck Community Technical Col 170 Elm Street Enfield, CT 06082	Julie Cotnoir Tech Prep Coordinator Asnuntuck Community Technical College 170 Elm Street Enfield, CT 06082	Tel: (860) 253-3070 Fax: (860) 253-3067 Email: emoncrief@acc.commnet.edu	
Dr. Calvin Woodland, President Capital Community College 950 Main Street Hartford, CT 06103	Carol Brandon-Seiden Tech Prep Coordinator Capital Community College 950 Main Street Hartford, CT 06103	Tel: (860) 906-5014 Fax: (860) 906-5009 Email: cbrandon@ccc.commnet.edu	
	Michele Maccarone-Brophy Tech Prep Coordinator Capital Community College 950 Main Street Hartford, CT 06103	Tel: (860) 906-5014 Fax: (860) 906-5009 Email:	
Anita Gliniecki, President Housatonic Community College 900 Lafayette Blvd. Bridgeport, CT 06604	Cheryl Shain Housatonic Community College 900 Lafayette Blvd. Bridgeport, CT 06604	Tel: (203) 332-5061 Fax: (203) 332-5284 Email: lmontgomery@hcc.commnet.edu	
Jonathan M. Daube, President Manchester Community College Great Path Manchester, CT 06045-1046	Robert Henderson, Director Cooperative Education Manchester Comm. College Great Path Manchester, CT 06040-1046	Tel: (860) 512-3312 Fax: (860) 512-3371 Email: rhenderson@mcc.commnet.edu	
Richard L. Sanders, President Naugatuck Valley Community College 750 Chase Parkway Waterbury, CT 06708	Gail H. Casper Tech Prep Coordinator Naugatuck Valley Com. College 750 Chase Parkway	Tel: (203) 575-8069 Fax: (203) 575-8003 Email: gcasper@nvcc.commnet.edu	\$89,000

Grantees (Original GALs)	Contact Person (Project Director)	Telephone/ Fax/Email	Funds Requested 2006-2007
Ann Branchini, Academic Dean Three Rivers Community Technical College 7 Mahan Drive Norwich, CT 06360	Waterbury, CT 06708 Damayanti Vega Tech Prep Coordinator Three Rivers Community Technical College 7 Mahan Drive Norwich, CT 06360	Tel: (860) 885-2600 Fax: (860) 885-2606 Email: mliscum@trcc.commnet.edu	
Dr. Barbara Douglass, President Northwestern CT Comm. Tech. College Park Place East Winsted, CT 06098	Ruth Gonzalez Tech Prep Coordinator Northwestern CT Community Technical College Park Place East Winsted, CT 06098	Tel: (860) 738-6442 Fax: (860) 738-6443 Email: rgonzalez@nwcc.commnet.edu	
Dianne E. Williams, President Quinebaug Valley Community College 742 Upper Maple Street Danielson, CT 06239	Honora G. Butts, Coordinator Tech Program Outreach Quinebaug Valley Community College 742 Upper Maple Street Danielson, CT 06239	Tel: (860) 774-1130 x 354 Fax: (860) 779-2998 Email: hbutts@qvcc.commnet.edu	
Irene Cornish Superintendent of Schools Stratford Public Schools 1000 East Broadway Stratford, CT 06604	Bob Conte, Tech Prep Coordinator Gateway Community College 88 Bassett Road North Haven, CT 06473	Tel: (203) 285-2338 Fax: (203) 285-2319 Email: rconte@gwcc.commnet.edu	
Dr. Cathryn L. Addy, President Tunxis Community Technical College 271 Scott Swamp Road Farmington, CT 06032	Lucretia C. Holley, Coordinator Admissions/Tech Prep Tunxis Community Technical College 271 Scott Swamp Road Farmington, CT 06032	Tel: (860) 255-3556 Fax: (860) 676-8906 Email: lholley@txcc.commnet.edu	
Dr. David L. Levinson, President Norwalk Community College 188 Richards Avenue Norwalk, CT 06854-1655	Gail Howard, Director Cooperative Education Norwalk Community College 188 Richards Avenue Norwalk, CT 06854-1655	Tel: (203) 857-7281 Fax: (203) 857-3370 Email: ghoward@ncc.commnet.edu	

**Carl D. Perkins Voc. & Tech. Educ. Act
Innovation Competitive Grant 2006-2007
Program Manager: June Sanford**

**FUND: 12060 SPID No. 20742 FY: 2005 Program #: 84010 CF1: 170003
Grant Type: Competitive**

CF2: SDE00005 (South Windsor only)

Grantees (Original GALs)	Contact Person (Project Director)	Telephone/ Fax/Email	Grant Awarded 06-07
Ms. Karen A. Loiselle Acting Superintendent of Schools Colchester Public Schools 127 Norwich Avenue Colchester, CT 06415-1288	Cathy Maher Bacon Academy 611 Norwich Avenue Colchester, CT 06415	(860) 537-2378 (860) 537-5410 cmahe813@colchesterct.org	\$50,000
Dr. Sally E. Doyen Superintendent of Schools Portland Public Schools 33 East Main Street Portland, CT 06480	Donna G. Finkelstein Middlesex Consortium 95 High Street Portland, CT 06480	(860) 342-5291 (860) 342-4108 dgfinkelstein@aol.com	\$18,922
Dr. Robert Kozaczka Superintendent of Schools South Windsor Public Schools 1737 Main Street South Windsor, CT 06074	Allan Mothersele South Windsor High School 161 Nevers Road South Windsor, CT 06074	Tel: (860) 648-5000 Fax: (860) 648-5013 amothersele@swindsor.k12.ct.us	\$68,922
Dr. Robert Kozaczka Superintendent of Schools South Windsor Public Schools 1737 Main Street South Windsor, CT 06074	Allan Mothersele South Windsor High School 161 Nevers Road South Windsor, CT 06074	Tel: (860) 648-5000 Fax: (860) 648-5013 amothersele@swindsor.k12.ct.us	\$50,000
Mr. Michael L. McKee Superintendent of Schools Stonington Public Schools PO Box 479, 49 N Stonington Rd Old Mystic, CT 06372-0479	Stephen H. Murphy, Ph. D. Stonington High School 176 South Broad Street Pawcatuck, CT 06379	Tel: (860) 599-5781 Fax : (860) 599-5784 Email : smurphy@stoningtonschools.org	\$68,922
Mr. William D. Guzman Superintendent of Schools Tolland Public Schools 51 Tolland Green Tolland, CT 06084-3099	Kathryn Eidson Tolland Public Schools 247 Rhodes Road Tolland, CT 06084	Tel: (860) 870-6750 Fax: (860) 870-6754 Email: keidson@tolland.k12.ct.us	\$18,922
Dr. Allen Fossbender Superintendent of Schools Regional School District #9 605 Main Street Monroe, CT 06468	Rosemary Riber Transition Coordinator Joel Barlow High School 100 Black Rock Turnpike Redding, CT 06896	Tel: (203) 938-2508 Fax: (203) 938-9602 RRiber@region9ps.org	\$68,922

**Carl D. Perkins Voc. & Tech. Educ. Act
Professional Development Grant (Five year grant)**

**Program Manager: June Sanford
2006-2007**

FUND: 11000 SPID No. 17050 FY: 2006 Program #: 84013 CF1: 170080
Grant Type: Competitive Grant

Project Title: School to Career Opportunities

Grantees (Original GALs)	Contact Person (Project Director)	Telephone/ Fax/Email	Grant Awarded 05-06
Dr. Bruce Douglas Executive Director C R E C 111 Charter Oak Avenue Hartford Ct 06106	Andrew Tyskiewicz, Director Division of Community Education CREC 111 Charter Oak Avenue Hartford, CT 06106	Tel: (860) 524-4043 Fax: (860) 246-3304 Email: araymond@crec.org	\$213,750

**Carl D. Perkins Voc. & Tech. Educ. Act
Professional Development Grant (Five year grant)**

**Program Manager: June Sanford
2006-2007**

FUND: 12060 SPID No. 20742 FY: 2006 Program #: 84032
Grant Type: Competitive Grant

Project Title: Title IIB Statewide Act/Leadership

Grantees (Original GALs)	Contact Person (Project Director)	Telephone/ Fax/Email	Grant Awarded 05-06
Dr. Bruce Douglas Executive Director C R E C 111 Charter Oak Avenue Hartford Ct 06106	Andrew Tyskiewicz, Director Division of Community Education CREC 111 Charter Oak Avenue Hartford, CT 06106	Tel: (860) 524-4043 Fax: (860) 246-3304 Email: araymond@crec.org	\$100,000

Appendix C

PERKINS SECONDARY AND POSTSECONDARY BASIC GRANT
2006-2007 CONSORTIUMS

FINAL DISTRIBUTION		
JUDITH ANDREWS	LEE MARCOUX	LORI MATYJAS
Branford	RSD #7	Lebanon
Branford \$28,274	Litchfield \$12,373	Woodstock Academy \$11,454
North Branford <u>\$12,856</u>	RSD #6 <u>\$12,751</u>	Thompson \$11,001
<u>\$41,130</u>	<u>\$36,331</u>	RSD#11 \$ 5,445
		RSD#19 <u>\$ 9,478</u>
		<u>\$45,813</u>
STEPEHN HOAG		
RSD #13		
Portland \$ 9,267		
<u>\$14,368</u>		
<u>\$23,635</u>		
DIANE ROSS GARY	LEE MARCOUX	GREGORY KANE
LEARN	ED Connection	CREC I
East Haddam \$ 9,413	Plymouth \$12,307	Avon \$16,917
East Lyme \$23,786	RSD #9 \$ 4,376	Rocky Hill \$13,046
Led Yard \$22,438	RSD #12 \$ 8,512	Unified Dist. #1 \$13,174
Old Saybrook \$11,299	RSD #16 <u>\$21,773</u>	Bolton \$ 4,036
Westbrook \$ 6,695	<u>\$46,968</u>	Canton \$10,769
RSD #4 \$13,226		Somers \$11,943
RSD #17 \$17,058		Windsor Locks \$15,923
RSD #18 <u>\$11,490</u>		East Windsor \$ 8,825
<u>\$115,405</u>		Granby <u>\$13,496</u>
		<u>\$108,128</u>
DIANE ROSS GARY	DIANE ROSS GARY	DIANE ROSS GARY
Postsecondary	Postsecondary	Postsecondary
Middlesex CC \$45,384	Tunxis CC \$72,614	Quinebaug VCC \$56,276
Asnuntuck, CC <u>\$23,418</u>	Northwestern CC <u>\$30,861</u>	CTHSS <u>\$37,759</u>
<u>\$68,802</u>	<u>\$103,475</u>	<u>\$94,035</u>

*Fiscal Agent in bold print

APPENDIX D

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION
IMPROVEMENT ACT OF 2006
Public Law 109-270**

**SECONDARY BASIC GRANT
APPLICATION**

2007-2008

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

Applications Due: May 21, 2007

Published on: April 2007

RFP 116

**Division of Teaching and Learning Programs and Services
Bureau of Early Childhood, Career and Adult Education
165 Capitol Avenue – Room #363
Hartford, CT 06106**

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Mark K. McQuillan
Commissioner of Education

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

SECONDARY BASIC GRANT APPLICATION

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**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF
2006, PUBLIC LAW 109-270**

SECONDARY BASIC GRANT APPLICATION

I. Overview

Signed into law on August 12, 2006, the Carl D. Perkins Career and Technical Education Improvement Act, sets out a new vision of career and technical education for the 21st century. Perkins IV promotes reform, innovation, and continuous improvement in career and technical education to ensure that students acquire the skills and knowledge they need to meet challenging state academic standards and industry-recognized skill standards, and to prepare for post-secondary 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 career and technical education with state and local efforts to reform secondary schools and improve post-secondary education. The implementation of the new law promises to make career and technical education programs an integral part of these efforts.

II. Purpose of the Act

The purpose of this Act is to develop more fully the academic, career, and technical skills of secondary students and post-secondary students who elect to enroll in career and technical education (CTE) programs, by:

- building on the efforts of states and localities to develop challenging academic and technical standards;
- 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 that link secondary and post-secondary education for participating students;
- increasing state and local flexibility in providing services and activities designed to develop, implement and improve career and technical education, including College Career Pathways;
- conducting and disseminating national research and disseminating information on best practices that improve CTE programs, services and activities;
- supporting partnerships among secondary schools, post-secondary institutions baccalaureate degree granting institutions, and business and industry;
- disseminating national research, and providing professional development and technical assistance that will improve career and technical programs, services, and activities;
- 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 funding will be utilized for students in secondary and post-secondary programs only.

III. Proposal Rationale

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

In order for students to meet the challenges of post-secondary education and workforce preparation in the career and technical education fields, Perkins IV focuses the Federal investment in high quality career and technical education programs. During the 2007-2008 fiscal year, career and technical education programs shall address the following activities: standards-based curriculum, the state CTE assessment system, work-based learning, career pathways, career and technical student organizations, and post-secondary linkages. Also, the proposal shall address the four corner stones of the federal education law, “No Child Left Behind” which are, Narrowing the Achievement Gap, Focusing on What Works, Increasing Accountability for Student Performance, and Coordination with Federal Employment and Training Programs.

IV. Program Standards and Accountability

In Connecticut in order to promote continuous improvement of career and technical education programs, CTE should be designed to meet performance levels of the core indicators. These core indicators should prepare secondary students for:

- attainment of challenging state established academic content standards and student academic achievement standards, as adopted by a state under the Elementary and Secondary Education Act (ESEA), and measured by the state determined proficient levels on the academic assessments under ESEA;
- attainment of career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate;
- attainment of a secondary school diploma or its recognized equivalent, proficiency credential in conjunction with a secondary diploma or a post-secondary degree or credential;
- achievement of graduation rates as described in ESEA;
- placement in postsecondary education or advanced training, in military service, or in employment; and
- participation in and completion of career and technical education programs that lead to nontraditional fields.

V. Eligible Applicants

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

Size, Scope and Sequence

- Eligible programs are those that are taught by certified career and technical education teachers or interdisciplinary/team curriculum projects involving both CTE and academic staff.
- Each district, including charter schools, must qualify for a minimum allocation of \$15,000 or join in a consortium with another eligible district(s) to meet the minimum allocation requirement;
- A **Consortium** shall operate only **joint projects** that serve all the secondary districts participating in the consortium. Funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to **all members** of the consortium and can be used only for programs authorized under this title. Such funds may **not** be reallocated to individual members of the consortium for the purpose of funding programs and/or activities that benefit only those individual members of the consortium. All members of the consortium must meet the eligibility requirements.
- Each comprehensive high school within a district or consortium must offer at least three (3) of the seven recognized state career and technical education programs:

Agriculture Education	Marketing Education
Cooperative Work Education	Medical Careers
Business and Finance Technology Education	Technology Education
Family and Consumer Sciences	

- A magnet or charter must offer at least one of the seven recognized state career and technical education programs. In all schools, one of the CTE program areas must result in concentrators.
- Each district high school must establish and submit with the grant application at least one career pathway/program of study.
- All districts must offer at least one Career and Technical Education Student Organization (CTSO) and show progress in establishing new CTSOs in other CTE program areas.

Program Area	Related Student Organization	
Business and Finance Technology Education	Future Business Leaders of America	FBLA www.ctfbla.com
Family and Consumer Sciences	Family Career and Community Leaders of America	FCCLA www.fcclainc.org
Marketing Education	Marketing Education	DECA www.deca.org
Technology Education	Technology Student Association	TSA www.tsawww.org
Agriculture Education	Formerly known as Future Farmers of America	FFA www.ffa.org

Program Area	Related Student Organization	
Cooperative Work Education	Skills USA formerly known as VICA	SkillsUSA www.skillsusa.org
Medical Careers	Skills USA formerly known as VICA Health Occupation Students of America	SkillsUSA www.skillsusa.org HOSA www.hosa.org

Note: See Frequently Asked Questions at (<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320802>) for use of funds to support CTSOs.

- All grantees are required to establish a partnership committee (advisory board) to serve in an advisory capacity. One or multiple committees can be established to provide support to all seven program areas. A work plan and membership identification must be submitted with this grant application. (Section XXVI)
- All districts must complete the self-evaluation and submit it with the application. See Appendix J.
- All students who reach the threshold of **concentrator** are to be tested in the state Career and Technical Education Assessment.

Concentrator

A concentrator is a student who is enrolled in a final course of a two-credit sequence of courses that specifically addresses the state performance standards and competencies in one of Connecticut’s 18 areas of concentration. To address the acquisition of competencies, courses included in a sequence may be academic and/or from different CTE programs. A student may be a concentrator for more than one year if that student continues to take courses that address the performance standards and competencies in one of the areas of concentration.

Programs that do not produce concentrators who take the state assessment in at least one area of concentration shall lose funding;

Each district (high school) receiving Perkins funds must determine those career and technical instructional program/course sequences that meet the threshold of a concentration. This is accomplished by matching the Connecticut Performance Standards and Competencies for each Career and Technical Education instructional program with local program curriculum and/or stated competencies. **To address the acquisition of competencies, courses included in a sequence may be academic and/or from different CTE programs. A student may be a concentrator for more than one year if that student continues to take courses that address the performance standards and competencies in one of the areas of concentration.**

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

Agriculture Education – A concentrator is any senior enrolled in the 4th year of agriculture education in a regional agriculture center or magnet agriculture center.

Business and Finance Technology Education – A concentrator is any Accounting II student who has previously completed Accounting I with both courses totaling two full credits.

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

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

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

VII. Federal Career and Technical Education Clusters

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

Connecticut has established 34 Career Pathways organized under the federally recognized 16 career clusters illustrated in Figure 1, page 6. 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, page 7, for an illustration of The Connecticut Career Cluster Pathways Crosswalk. The crosswalk also indicates the nontraditional designation for each cluster, pathway, and concentration.

Figure 1

The Connecticut Career Pathways Initiative for Career & Technical Education 2007-2008

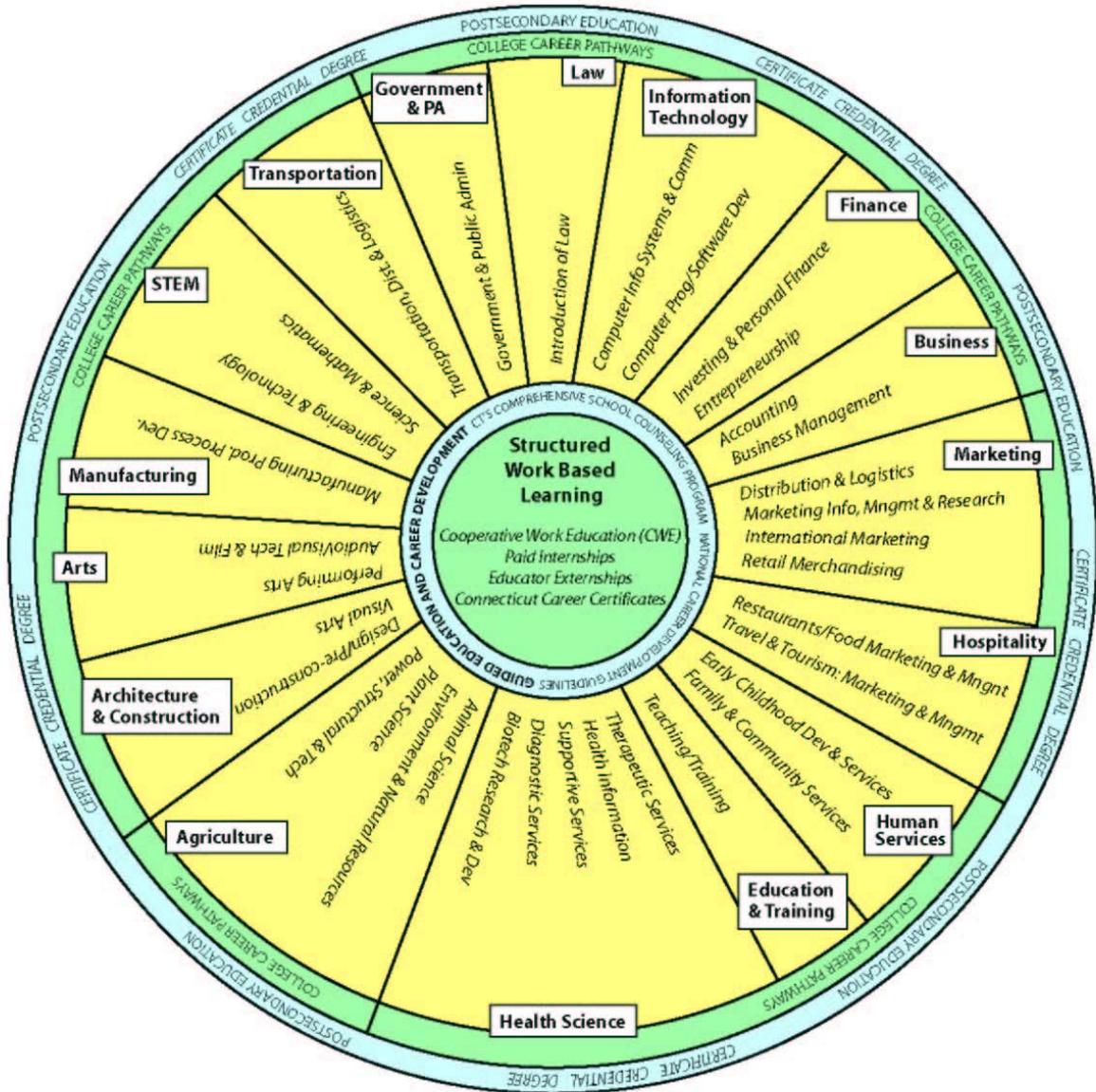


Figure 2

**Connecticut Career Cluster Pathways Crosswalk to
Areas of Concentration and Nontraditional Designation
Career and Technical Education 2007 – 2008**

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

Cooperative Work Education

16 Career Clusters		34 Career Pathways	Areas of Concentration
**	Marketing, Sales and Service	<ul style="list-style-type: none"> • Distribution & Logistics • Marketing Info, Management and Research • International Marketing • Retail Merchandising 	Marketing Education Fashion Marketing and Merchandising
*	Science, Technology, Engineering and Mathematics (STEM)	<ul style="list-style-type: none"> • Engineering and Technology • Science and Mathematics 	Pre-Engineering Technology
*	Transportation, Distribution and Logistics	<ul style="list-style-type: none"> • Transportation, Dist. And Logistics 	Automotive Technology

*Programs where females are considered non-traditional

**Programs where males are considered non-traditional

For content specific information on Career Pathways contact the State Department cluster leader below. Contact information can be found in Section XVI, 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 Matjyas: 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

VIII. Career Pathways/Programs of Study

SAMPLE PROGRAM OF STUDY
Connecticut’s Career Pathways Initiative



Name: _____
Learner ID: _____
School/College/University: _____

Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Pathway Plan of Study (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 Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses/Other Electives Recommended/ Electives Learner	*Career and Technical Courses and/ or Degree Major Courses for Engineering and Technology Pathway	SAMPLE Occupations Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Learners								
SECONDARY	9	English Language Arts I	Algebra I or Geometry	Biology	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking record keeping and work-	<ul style="list-style-type: none"> • Introduction to Engineering Design 	<ul style="list-style-type: none"> ► Aeronautical Engineer ► Aerospace Engineer ► Agricultural Engineer ► Agricultural Technician ► Application Engineer ► Architectural Engineer ► Automotive Engineer ► Biomedical Engineer ► Biotechnology Engineer ► CAD Technician ► Chemical Engineer ► Civil Engineer ► Communications Engineer
	10	English/Language Arts II	Geometry or Algebra II	Chemistry	U.S. History		<ul style="list-style-type: none"> • Principals of Engineering • Information Technology Applications 	
	11	English/Language Arts III	Algebra II or Trigonometry Pre-Calculus or Statistics	Physics	World History World Geography		<ul style="list-style-type: none"> • Product Engineering and Development • Digital Electronics 	

	12	English/Language Arts IV	Trigonometry or Pre-Calculus/Calculus or AP Calculus or Math Analysis	AP Science or Structured Computer Program Language	Economics Entrepreneurship	based experiences.	<ul style="list-style-type: none"> • Civil Engineering and Architecture • Engineering Innovation 	<ul style="list-style-type: none"> ▶ Computer Engineer ▶ Computer Programmer ▶ Construction Engineer ▶ Electrical Engineer ▶ Electronics Technician <p style="text-align: right;">(Continued on next page)</p>
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Figure 3 (cont'd.)

Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses/Other Electives Recommended/ Electives Learner	*Career and Technical Courses and/ or Degree Major Courses for Engineering and Technology Pathway	SAMPLE Occupations Relating to This Pathway	
Articulation/Dual Credit Transcribed-Post-secondary Courses may be taken/moved to the secondary level for articulation/dual credit purposes.								(Continued from previous page) ▶ Geothermal Engineer ▶ Industrial Engineer ▶ Manufacturing Engineer ▶ Manufacturing Technician ▶ Marine Engineer ▶ Mechanical Engineer ▶ Metallurgist ▶ Mining Engineer ▶ Nuclear Engineer ▶ Petroleum Engineer ▶ Product/Process Engineer ▶ Survey Technician ▶ Systems Engineer ▶ Transportation Engineer	
POST-SECONDARY	Year 12	English Composition English Literature	Algebra or Trigonometry Calculus I Calculus II	Chemistry Physics I	Psychology Global Issues	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	<ul style="list-style-type: none"> • Engineering Analysis • Engineering Design 		
	Year 14	Speech/Oral Communication Professional and Technical Writing	Introduction to Differential Equations Calculus III Statistics	Physics II Biology	American History Sociology Ethics and Legal Issues		<ul style="list-style-type: none"> • Engineering Processes 		
	Year 15	Continue courses in the area of specialization							<ul style="list-style-type: none"> • Continue Courses in the Area of Specialization
	Year 16						<ul style="list-style-type: none"> • Complete Engineering and Technology Major (4-year Degree Program) 		

Connecticut State Department of Education
 Division of Teaching and Learning Programs and Services
 Career and Technical Education – Carl D. Perkins Transition Plan 2007-2008
 Connecticut’s Career Pathways Initiative

Blank copies and samples of the Connecticut Pathways can be found at www.state.ct.us/sde/

IX. Continuous Improvement Grid Instructions

The Continuous Improvement Grid found in Appendix G must be completed per the following instructions. The Carl D. Perkins grant plan narrative will reflect continuous improvement to the five major focus areas.

Districts should complete the Continuous Improvement Grid before responding to the narrative questions.

Utilizing the Continuous Improvement Grid, page 43, complete one grid for each career and technical education program offered in the district, including: Agriculture Education, Business and Finance Technology, Cooperative Work, Family and Consumer Sciences, Marketing, Medical Careers, and Technology Education. Indicate the name of the program on the top of the grid and describe the progress achieved in 2006-2007. **Plans for continuous implementation should be indicated for 2007-2008.**
Completion Form Appendix G

FIVE FOCUS AREAS

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

SAMPLE

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

Program Area: Family and Consumer Sciences

Focus Area	Progress and Continuous Improvement
SB	In 2006-2007, all Family and Consumer Science (FCS) curriculums have been aligned to state standards and competencies. Plans are in place to review all curriculums to identify core academic elements in math, science, and language arts.
WB & CP	Students enrolled in Early Childhood Development II participate in structured district teacher assistant programs. For students interested in becoming teachers, a structured work-based experience allows students to assist district elementary and middle schools teachers. Some students participate in a structured paid work experience in area daycare centers. The FCS teacher is responsible for coordinating and monitoring the worksite experiences. The student receives additional credit for the work-based experience. Plans are to extend the work experience program to students enrolled in the culinary program. A clearly delineated Career Pathway will be established for Early Childhood Development and Services in cooperation with Naugatuck Valley Community College and the University of Connecticut.
CTSOs	See Technology Education for CTSO in 2005-2006. No CTSO for FCS was established in 2006-2007. Plans are to establish FCCLA for 2007-2008.
CTEAC	In 2005-2006, a Career and Technical Education (CTE) Advisory Board established to serve the Early Childhood Program met three times to discuss curriculum improvements and opportunities for students. The advisory board has been expanded to include members from each program/cluster area.
PSL	Currently, students are enrolled in Human Development Program articulated with the University of Connecticut that provides students with high school/college dual credit through the College Career Pathways program. Plans for 2007-2008 are to articulate credit for culinary arts through Naugatuck Valley Community College.

1. Standards-based Curriculum and the State CTE Assessment System:

CTE standards-based curriculums and the Connecticut standards for math, science, and language arts must be aligned to the state CTE standards and competencies correlating to the state CTE assessment system. Course sequencing leading to concentration should be established throughout all CTE program areas.

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

Work-based learning opportunities which shall be structured through the use of a written work plan that connects the work-based learning to the classroom curriculum, includes externships for educators, employer-paid internships or cooperative work experiences for students that are both monitored and mentored, and/or non-paid credit-bearing structured entrepreneurial activities or community service learning projects. Student work-based learning activities shall be identified and

selected in the context of an individual, comprehensive student career development plan that is created and maintained throughout the student's secondary education. See definition of Career Pathways/Programs of Study, Sec. X.

3. Establish or expand Career and Technical Education Student Organizations (CTSOs):

Refer to Section V Eligible Applicants for more information and web links to the national career and technical student organizations.

4. Establish CTE advisory partnership committees:

A CTE partnership/advisory committee must be in place to provide curriculum enhancement and opportunities for work-based experience for teachers and students. This committee should comprise, but will not be limited to, representatives of: business and industry, post-secondary education, parents, faculty, administrators, students and community organizations. This linkage is considered to be an essential ingredient to inform educators of current and future employment needs and to assist in the design of career and technical education programs. See section XXVI.

5. Establish post-secondary linkages. (This should include but not be limited to the College Career Pathways and any other type of dual credit program.)

Development and implementation of a 4-year or 6-year career and technical education program that combines secondary and post secondary programs which leads to a two-year associate degree or two-year certificate in a related applied educational field or a baccalaureate degree in a career field. Use work-based or work-site learning in conjunction with business and all aspects of the industry.

X. Local Plan/Grant Narrative

The district must provide a response to the 16 elements, as indicated by Section 134 of the Carl D. Perkins Career and Technical Education Improvement Act on the Plan Narrative. An answer grid has been provided in Appendix H. Below are definitions to assist districts in responding to the narrative. The Required and Permissible Use of Funds can be found in Appendix I. When responding to the 16 questions in Appendix H incorporate the required and permissive use of funds where appropriate.

Definitions to assist completion of the plan narrative:

Definition of Career Pathway/Program of Study

In assisting student in planning for and completing future coursework, for career and technical content areas, the program of study will:

- Incorporate secondary education and post-secondary 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 post-secondary education to adequately prepare students to succeed in post-secondary education;

- Include opportunity for students to participate in dual or concurrent enrollment programs to acquire post-secondary credit; and
- Lead to an industry-recognized credential or certificate at the post-secondary level, or an associate or baccalaureate degree.

Non-Traditional Students

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

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

The academic integration component of the Carl D. Perkins grant requires districts to focus teaching and learning strategies in Career and Technical Education 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), College Career Pathways, integrated curriculum models, expanded partnerships and specific management plans to measure results.

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

XI. Other Grant Requirements

Each district receiving Perkins funds must budget and expend a minimum of five percent of the allocation for participation in state and national state-approved professional development workshops designed to provide strategies for improving student academic success. All grantees are required to utilize not less than five percent of the grant award for professional development. Districts are allowed to expend additional funds for other professional development activities beyond the five percent allocated for state sponsored professional development. Professional Development opportunities should be made available to ALL district career and technical education teachers.

A school district may risk loss of funding if its programs do not meet the state’s eligibility requirements (page 2). The Performance Standards and Competencies (Appendix E) must be used in developing course sequences that lead to concentration with subsequent participation in the annual statewide assessment of career and technical education students.

A maximum of five (5) percent of the grant may be used for administrative* costs including indirect costs. Only institutions that have submitted indirect cost proposals for fiscal year 2007-2008 may apply indirect costs to this grant.

- **Administrative** means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under this Act including supervision but does not include curriculum development activities, personnel development or research activities.

XII. Application Review and Evaluation Process

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

XIII. Disposition of Applications

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

XIV. Grant Awards

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

XV. Grant Period

The Carl D. Perkins Career and Technical Education grant is for one year. All funds must be obligated by June 30, 2008. There are no exceptions or waivers to this requirement.

XVI. Technical Assistance by Program Area

Career and Technical Education Program Area Specialists

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

XVII. Bidders' Conference

The State Department of Education (SDE) held a bidders' conference on April 3, 2007 at Gateway Community College, North Haven Campus, from 1:00 p.m. - 3:00 p.m.

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

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

XIX. Application Submission Requirements

Proposals, *irrespective of means of transmittal or postmark date*, must be received by 5:00 p.m. on Monday, May 21, 2007. Proposals submitted become the property of the Connecticut State Department of Education and a part of the public domain. **One** original and **two** hard copies of all sections of the grant with original signatures including the ED114 and budget narrative must be **mailed** to June Sanford at the address below.

June Sanford, Perkins Program Grant Manager
Division of Teaching and Learning Programs and Services
P.O. Box 2219, Room #363
Hartford, Connecticut 06145-2219

The application is available on the web site: www.state.ct.us/sde

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Teaching and Learning Programs and Services**



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

GRANT PERIOD

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

<p><u>Applicant</u> (<i>Fiscal Agent</i>) (<i>Name, Address, Telephone, Fax, E-Mail</i>)</p>	<p><u>Program Funding Dates</u> From July 1, 2007 to June 30, 2008</p> <p><u>Preliminary Funding Amount: \$</u> _____</p> <p>Check Program Areas Funded Under this Grant Proposal:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agricultural Education <input type="checkbox"/> Business and Finance Technology <input type="checkbox"/> Cooperative Work Education <input type="checkbox"/> Family and Consumer Sciences <input type="checkbox"/> Marketing Education <input type="checkbox"/> Medical Careers <input type="checkbox"/> Technology Education
<p><u>Contact Person</u> (<i>Name, Address, Telephone, Fax, E-Mail</i>)</p>	<p><u>Check if Consortium Application</u></p> <p>Participating Districts: (<i>list districts</i>)</p>

I, _____, the undersigned authorized 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):

College/Agency:

_____ Date

XX. PROFESSIONAL DEVELOPMENT OUTCOMES

Districts will complete the chart below relative to professional development activities for school year 2006-2007.

Program Area Staff	# of staff	Name of Workshop/Conference	Teacher Outcomes	Student Outcomes
(Sample) BFT	3	Connecticut Business Educator's Association "Strategies for Teaching Input Technologies"	Development of creative lesson plans for keyboarding.	Increase of reading and writing skills by engaging in creative keyboarding activities.

KEY:

AE Agricultural Education

BFT Business & Finance Technology Education

CWE Cooperative Work Education

FCS Family and Consumer Sciences

ME Marketing Education

MC Medical Careers

TE Technology Education

XXI. CORE INDICATOR PERFORMANCE

During the transition year 2007-2008, the State Department will be measuring performance on student graduation and on the mathematics and language arts sections of the Connecticut Academic Performance Test for federal reporting purposes. All grant recipients will be held accountable for performance on all of the core indicators. Further information will be provided following the development of the Five Year State Plan in 2008.

XXII. INSTRUCTIONS FOR EQUIPMENT REQUEST FORM

Equipment purchases must be part of an overall program improvement proposal for the career and technical education 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 \$1,000.00 should not be charged to equipment in this grant unless they are an integral part of a larger piece of equipment, such as a computer system, (these items may qualify as instructional supplies).

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 the new Perkins Act. Equipment requiring accessories to become operational is to be grouped and listed as a single unit.
- G. List only one type of equipment on each line; describe the equipment; give the manufacturer's number, model number, quantity, unit cost, freight, installation (if any), and total cost for each item; state the intended location of equipment, and indicate the number of such existing items on hand. Give the estimated number of students who will use the equipment per day.
- H. Add the total cost for all line items and enter the total on the Equipment Request Form.

XXIII. BUDGET NARRATIVE INSTRUCTIONS

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

1. Each line item in the budget narrative must identify the school(s) that will receive funds.
2. Program improvement line items in the budget narrative must stipulate the career and technical education program area and the course(s) being funded.
3. Each line item in the budget narrative must give a detailed description of the item(s) that will be purchased, including quantity and unit cost. Personnel should show the number of positions, time involved and hourly rate.
4. No more than 5% 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 2007-08 may apply indirect costs.

Note: There should be evidence that the LEA plans to absorb salary-related costs funded by the Perkins grant within a reasonable timeframe.

5. All school districts that sign on to participate in a consortium shall be active participants and the funds must be used for joint activities only. Funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for the purpose of funding programs and/or activities that benefit only those individual members of the consortium. Consolidate funds requested for all consortium members under the jurisdiction of the fiscal agent.
6. A minimum of 5% must be used for State Department of Education approved professional development activities.
7. Compute all expenditures to the **nearest dollar** by line item. **Do not include cents.**

GRANTEE NAME: Enter grantee name

VENDOR CODE: Enter three-digit local education agency code assigned by 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 (FEDERAL FUNDS): Enter the total of proposed expenditures. Note: This figure should equal the AUTHORIZED AMOUNT.

Equipment Note: Funds expended for Code 700. (Single items under \$1000 should not be charged to equipment unless they are an integral part of a larger piece of equipment. Items under \$1000 should be listed as instructional supplies.)
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.**

GRANTEE NAME:		VENDOR CODE:
GRANT TITLE: CARL D. PERKINS VOC. & TECH. EDUC. ACT		
PROJECT TITLE: SECONDARY BASIC GRANT		
CORE-CT CLASSIFICATION: FUND: 12060		SPID: 20742 PROGRAM: 84010
BUDGET REFERENCE: 2008		CHARTFIELD1: 170002 CHARTFIELD2:
GRANT PERIOD: 7/01/2007 - 6/30/2008		AUTHORIZED AMOUNT: \$
AUTHORIZED AMOUNT by SOURCE:		
LOCAL BALANCE: \$	CARRY-OVER DUE:\$	CURRENT DUE: \$
CODES	DESCRIPTIONS	BUDGET
111A	ADMINISTRATOR/SUPERVISOR SALARIES	
111B	TEACHERS	
112A	EDUCATION AIDES	
112B	CLERICAL	
119	OTHERS	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	
321	TUTORS	
322	IN SERVICE	
323	PUPIL SERVICES	
330	OTHER PROFESSIONAL TECHNICAL SERVICES	
510	PUPIL TRANSPORTATION	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	
641	TEXTBOOKS	
700	PROPERTY	
940	INDIRECT COSTS	
	TOTAL	
XAS	AGRICULTURE SERVICE	
XBF	BUSINESS & FINANCE	
XCWE	COOPERATIVE WORK EDUCATION	
XFCS	FAMILY & CONSUMER SCIENCES	
XMC	MEDICAL CAREERS	
XME	MARKETING EDUCATION	
XTE	TECHNOLOGY EDUCATION	
XXXT	TOTAL PROGRAM CATEGORIES	

_____ ORIGINAL REQUEST DATE

_____ REVISED REQUEST DATE

STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

DATE OF
APPROVAL

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

ED114 Budget Codes	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 \$7,000	2,000	3,000	2,000	-0-	-0-	-0-	-0-
111A							
111B							
112A							
112B							
119							
200							
321							
322							
323							
330							
510							
580							
590							
611							
641							
700							
940							
TOTAL							

XXVI. Partnership/Advisory Committee

Instructions:

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.

District: _____

Program Area(s) Served: _____

Committee Members

Student(s):

Teacher(s):

Administrator(s):

Business and Industry(s):

Post-secondary Education:

Community Organization(s):

Parent(s):

Other(s):

**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, and placement activities; and equitable participation in Perkins funded career and technical education 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. 134 (b) (8)]
2. The progress of special population students participating in programs receiving Perkins funds shall be assessed to ensure their successful participation in career and technical education programs in the most integrated setting possible. Strategies to overcome any barriers encountered by special populations shall be implemented. [Sec. 134 (b) (7) (A)]
3. An annual evaluation of career and technical education 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. 134 (b) (7) (B)]
4. The grantee shall develop, improve, or expand the use of technology in career and technical education programs and ensure that career and technical education personnel are trained to use state-of-the-art technology, and effective techniques and practices. [Sec. 135 (b) (3)]
5. The grantee shall provide career and technical education 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. 135 (b) (3) (B)]
6. The grantee shall encourage parental and community involvement in its career and technical programs. [Sec. 135 (b) (4) (A)]
7. The grantee shall provide a career and technical education program that is of sufficient size, scope, and quality to bring about improvement in the quality of career and technical education programs. [Sec. 134 (b) (5)]
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. [EDGAR (34 CFR Sec. 80.32)]
9. All equipment purchased under the Act must comply with Education Department General Administrative Regulations [EDGAR. (CFR Sec. 74.140)]
10. The grantee shall develop strategies to promote nontraditional training and employment for students participating in career and technical education programs. [Sec. 134 (9)]

11. The grantee shall provide sufficient information to the State Department of Education to enable the Department to comply with the provisions of this Act. [P. L. 105-332 *passim*]
12. The career and technical education curriculum shall be planned, ongoing and systematic. [C.G.S. Sec. 10-16b]
13. The funds made available under the Act shall be used to supplement not supplant non-federal funds used to provide career and technical education activities.

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

Signature: _____

Name (typed): _____

Title (typed): _____

Date: _____

Statement Of Assurances

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

PROJECT TITLE: _____

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

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

L. Required Contract Language

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

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

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

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

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

such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the commission. The contractor shall take such action with respect to any such subcontract or purchase order as the commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56 of the general statutes; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the commission, the contractor may request the state 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: _____

AFFIRMATIVE ACTION PLAN

IF A CURRENT AFFIRMATIVE ACTION PLAN IS ON FILE WITH THE STATE DEPARTMENT OF EDUCATION, COMPLETE THE STATEMENT WRITTEN BELOW AND SUBMIT AS PART OF THE PROPOSAL.

IF A CURRENT AFFIRMATIVE ACTION PLAN IS NOT ON FILE, COMPLETE THE AFFIRMATIVE ACTION PACKET AND SUBMIT AS PART OF THE PROPOSAL.

CERTIFICATION THAT A CURRENT
AFFIRMATIVE ACTION PLAN IS ON FILE

I, the undersigned authorized official, hereby certify that the current affirmative action plan of the applying organization/agency is on file with the Connecticut State Department of Education. The Affirmative Action Plan is, by reference, part of this application.

Signature of Authorized Official

Date

Print Name of Authorized Official

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

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

Instructions for Certification

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

Certification

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

Name of Applicant

PR/AWARD Number and/or Project Name

Printed Name and Title of Authorized Representative

Signature

Date

APPENDIX A

**Carl D. Perkins
Technical Assistants
2007 - 2008**

Region A Dr. Stephen Hoag (860) 713-6764	Region B Gregory Kane (860) 713-6756	Region C Lee Marcoux (860) 713-6768	Region D Lori Matyjas (860) 713-6785
Bridgeport	Bloomfield CREC I	Danbury	Griswold
Fairfield	East Hartford Avon	Newtown	Killingly
Greenwich	Enfield Bolton	New Fairfield	Plainfield
Norwalk	Farmington Canton	Brookfield	Putnam
Stamford	Glastonbury Somers	New Milford	Stafford
Stratford	Hartford Windsor Locks	Torrington	Colchester
Trumbull	Manchester Dept. of Corr.	Bethel	Windham
Westport	Berlin Rocky Hill	Ridgefield	RSD #8
New Canaan	Vernon		Tolland
Wilton	West Hartford CREC II	RSD #7	
	Wethersfield Ellington	Litchfield	Lebanon
	Windsor E. Windsor	RSD #6	Coventry
	CREC Granby		RSD #11
	South Windsor Suffield	Education Connection	RSD #19
	Plainville	RSD # 9	Woodstock Academy
	Simsbury	RDS #16	Thompson
	Newington	Plymouth	
		RSD #12	
		Oxford	

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

APPENDIX B

Checklist For Completing Application

Town/Agency: _____

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

Check in column marked **YES** if information has been provided. Under **PAGE(S)**, give page number where the information is located.

	YES	PAGE(S)
All pages are sequentially numbered	_____	
The Grant Application Cover Sheet is completed and signed.	_____	
The Plan Narrative (16 questions are completed)	_____	_____
Continuous Improvement Grid for each Program Area Completed	_____	_____
A. Budget narrative provides object codes and explanations for all line items.	_____	_____
B. Budget narrative indicates the career and technical education program improvement area(s) and course(s) to be funded.	_____	_____
C. Administrative costs including indirect is 5% maximum.	_____	_____
D. A minimum of 5% is used for professional development activities.	_____	_____
E. Equipment Form is completed.	_____	_____
F. Total budget on ED114 equals amount allocated.	_____	_____
G. Budget line item totals equal budget narrative and totals are accurate.	_____	_____
H. The distribution of funds by program areas is completed on the bottom portion of ED114.	_____	_____
Grant Assurances (Signed by Superintendent/Executive Director)	_____	_____
A. Original signature is provided on the Statement of Assurances and it is submitted.	_____	_____
B. Federal Certifications are signed	_____	_____
C. Affirmative Action Statement is signed.	_____	_____

APPENDIX C

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

- 111A Administrator/Supervisor Salaries
Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.
- 111B Teachers
Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the grantee payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.
- 112A Education Aides
Salaries for grantee employees who assist staff in providing classroom instruction. Include all gross salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees.
- 112B Clerical
Salaries for grantee employees performing clerical/secretarial services. Include all gross salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees.
- 119 Other
Salaries for any other grantee employee not fitting into objects 111A, 111B, 112A or 112B. Include the gross salaries for these individuals including overtime salaries or temporary employees. Included can be janitorial personnel costs, grant activity coordinators' salaries, and food service personnel.
- 200 Personal Services - Employee Benefits
Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A, 111B, 112A, 112B or 119. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.
- 321 Tutors (Instructional Non-Payroll Services)
Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee.
- 322 Inservice (Instructional Program Improvement Services)

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

- 323 Pupil Services (Non Payroll Services)
Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, contracted guidance counselors, etc.
- 330 Other Professional/Technical Services
Payments for professional or technical services that are not directly related to instructional activities. Included are payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category.
- 510 Pupil Transportation
Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children.
- 580 Travel
Expenditures for transportation, meals, hotel and other expenses associated with staff travel Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included.
- 590 Other Purchased Services
All other payments for services rendered by organizations or personnel not on the GRANTEE payroll not detailed in 510, 530, 560, or 580. These include: Insurance Costs (other than employee benefits) - payments for all types of insurance coverage including property, liability and fidelity, Printing and Binding - publication costs, and Advertisement - any expenditures for announcements in professional publications, newspapers or broadcasts over radio or television including personnel recruitment, legal ads, and the purchase and sale of property.
- 611 Instructional Supplies
Expenditures for consumable items purchased for instructional use.
- 641 Textbooks
Expenditures for textbooks, workbooks, textbook binding and repair.
- 700 Property
Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. For most grants only equipment such as computers, duplicating machines, furniture, and fixtures is allowable and the line item description on the budget will read Property/Equipment only. Other items which could be included in this category if allowable under grant legislation are expenditures for the acquisition but not the rental of buildings and land. Although cost of materials which resulted in a new or vastly improved structure would also be included here, the expenditures for the contracted construction of buildings, for permanent structural alterations, and for the initial or additional installation of heating and ventilating systems, fire protection systems, and other service systems in existing buildings are recorded under object 400 - Purchased Property Services.

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

940 Indirect Costs

Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Beginning Fiscal Year 1998, grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.

Please note however, that grantees who receive the majority of their grant funds other than through the Connecticut State Department of Education, may use the rate approved by another federal agency.

APPENDIX D

EVALUATION CRITERIA

Eligible Applicant: _____

Reviewer: _____

Date Approved: _____

Evaluation Criteria	Acceptable	Unacceptable	N/A
PLAN NARRATIVE			
1. Description of how CTE programs will be carried out.			
2. Description of how CTE activities will meet state and local adjusted levels of performance.			
3. Description of how the district 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 CTE students, including linkages to future education and training opportunities.			
12. Description of efforts to improve recruitment and retention of CTE teachers, faculty, career guidance and academic counselors, including underrepresented groups; and the transition to teaching from business and industry.			
ELIGIBILITY REQUIREMENTS			
Offers a minimum of 3 career and technical education programs and at least one provides students an area of concentration.			

Attests that staff is appropriately certified.			
CONSORTIUM (For districts in a consortium only)			
Joint project(s) are identified.			
Sufficient funds have been targeted for the joint project(s)			
District members have been identified			
Fiscal agent has been identified			
BUDGET			
ED114			
Narrative with line item explanation and justification			
Administrative funds are within 5% cap			
OTHER REQUIREMENTS			
Purpose Code provided			
Advisory Board			
Professional Development Outcomes			
Career Pathway Grid			
Continuous Improvement Grid for Each Program Area			
EQUIPMENT			
Explanation of use			
Program Area for the equipment is indicated			
Equipment form is completed			
Core Indicator District Performance and Evaluation			

COMMENTS:

APPENDIX E

2007 CAREERS AND TECHNICAL EDUCATION PERFORMANCE STANDARDS AND COMPETENCIES

All activities referring to performance standards and competencies should align with the updated 2007 Career and Technical Education Performance Standards and Competencies which have been provided to all high schools in Connecticut at the regional assessment meetings.

APPENDIX F

ANNIE E. CASEY FOUNDATION

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

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

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

Appendix G

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

Key:
SB: Standards-based Curriculum
WB & CP Work-based learning,
Career Pathways
CTSOs: CTE Student Organization
CTEAC: CTE Advisory Committees

Program Area:

SB	
WB & CP	
CTSOs	
CTEAC	
PSL	

Appendix H

Plan Narrative
Carl D. Perkins Grant Application

Describe how the district will:
1. carry out CTE programs;
2. develop and implement not less than one career pathway or programs of study;
3. ensure that CTE 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 CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students;
7. encourage CTE 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 CTE, 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 CTE programs. Also, how they are provided information and understanding of Perkins, including programs of study;
10. ensure that all CTE programs are of sufficient size, scope and quality to bring about improvement in CTE;
11. develop a process to be used to evaluate and continuously improve core indicator levels of performance;
12. review CTE programs, identify and adopt strategies: <ul style="list-style-type: none">a. to overcome barriers that result in lower access or success for special populations;b. to provide programs that enable special populations to meet local performance levels; andc. 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;
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 CTE students, including linkages to future education and training opportunities, and
16. improve efforts to recruit and retain CTE teachers, faculty, and career guidance academic counselors, including underrepresented groups; and the transition to teaching form business and industry.

Appendix I

Local Uses of Funds

Required Uses of Funds – Those in bold are new in Perkins IV

1. Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.
2. **Link CTE at the secondary level and the post-secondary 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 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. Provide in-service and pre-service professional development programs to teachers, faculty, administrators, and 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 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 CTE 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 CTE 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 CTE 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 CTE programs.
2. Providing career guidance and academic counseling, **which may include information described in Section 118, for students participating in CTE programs, that improves graduation rates and**

provides information on post-secondary and career options, and provides assistance for post-secondary students and adults.

- 3. Developing and supporting 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. Assisting career and technical student organizations.
6. Mentoring and support services.
7. 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.**
8. Developing 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. Developing and expanding post-secondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.**
- 10. Developing initiatives that facilitate the transition of sub-baccalaureate career and technical education 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. Providing activities to support entrepreneurship education and training.**
- 12. Improving or developing new CTE 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.**
- 13. Developing and supporting small, personalized career-themed learning communities.**
14. Providing support for family and consumer sciences programs.
- 15. Providing CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.**
16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.
17. Supporting training and activities (**such as mentoring and outreach**) in nontraditional fields.
- 18. Providing support for training programs in automotive technologies.**

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.

20. Supporting other CTE activities consistent with the purpose of the Act.

APPENDIX J

SELF-EVALUATION PROCESS 2007-2008

PURPOSES

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

PROCEDURES

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

ELEMENTS

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

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

Instructions For Completing the Self-Evaluation

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

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

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

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

BASIC PROGRAM INFORMATION AND DESCRIPTION

Career and Technical Education

~PRINT OR TYPE ALL INFORMATION~

School _____

School Address _____

Town _____ Zip _____

Principal _____

Local Career and Technical Education Coordinator _____

Coordinator Telephone _____ E-mail Address _____

Coordinator FAX _____

Career and Technical Education Instructional Program Information

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

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

Concentrations and Concentrators

Please indicate (yes/no) those career and technical education programs where course sequences have been identified leading to a concentration(s), and an estimate of the number of concentrators for 2008.

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

Medical Careers		
Technology Education		

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

I. CURRICULUM

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

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

Additional Comments:

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

II. ADMINISTRATION & STAFFING

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

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

Additional Comments:

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

III. COURSE SELECTION AND COUNSELING

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

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

Additional Comments:

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

IV. FACILITIES AND EQUIPMENT

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

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

Additional Comments:

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

V. WORK-BASED LEARNING

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

<i>Type of Work- Learning</i>	CAREER AND TECHNICAL EDUCATION PROGRAMS							
	<i>Cooperativ Educa</i>	<i>Business E</i>	<i>Marketing</i>	<i>Family Cor Scienc</i>	<i>Agriculture</i>	<i>Medical</i>	<i>Technology</i>	<i>Trade & In Educa</i>
<i>Job Shadows</i>								
<i>Field/Industry Tou Observation</i>								
<i>Cooperative Work</i>								
<i>School-based Enter Entrepreneurship</i>								
<i>Internships</i>								
<i>Clinical</i>								
<i>Practicum</i>								
<i>Faculty Externship</i>								
<i>Other (please spec</i>								

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

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

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

VI. SCHOOL, BUSINESS, FAMILY PARTNERSHIP

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

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

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

Agriculture Education	
Business & Finance Technology Education	
Cooperative Work Education	
Family and Consumer Sciences Education	
Marketing Education	
Medical Careers Education	
Technology Education	

District-wide school, business, family partnership	
--	--

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

VII. CAREER AND TECHNICAL STUDENT ORGANIZATIONS

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

Career and Technical Student Organizations	Check those that apply
DECA (Marketing Education)	
FCCLA (Family & Consumer Sciences)	
FFA (Agriculture Education)	
FBLA (Business & Finance Technology)	
Skills USA-VICA (Trade & Industrial, CWE, Medical Careers)	
TSA (Technology Education)	
Other : Please specify	

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

Additional Comments:

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

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

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

Additional Comments:

APPENDIX E

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION
IMPROVEMENT ACT OF 2006 PUBLIC LAW 109-270**

POSTSECONDARY BASIC GRANT APPLICATION

2007-2008

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

Applications Due: May 25, 2007

Published: April, 2007

RFP 117

**Division of Teaching and Learning Programs and Services
Bureau of Early Childhood, Career and Adult Education
165 Capitol Avenue
Hartford, Connecticut 06106**

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Mark K. McQuillan
Commissioner of Education

IT IS THE POLICY OF THE CONNECTICUT STATE BOARD OF EDUCATION THAT NO PERSON SHALL BE EXCLUDED FROM PARTICIPATION IN, DENIED THE BENEFITS OF, OR OTHERWISE DISCRIMINATED AGAINST UNDER ANY PROGRAM INCLUDING EMPLOYMENT, BECAUSE OF RACE, COLOR, RELIGIOUS CREED, SEX, AGE, NATIONAL ORIGIN, ANCESTRY, MARITAL STATUS, SEXUAL ORIENTATION,

MENTAL RETARDATION AND PAST/PRESENT HISTORY OF MENTAL DISORDER,
 LEARNING DISABILITY AND PHYSICAL DISABILITY.
 POSTSECONDARY BASIC GRANT APPLICATION

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**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION
IMPROVEMENT ACT OF 2006, PUBLIC LAW 109-270**

POSTSECONDARY BASIC GRANT APPLICATION

I. Overview

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

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

Within Perkins IV, the College Career Pathways 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 College Career Pathways program. The College Career Pathways program promotes greater student achievement, postsecondary preparation and high accountability. This program of study is with an articulation agreement between the participants which combines 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 .

II. Purpose of the Act

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

- building on the efforts of states and localities to develop challenging academic **and technical** standards;
- **assisting students in meeting standards, including preparation for high-skill, high-wage or high-demand occupations in current or emerging professions;**
- **promoting leadership, initial preparation, and professional development;**
- promoting the development of services and activities that integrate **rigorous and challenging** academic and career and technical **instruction;**
- **supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, and business and industry;**

- linking secondary **schools and two-year postsecondary institutions, and if possible, four-year institutions of higher education, through nonduplicative sequences of courses in a career field, the use of articulation agreements, and College Career Pathways Program;**
- **building student competence in math, science, reading, writing, communications, and career course. No remedial courses are accepted;**
- increasing state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including **College Career Pathways;**
- **conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services and activities; and**
- **providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training opportunities, the knowledge and skills needed to keep the U.S. competitive.**

It should be noted that Carl D. Perkins funds are to be utilized for students in secondary and postsecondary programs only.

III. Proposal Rationale

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

In order for students to meet the challenges of post-secondary education and workforce preparation in the career and technical education fields, Perkins **IV** focuses the Federal investment in high quality career and technical education programs. During the 2007-2008 fiscal year, career and technical education programs shall address the following activities: standards-based curriculum, the state Career and Technical Education (CTE) assessment system, work-based learning, career pathways, career and technical student organizations, and postsecondary linkages. Also, the proposal should address the four corner stones of the new federal education law, “No Child Left Behind” which are, Narrowing the Achievement Gap, Focusing on What Works, Increasing Accountability for Student Performance, and Coordination with Federal Employment and Training Programs.

IV. Program Standards and Accountability

In Connecticut in order to promote continuous improvement of career and technical education, programs should be designed around the “core indicators of **performance for postsecondary career and technical education students.**” These core indicators should prepare students for:

- the attainment of challenging state established academic, and career and technical education 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;** and
- participation in and completion of career and technical education programs that lead to nontraditional **fields.**

V. Eligible Institution

The term “eligible institution” means an 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 (2) or more institutions of higher education.

Eligible institutions:

- shall not receive an allocation of funds unless the amount allocated to such eligible institution is at least **\$50,000**. An eligible institution may enter into a consortium with other eligible institutions for the purpose of meeting the minimum allocation requirements.
- must develop and implement a data collection process to track student participation, completion, placement, and retention.

All grantees are required to establish a partnership committee (advisory board) to serve in an advisory capacity. One or multiple committees can be established to provide support to all program areas.

A **Consortium** shall operate only **joint projects** that serve all the postsecondary institutions participating in the consortium. Funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to **all members** of the consortium and can be used only for programs authorized under this title. Such funds may **not** be reallocated to individual members of the consortium for the purpose of funding programs and/or activities that benefit only those individual members of the consortium. All members of the consortium must meet the eligibility requirements.

Definition of Career Pathway/Programs 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 opportunity for students to participate in dual or concurrent enrollment programs (i.e. College Career Pathways) to acquire postsecondary credit; and**
- **Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.**

All grantees are required to establish a partnership committee (advisory board) to serve in an advisory capacity. A work plan and membership identification must be submitted with this grant application (Section XXVI).

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.

VI. Letter of Intent

All postsecondary institutions will be required to submit a letter of intent to apply for Perkins funding. A signature from the President implies that the community college meets and intend to comply with the eligibility requirements in the application outlined in Section V.

VII. Federal Career and Technical Education 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 sixteen (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, page 5. 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, page 6 for an illustration of The Connecticut Career Cluster Pathways Crosswalk. The crosswalk also indicates the nontraditional designation for each cluster, pathway, and concentration.

VIII. Figure 1:

The Connecticut Career Pathways Initiative for Career & Technical Education 2007-2008

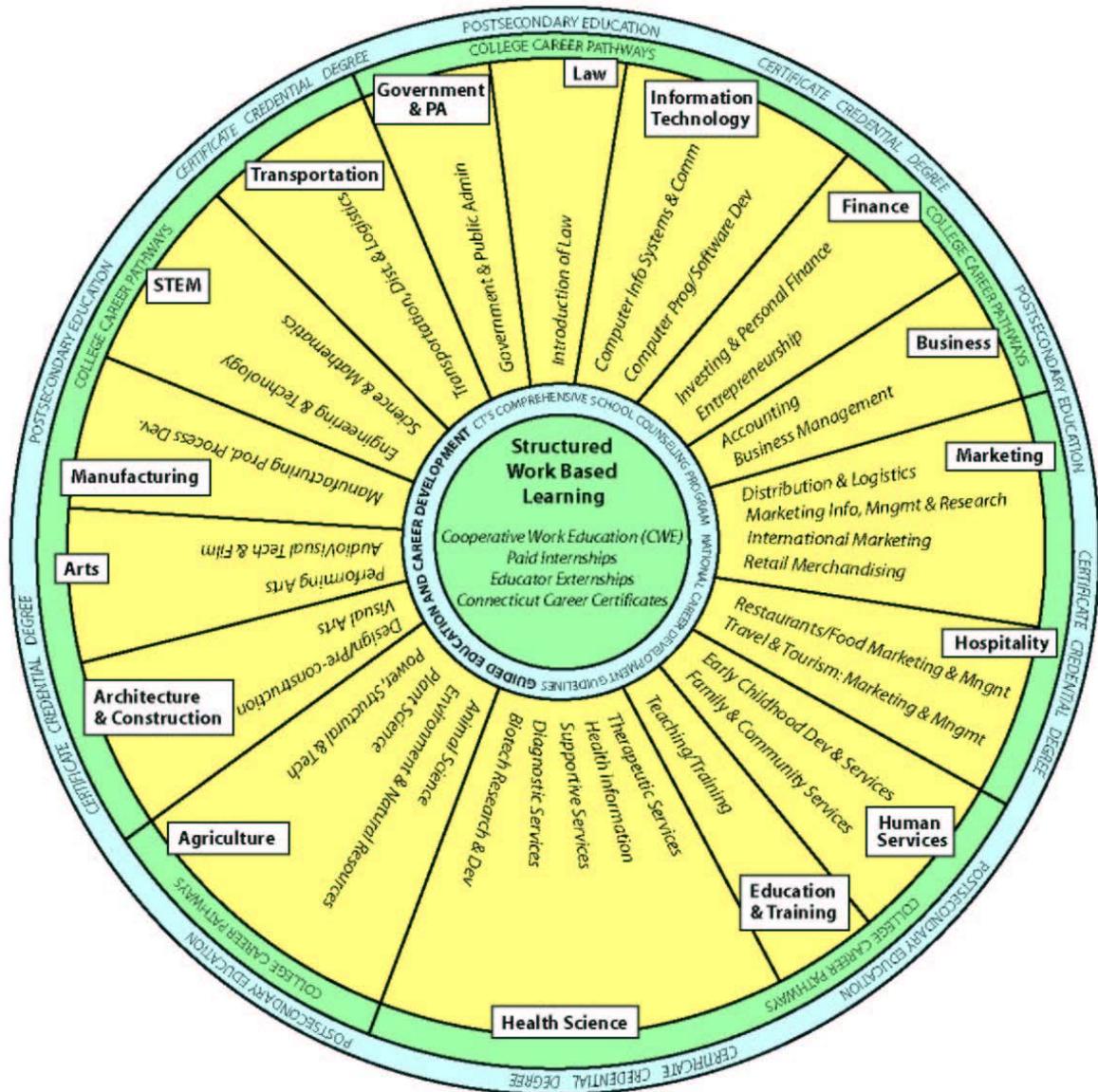


Figure 2

Connecticut Career Cluster Pathways Crosswalk to
Areas of Concentration and Nontraditional Designation
Career and Technical Education 2007 – 2008

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

Cooperative Work Education

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

* M = Males F = Females

For content specific information on Career pathways contact the State Department cluster leader below. Contact information can be found in Appendix A under Technical Assistance.

State Cluster Leader	Cluster
Greg Kane	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, Management and Administration
	Finance
	Government and Public Administration
	Law, Public Safety, Corrections and Safety
	Information Technology
Lori Matyjas	Education and Training
	Health Sciences
	Hospitality and Tourism
	Human Services
Stephen Hoag	Marketing, Sales and Service

Other Related Technical Assistance	
Diane Ross Gary	Cooperative Work Education for each career pathway
	Postsecondary linkages
Judith Andrews	Work-based and Career Development
Stephen Hoag	Areas of Concentration/CTE Assessment
June Sanford	Federal Requirements/Data Reporting

VIII. Career Pathways/Programs of Study

SAMPLE PROGRAM OF STUDY
Connecticut’s Career Pathways Initiative



Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Pathway Plan of Study (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 Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses/Other Electives Recommended Electives/Learner	*Career and Technical Courses and/ or Degree Major Courses for Engineering and Technology Pathway	SAMPLE Occupations Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Learners								
SECONDARY	9	English Language Arts I	Algebra I or Geometry	Biology	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking record keeping and work-	<ul style="list-style-type: none"> • Introduction to Engineering Design 	<ul style="list-style-type: none"> ► Aeronautical Engineer ► Aerospace Engineer ► Agricultural Engineer ► Agricultural Technician ► Application Engineer ► Architectural Engineer ► Automotive Engineer ► Biomedical Engineer ► Biotechnology Engineer ► CAD Technician ► Chemical Engineer ► Civil Engineer ► Communications Engineer
	10	English/Language Arts II	Geometry or Algebra II	Chemistry	U.S. History		<ul style="list-style-type: none"> • Principals of Engineering • Information Technology Applications 	
	11	English/Language Arts III	Algebra II or Trigonometry Pre-Calculus or Statistics	Physics	World History World Geography		<ul style="list-style-type: none"> • Product Engineering and Development • Digital Electronics 	

	12	English/Language Arts IV	Trigonometry or Pre-Calculus/Calculus or AP Calculus or Math Analysis	AP Science or Structured Computer Program Language	Economics Entrepreneurship	based experiences.	<ul style="list-style-type: none"> • Civil Engineering and Architecture • Engineering Innovation 	<ul style="list-style-type: none"> ▶ Computer Engineer ▶ Computer Programmer ▶ Construction Engineer ▶ Electrical Engineer ▶ Electronics Technician <p style="text-align: right;">(Continued on next page)</p>
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Figure 3 (cont'd.)

Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses/Other Electives Recommended Electives/Learner	*Career and Technical Courses and/ or Degree Major Courses for Engineering and Technology Pathway	SAMPLE Occupations Relating to This Pathway	
Articulation/Dual Credit Transcribed-Postsecondary Courses may be taken/moved to the secondary level for articulation/dual credit purposes.								(Continued from previous page) ► Geothermal Engineer ► Industrial Engineer ► Manufacturing Engineer ► Manufacturing Technician ► Marine Engineer ► Mechanical Engineer ► Metallurgist ► Mining Engineer ► Nuclear Engineer ► Petroleum Engineer ► Product/Process Engineer ► Survey Technician ► Systems Engineer ► Transportation Engineer	
POSTSECONDARY	Year 13	English Composition English Literature	Algebra or Trigonometry Calculus I Calculus II	Chemistry Physics I	Psychology Global Issues	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	<ul style="list-style-type: none"> • Engineering Analysis • Engineering Design 		
	Year 14	Speech/Oral Communication Professional and Technical Writing	Introduction to Differential Equations Calculus III Statistics	Physics II Biology	American History Sociology Ethics and Legal Issues		<ul style="list-style-type: none"> • Engineering Processes 		
	Year 15	Continue courses in the area of specialization							<ul style="list-style-type: none"> • Continue Courses in the Area of Specialization
	Year 16								<ul style="list-style-type: none"> • Complete Engineering and Technology Major (4-year Degree Program)

Connecticut State Department of Education
 Division of Teaching and Learning Programs and Services
 Career and Technical Education – Carl D. Perkins Transition Plan 2007-2008
 Connecticut’s Career Pathways Initiative

Blank copies and samples of the Connecticut Pathways can be found at www.state.ct.us/sde/

IX. Continuous Improvement Grid Instructions

The Continuous Improvement Grid found in Appendix F must be completed per the following instructions. The Carl D. Perkins grant plan narrative will reflect continuous improvement for the three major focus areas.

Colleges should complete the Continuous Improvement Grid before responding to the narrative questions.

Utilizing the Continuous Improvement Grid below, complete one grid for each career and technical education program offered in the district, including: Agriculture **Education**, Business and Finance Technology, Cooperative Work, Family and Consumer Sciences, Marketing, Medical Careers, and Technology Education. Indicate the name of the program on the top of the grid and describe the progress achieved in 2006-2007 and the plan for continuous improvement for each of the five focus areas. **It is anticipated that fulfillment of all five of the focus areas may not be fully implemented throughout all program areas during 2006-2007. However, plans for continuous implementation should be indicated for 2007-2008.** See the sample below and complete Appendix G.

FOCUS AREAS

- Comprehensive Work-based learning programs and career pathways (WB &CP)
- CTE advisory partnership committees (CTEAC)
- Postsecondary linkages (PSL)

SAMPLE

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

Program Area: Family and Consumer Sciences

Focus Area	Progress and Continuous Improvement
WB + CP	Students enrolled in Early Childhood Development II participate in structured district teacher assistant programs. For students interested in becoming teachers, a structured work-based experience allows students to assist district elementary and middle schools teachers. Some students participate in a structured paid work experience in area daycare centers. The Family and Consumer Sciences teacher is responsible for coordinating and monitoring the worksite experiences. The student receives additional credit for the work-based experience. Plans are to extend the work experience program to students enrolled in the culinary program. A clearly delineated College Career Pathway will be established for Early Childhood Development and Services in cooperation with Asnuntuck Community College and the University of Connecticut.
CTEAC	In 2005-2006, a Career and Technical Education (CTE) Advisory Board established to serve the Early Childhood Program met three times to discuss curriculum improvements and opportunities for students. The advisory board has been expanded to include members from each program/cluster area.
PSL	Currently, students are enrolled in the Human Development Programs have been articulated with the University of Connecticut provide students with high school/college dual credit through the College Career Pathways. Plans for 2007-2008 are to seek College Career Pathways credit for students enrolled in the culinary program through Naugatuck Valley Community College.

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

Work-based learning opportunities which shall be structured through the use of a written work plan that connects the work-based learning to the classroom curriculum, include externships for educators, employer-paid internships or cooperative work experiences for students that are both monitored and mentored, and/or non-paid credit-bearing structured entrepreneurial activities or community service learning projects. Student work-based learning activities shall be identified and selected in the context of an individual, comprehensive student career development plan that is created and maintained throughout the student’s postsecondary education. **See definition of Career Pathways/Programs of Study under section V.**

7. Establish CTE advisory partnership committees:

A CTE partnership/advisory committee **must be in place** to provide curriculum enhancement and opportunities for work-based experience for teachers and students. This committee should comprise, but not be limited to, representatives of business and industry, postsecondary education, parents, faculty, administrators, students and community organizations. This linkage is considered to be an

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

8. Establish postsecondary linkages (should include, but not be limited to, College Career Pathways and any other type of dual credit program):

Development and implementation of a 4-year or 6-year career and technical education program that combines secondary and post secondary programs which lead to a two-year associate degree or two-year certificate in a related applied educational field or a baccalaureate degree in a career field. Use work-based or work-site learning in conjunction with business and all aspects of the industry.

X. Local Plan/Grant Narrative

The college must also include a response to the 16 areas, as indicated by Section 134 of the Carl D. Perkins Career and Technical Education Improvement Act on the Plan Narrative. An answer grid has been provided in Appendix G. Below are definitions provided to assist in responding to the narrative. The Required and Permissible Use of Funds can be found in Appendix H. When responding to the 16 areas in Appendix G incorporate the required use of funds.

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.

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

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

The academic integration component of the Carl D. Perkins grant requires Colleges to focus teaching and learning strategies in Career and Technical Education 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), College Career Pathways, integrated curriculum models, expanded partnerships and specific management plans to measure results.

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

XI. Other Grant Requirements

Each community college receiving Perkins funds must budget and expend no less than five percent of the allocation for participation in state and national state-approved professional development workshops designed to provide strategies for improving student academic success. All grantees are required to utilize five percent of the grant award for professional development. Community colleges are allowed to expend additional funds for other professional development activities beyond the five percent allocated for state sponsored professional development. Professional Development opportunities should be made available to ALL community college career and technical education teachers.

Grantees must use funds to improve career and technical education 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 five (5) percent of the grant may be used for administrative* costs including indirect costs. Only institutions that have submitted indirect cost proposals for fiscal year

2007-2008 may apply indirect costs to this grant.

* **Administrative** means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under this Act, including supervision, but does not include curriculum development activities, personnel development, or research activities.

XII. Application Review and Evaluation Process

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

XIII. Disposition of Applications

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

XIV. Grant Awards

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

XV. Grant Period

The Carl D. Perkins **Career** and Technical Education grant is for one year. All funds must be obligated by June 30, 2008. There are no exceptions or waivers to this requirement.

XVI. Technical Assistance by Program Area

Career and Technical Education Program Area Specialists

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

XVII. Bidders' Conference

The State Department of Education (SDE) held a bidders' conference on April 3, 2007 at Gateway Community College, North Haven Campus, from 1:00 pm -3:00 pm.

XVIII. 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. The report and materials will be submitted by August 1, 2007 to:

**Dr. Diane Ross Gary, Education Consultant
Division of Teaching and Learning Programs and Services**

**Bureau of Career and Adult Education
165 Capitol Ave, Room 363
Hartford, CT 06106**

XIX. Application Submission Requirements

Proposals, *irrespective of means of transmittal or postmark date*, must be received by 4:30 p.m. on Friday, May **25**, 2007. Proposals submitted become the property of the Connecticut State Department of Education and a part of the public domain. **One original of all sections of the grant with original signatures including the ED114 and budget narrative and two copies must be mailed to June Sanford at the address below.**

June Sanford, Perkins Program Grant Manager
Division of Teaching and Learning Programs and Services
P.O. Box 2219, Room #363
Hartford, Connecticut 06145-2219

The application is available on the web site: www.state.ct.us/sde

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Educational Programs and Services**



**CARL D. PERKINS GRANT APPLICATION POSTSECONDARY
BASIC GRANT**

RFP #117

GRANT PERIOD

GRANT COVER PAGE

To Be Completed and Submitted with the Grant Application

<u>Applicant</u> (<i>Fiscal Agent</i>) <i>(Name, Address, Telephone, Fax, E-Mail)</i>	<u>Program Funding Dates</u> From July 1, 2007 to June 30, 2008 <u>Preliminary Funding Amount</u> \$ _____
<u>Contact Person</u> <i>(Name, Address, Telephone, Fax, E-Mail)</i>	<u>Check if Consortium Application</u> Participating Colleges: <i>(list colleges)</i>

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):

College/Agency:

_____ Date

XXI. CORE INDICATOR PERFORMANCE

During the transition year 2007-2008, the State Department will be measuring performance on student graduation and on the mathematics and language arts sections of the Connecticut Academic Performance Test for federal reporting purposes. All grant recipients will be held accountable for performance on all of the core indicators. Further information will be provided following the development of the Five Year State Plan in 2008.

XXII. INSTRUCTIONS FOR EQUIPMENT REQUEST FORM

Equipment purchases must be part of an overall program improvement proposal for the **career and technical education** 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 component items under \$1,000 should not be coded as equipment unless all the component items comprise a larger piece of equipment and have a useful life of one year or more, such as a computer system (monitor, central processing unit, keyboard and printer). Items that do not meet the definition of equipment are to be coded as instructional supplies. **All computers regardless of cost are categorized as equipment.**

Complete the Equipment Request Form as follows:

- I. GRANTEE - Enter grantee's name.
- J. ADDRESS - Enter grantee's address.
- K. DATE SUBMITTED - Enter date submitted.
- L. NAME OF PERSON - Indicate the name, title and telephone number of person completing the form.
- M. PROGRAM AREA - Submit a *SEPARATE* equipment form for each cluster area. Indicate the **program area** for which equipment is being requested.
- N. REQUEST FOR EQUIPMENT - The state program area consultant will review the equipment for appropriateness. Freight and installation costs and instructor training are permissible under this section. Leasing of equipment is allowable under the new Perkins Act. Equipment requiring accessories to become operational is to be grouped and listed as a single unit.
- O. 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.
- P. Add the total cost for all line items and enter the total on the Equipment Request Form.

Postsecondary Equipment Request Form
 Statutory Reference: P.L. 109-270

1. Prepare a separate equipment grant application form for each cluster.
2. Single component items under \$1,000 (with the exception of computers) should not be coded as equipment unless all the component items comprise a larger piece of equipment and have a useful life of one year or more. Items that do not meet the definition of equipment are to be coded as instructional supplies.

Grant Period: 2007-2008

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

Check the **Program** Area (1-16 below) for which Equipment is being requested. Check **ONE Program** Area only.

<input type="checkbox"/> 1. Ag & Nat. Resources	<input type="checkbox"/> 5. Information Tech. Services	<input type="checkbox"/> 9. Business & Admin. Services	<input type="checkbox"/> 13. Legal & Protective Services
<input type="checkbox"/> 2. Construction	<input type="checkbox"/> 6. Wholesale, Retail Sales	<input type="checkbox"/> 10. Health Services	<input type="checkbox"/> 14. Science Res. Eng. & Tech. Serv.
<input type="checkbox"/> 3. Manufacturing	<input type="checkbox"/> 7. Financial Services	<input type="checkbox"/> 11. Human Services	<input type="checkbox"/> 15. Education & Training Services
<input type="checkbox"/> 4. Trans. Dist. & Log. Services	<input type="checkbox"/> 8. Hospitality & Tourism	<input type="checkbox"/> 12. Arts, Audio Video, Comm.	<input type="checkbox"/> 16. Public Adm./Gov. Services

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

Item 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

XXIII. BUDGET NARRATIVE INSTRUCTIONS

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

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. Personnel line item should show the number of positions, time involved and hourly rate.
3. No more than 5% of the grant may be used for administrative purposes including approved indirect costs. Only community colleges that have submitted indirect cost proposals for fiscal year 2007-08 may apply indirect costs.
4. All eligible colleges that sign on to participate in a consortium shall be active participants and the funds must be used for joint activities only. Funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for the purpose of funding programs and/or activities that benefit only those individual members of the consortium.
5. Compute all expenditures to the **nearest dollar** by line item. **Do not include cents.**
6. There should be evidence that the community college plans to absorb salaried related cost funded by the Perkins grant within a reasonable time frame.

XXIV. INSTRUCTIONS FOR ED114 BUDGET FORM

- GRANTEE NAME: Enter college name.
- VENDOR CODE: Enter the Connecticut vendor college code assigned by 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 (FEDERAL FUNDS): Enter the total of proposed expenditures. **Note:** This figure should equal the AUTHORIZED AMOUNT.
- PROPERTY (EQUIPMENT) CODE 700: Single component items under \$1,000 should not be coded as equipment unless all the component items comprise a larger piece of equipment and have a useful life of one year or more. Items that do not meet the definition of equipment are to be coded 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 cluster areas. The total amount should equal the **authorized amount and the amount listed on the total line above.**

GRANTEE NAME: COMMUNITY TECHNICAL COLLEGES		VENDOR CODE: CCCM1
GRANT TITLE: PERKINS POST SECONDARY BASIC GRANT		
PROJECT TITLE:		
CORE-CT CLASSIFICATION: FUND: 12060		SPID: 20742 PROGRAM: 84011
BUDGET REFERENCE: 2008		CHARTFIELD1: 170002 CHARTFIELD2:
GRANT PERIOD: 7/01/2007 - 6/30/2008		AUTHORIZED AMOUNT: \$
AUTHORIZED AMOUNT by SOURCE:		
LOCAL BALANCE: \$		CARRY-OVER DUE:\$ CURRENT DUE: \$
CODES	DESCRIPTIONS	BUDGET
111A	ADMINISTRATOR/SUPERVISOR SALARIES	
111B	TEACHERS	
112A	EDUCATION AIDES	
112B	CLERICAL	
119	OTHERS	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	
321	TUTORS	
322	IN SERVICE	
323	PUPIL SERVICES	
330	OTHER PROFESSIONAL TECHNICAL SERVICES	
510	PUPIL TRANSPORTATION	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	
641	TEXTBOOKS	
700	PROPERTY	
	TOTAL	
XANR	AGRICULTURE & NATURAL RESOURCES	
XAVC	ARTS, AUDIO VIDEO TECH, AND COMM. SERVICES	
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 SERVICES	
XSRT	SCIENTIFIC RESEARCH, ENGR. AND TECH SVCS.	
XTDL	TRANSPORTATION, DIST. AND LOGISTICS SVCS.	
XWRS	WHOLESALE/RETAIL SALES & SERVICES	

ORIGINAL REQUEST DATE

DATE OF REVISED REQUEST DATE

STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

DATE OF
APPROVAL

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

ED114 Budget Codes	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 \$7,000		\$3,000		\$2,000	\$2,000		
111A							
111B							
112A							
112B							
119							
200							
321							
322							
323							
330							
510							
580							
590							
611							
641							
700							
Total							

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):

SIGNATURE PAGE

The following Consortium Partners Agreed to the College Career Pathways Partnership and will support the proposal that is being submitted for the 07-08 Grant Year.

All signatures must be original.

Name: _____ **Title:** _____

School: _____

Address: _____

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

13. 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, and placement activities; and equitable participation in Perkins funded career and technical education 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. 134 (b) (8)]
14. The progress of special population students participating in programs receiving Perkins funds shall be assessed to ensure their successful participation in career and technical education programs in the most integrated setting possible. Strategies to overcome any barriers encountered by special populations shall be implemented. [Sec. 134 (b) (7) (A)]
15. An annual evaluation of career and technical education 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. 134 (b) (7) (B)]
16. The grantee shall develop, improve, or expand the use of technology in career and technical education programs and ensure that career and technical education personnel are trained to use state-of-the-art technology, and effective techniques and practices. [Sec. 135 (b) (3)]
17. The grantee shall provide career and technical education 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. 135 (b) (4) (B)]
18. The grantee shall encourage parental and community involvement in its career and technical programs. [Sec. 135 (b) (4) (A)]
19. The grantee shall provide a career and technical education program that is of sufficient size, scope, and quality to bring about improvement in the quality of career and technical education programs. [Sec. 134 (b) (5)]
20. 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. [EDGAR (34 CFR Sec. 80.32)]
21. All equipment purchased under the Act must comply with Education Department General Administrative Regulations [EDGAR. (CFR Sec. 74.140)]
22. The grantee shall develop strategies to promote nontraditional training and employment for students participating in career and technical education programs. [Sec. 134 (9)]

23. The grantee shall provide sufficient information to the State Department of Education to enable the Department to comply with the provisions of this Act. [P. L. 105-332 *passim*]
24. The career and technical education curriculum shall be planned, ongoing and systematic. [C.G.S. Sec. 10-16b]
13. The funds made available under the Act shall be used to supplement not supplant non-federal funds used to provide career and technical education activities.

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

Signature: _____

Name: (typed) _____

Title: (typed) _____

Date: _____

**Connecticut State Department Of Education
Standard Statement Of Assurances**

Grant Programs

PROJECT TITLE: _____

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

- L. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- M. 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;
- N. 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;
- O. 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;
- P. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- Q. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- R. 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;
- S. 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;
- T. 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;
- U. 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;
- V. 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

2. 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: _____

AFFIRMATIVE ACTION PLAN

IF A CURRENT AFFIRMATIVE ACTION PLAN IS ON FILE WITH THE STATE DEPARTMENT OF EDUCATION, COMPLETE THE STATEMENT WRITTEN BELOW AND SUBMIT AS PART OF THE PROPOSAL.

IF A CURRENT AFFIRMATIVE ACTION PLAN IS NOT ON FILE, COMPLETE THE AFFIRMATIVE ACTION PACKET AND SUBMIT AS PART OF THE PROPOSAL.

CERTIFICATION THAT A CURRENT
AFFIRMATIVE ACTION PLAN IS ON FILE

I, the undersigned authorized official, hereby certify that the current affirmative action plan of the applying organization/agency is on file with the Connecticut State Department of Education. The Affirmative Action Plan is, by reference, part of this application.

Signature of Authorized Official

Date

Print Name of Authorized Official

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

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

Instructions for Certification

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

Certification

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

Name of Applicant

PR/AWARD Number and/or Project Name

Printed Name and Title of Authorized Representative

Signature

Date

APPENDIX A

Carl D. Perkins
 Technical Assistants
 2007 - 2008

Region A Dr. Stephen Hoag (860) 713-6764	Region B Gregory Kane (860) 713-6756	Region C Lee Marcoux (860) 713-6768	Region D Lori Matyjas (860) 713-6785
Bridgeport	Bloomfield	CREC I	Danbury
Fairfield	East Hartford	Avon	Newtown
Greenwich	Enfield	Bolton	New Fairfield
Norwalk	Farmington	Canton	Brookfield
Stamford	Glastonbury	Somers	New Milford
Stratford	Hartford	Windsor Locks	Torrington
Trumbull	Manchester	Dept. of Corr.	Bethel
Westport	Berlin	Rocky Hill	Ridgefield
New Canaan	Vernon		
Wilton	West Hartford	CREC II	RSD #7
	Wethersfield	Ellington	Litchfield
	Windsor	E. Windsor	RSD #6
	CREC	Granby	
	South Windsor	Suffield	Education Connection
	Plainville		RSD # 9
	Simsbury		RDS #16
	Newington		Plymouth
			RSD #12
			Oxford
			Lebanon
			Coventry
			RSD #11
			RSD #19
			Woodstock Academy
			Thompson

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

APPENDIX B

Checklist for Completing Application

College: _____

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

Check in column marked **YES** if information has been provided. Under **PAGE(S)**, give page number where the information is located.

	YES	PAGE(S)
All pages are sequentially numbered	_____	
The Grant Application Cover Sheet is completed and signed.	_____	
Plan Narrative is Completed	_____	_____
Continuous Improvement Grid for each Program Area Completed		
A. Budget narrative provides object codes and explanations for all line items.	_____	_____
B. Budget narrative indicates the occupational program improvement area(s) and course(s) to be funded.	_____	_____
C. Administrative costs including indirect is 5% maximum.	_____	_____
D. Professional Development is not less than 5%	_____	_____
E. Equipment Form is completed.	_____	_____
F. Total budget on ED114 equals amount allocated.	_____	_____
F. Budget line item totals equal budget narrative and totals are accurate.	_____	_____
G. The distribution of funds by program areas is completed on the bottom portion of the ED114 budget sheet.	_____	_____
Grant Assurances (Signed by President and are submitted)	_____	_____
A. Original signature is provided on the Statement of Assurances. Carl D. Perkins Vocational and Technical Education Act Assurances Standard Statement of Assurances	_____	_____
B. Certification Regarding Lobbying; Debarment and Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements.	_____	_____
C. Certification that a current Affirmative Action Packet is on file.	_____	_____

APPENDIX C

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

- 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 D

EVALUATION CRITERIA

Eligible Applicant: _____

Reviewer: _____

Date Approved: _____

Evaluation Criteria	Acceptable	Unacceptable	N/A
Plan Narrative			
1. Description of how CTE programs will be carried out.			
2. Description of how CTE 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 CTE students, including linkages to future education and training opportunities.			
12. Description of efforts to improve recruitment and retention of CTE teachers, faculty, career guidance and academic counselors, including underrepresented groups; and the transition to teaching from business and industry.			
CONSORTIUM			
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.			
BUDGET			
ED114			
Narrative with line item explanation and justification.			
Administrative funds are within 5% cap.			
Professional Development is no less than 5%.			
EQUIPMENT			
Explanation of use.			
Program Area for the equipment is indicated.			
Equipment form is completed.			
OTHER REQUIREMENTS			
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:

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.

APPENDIX F

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

Key: WB: Work-based learning, Career Pathways CTEAC: CTE Advisory Committees PSL: Postsecondary linkages
--

Program Area:

Focus Area	Progress and Continuous Improvement
WB	
CTEAC	
PSL	

APPENDIX G

**Plan Narrative
Carl D. Perkins Grant Application**

Describe how the community college will:
13. carry out CTE programs;
14. develop and implement not less than one career pathway or programs of study;
15. ensure that CTE activities meet state and local adjusted levels of performance;
16. improve students' academic and technical skill development through integration;
17. provide students with strong experience in, and understanding of all aspects of an industry;
18. ensure that students who participate in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students;
19. encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects;
20. provide comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance and administrative personnel that promotes the integration of coherent and rigorous content aligned with challenging academic standards;
21. ensure that all stakeholders are involved in the development, implementation and evaluation of CTE programs and are provided information and understanding of Perkins, including programs of study;
22. ensure that all CTE programs are of sufficient size, scope and quality to bring about improvement in CTE;
23. develop a process to be used to evaluate and continuously improve core indicator levels of performance;
24. review CTE programs, identify and adopt strategies: d. to overcome barriers that result in lower access or success for special populations e. to provide programs that enable special populations to meet local performance levels f. 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.
17. ensure that individuals who are members of special populations will not be discriminated against based on this status;
18. use funds to promote preparation for nontraditional training and employment;
19. provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities; and
20. improve efforts to recruit and retain CTE teachers, faculty, and career guidance academic counselors, including underrepresented groups; and the transition to teaching from business and industry.

APPENDIX H

Local Uses of Funds

Required Uses of Funds – Those in bold are new in Perkins IV

10. Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs
- 11. Link CTE 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).**
12. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
13. 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.
14. Provide in-service and pre-service professional development programs to teachers, faculty, administrators, and 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 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.
15. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
16. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
17. Provide services and activities that are of sufficient size, scope and quality to be effective.
- 18. 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

21. Involving parents, businesses and labor organizations, in the design, implementation and evaluation of CTE programs.
- 22. Providing career guidance and academic counseling, which may include information described in Section 118, 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.**

- 23. 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.
24. Providing programs for special populations.
25. Assisting career and technical student organizations.
26. Mentoring and support services.
- 27. 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.**
28. 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.
- 29. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.**
- 30. Developing initiatives that facilitate the transition of sub-baccalaureate career and technical education 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.**
- 31. Providing activities to support entrepreneurship education and training.**
- 32. Improving or developing new CTE 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.**
- 33. Developing and supporting small, personalized career-themed learning communities.**
34. Providing support for family and consumer sciences programs.
- 35. Providing CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.**
36. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.
37. Supporting training and activities (**such as mentoring and outreach**) in nontraditional fields.
- 38. Providing support for training programs in automotive technologies.**
- 39. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.**

Supporting other CTE activities consistent with the purpose of the Act.