

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
**Academic Office**

**Career and Technical Education (CTE)**



CONNECTICUT STATE  
DEPARTMENT OF EDUCATION

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

**CAREER AND TECHNICAL EDUCATION  
POSTSECONDARY SUPPLEMENTAL ENHANCEMENT  
GRANT**

**2018**

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

**Applications Due: August 7, 2017**

**Published: July 2017**

**RFP # 819**



# **CONNECTICUT STATE DEPARTMENT OF EDUCATION**

**Dianna R. Wentzell  
Commissioner of Education**

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**AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER**

**POSTSECONDARY SUPPLEMENTAL ENHANCEMENT GRANT  
APPLICATION  
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**POSTSECONDARY SUPPLEMENTAL ENHANCEMENT GRANT APPLICATION**

**I. Overview**

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

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

**II. Purpose of the Act**

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

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

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

### III. Purpose of the Postsecondary Supplemental Enhancement Grant

The Perkins IV legislation allows states to distribute a portion of the local funds (legislative reference P.L. 109-270 Sec. 112) to achieve an equitable balance of funding in the state. The Postsecondary Supplemental Enhancement concept has been created to balance the needs of community colleges statewide through supplemental Perkins IV funding. Only those Community colleges having received Perkins funds during the 2016-17 academic year may apply for the Postsecondary Supplemental Enhancement Grant.

This grant is being provided to develop or improve programs in CTE at the community college level.

### IV. Postsecondary Supplemental Enhancement Grant Eligible Participants

Eligible participants must work with secondary partners that reside in a rural area or have a high percentage and high number of career and technical students (at least 40 percent, unduplicated CTE enrollment). This funding source should assist in the advancement of goals established by the Connecticut State Board of Education and Perkins IV legislation to close the achievement gap for CTE students in eligible districts by offering an opportunity for program development.

Community colleges which hold an approved local five-year Perkins Postsecondary Plan are eligible to apply for the 2018 Postsecondary Supplemental Enhancement grant.

**Table of Rural Towns in Connecticut\***

Andover	Deep River	Lyme	Salisbury
Ashford	Durham	Marlborough	Scotland
Barkhamsted	Eastford	Middlebury	Sharon
Bethany	East Granby	Middlefield	Sherman
Bethlehem	East Haddam	Morris	Sprague
Bolton	Easton	New Hartford	Sterling
Bozrah	Franklin	Norfolk	Thompson
Bridgewater	Goshen	North Canaan	Union
Brooklyn	Haddam	North Stonington	Voluntown
Burlington	Hampton	Old Lyme	Warren
Canaan	Hartland	Pomfret	Washington
Canterbury	Harwinton	Portland	Westbrook
Chaplin	Hebron	Preston	Willington
Chester	Kent	Putnam	Woodbridge
Colebrook	Lebanon	Redding	Woodbury
Columbia	Lisbon	Roxbury	Woodstock
Cornwall	Litchfield	Salem	

\*(2014, November 14). Retrieved July 7, 2017, from <http://www.ruralhealthct.org/towns.htm>

## V. Program Standards and Accountability

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

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

## VI. Available Competitive Funding

Selected community colleges will be awarded **a minimum of \$50,000 up to a maximum of \$100,000 to be encumbered by September 30, 2017.** See obligation and liquidation dates on page 4, Section X. This funding will be made available contingent upon the availability of Carl D. Perkins grant funding from the U.S. Department of Education. A sustainability plan must be developed and submitted with the grant application showing how grant initiatives will continue with other than local funding. Also, please note that funding may only be used for students participating in CTE courses.

## VII. Eligibility Requirements

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

- work with partners that reside in rural areas and/or have 40% unduplicated CTE enrollment;
- size, scope and quality consistent with the approved local five-year Perkins Postsecondary Plan must be adhered to and administered under all projects funded by the Supplemental Enhancement Grant;
- funding is only provided to CTE programs and courses; and
- career pathway(s) must be established or improved in the area(s) funded by the 2018 Postsecondary Supplemental Enhancement Grant.

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

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

## IX. Grant Awards

The Connecticut State Department of Education (CSDE) reserves the right to make grant and contract awards under this program without discussion with the applicants; therefore, proposals should represent the applicant's best effort to ensure a quality proposal from both a

technical and cost standpoint. All awards are subject to the availability of federal funds. Grants are not final until the award letter is executed. The CTE Unit Manager will issue notification of the grant award. The level of funding and effective dates of the project will be set forth in the notification of the grant award.

**X. Grant Period**

**Grants will be awarded on or after August 21, 2017. All funds must be expended or obligated by September 30, 2017, and liquidated by November 30, 2017. There are no exceptions or waivers to this requirement.**

**XI. Technical Assistance by Cluster/Pathway**

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

Harold Mackin (State Director Career Technical Education)	<ul style="list-style-type: none"> <li>• Agriculture, Food and Natural Resources</li> <li>• Agricultural Science</li> <li>• Architecture and Construction</li> <li>• Arts, Audio/Video Technology and Communications</li> <li>• Engineering</li> <li>• Manufacturing</li> <li>• Science, Technology, Engineering and Mathematics (STEM)</li> <li>• Transportation, Distribution and Logistics</li> <li>• Family and Consumer Sciences</li> <li>• Education and Training</li> <li>• Human Services</li> </ul>	860-713-6779 <a href="mailto:harold.mackin@ct.gov">harold.mackin@ct.gov</a>
Suzanne Loud	<ul style="list-style-type: none"> <li>• Business, Management and Administration</li> <li>• Finance</li> <li>• Information Technology</li> <li>• Marketing Education, Sales and Services</li> <li>• Cooperative Work Education/Diversified Occupations</li> <li>• Health Sciences</li> <li>• Sciences, Medical Careers (Biomedical)</li> </ul>	860-713-6746 <a href="mailto:suzanne.loud@ct.gov">suzanne.loud@ct.gov</a>

**XII. Obligation of Grant Recipients**

Recipients of this competitive grant will be required to provide technical assistance and/or participate in statewide workshops or conferences for other community colleges requesting help in developing replicable programs.

**XIII. End-of-Year Reports**

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

#### **XIV. Application Submission Requirements**

Proposals, *irrespective of means of transmittal or postmark date*, must be received by 3 p.m. on Monday, August 7, 2017. Submitted proposals become the property of the CSDE and a part of the public domain. **One** grant application with original signatures and **one** hard copy of all sections of the grant, including the ED 114 and budget narrative, must be sent to:

##### **Mailing Address**

Suzanne Loud  
Connecticut State Department of Education  
Academic Office  
P.O. Box 2219  
Hartford, CT 06145-2219

##### **Delivery Address**

Suzanne Loud  
Connecticut State Department of Education  
Academic Office  
450 Columbus Blvd., Suite 603  
Hartford, CT 06103-1841

*The application is available on the CSDE Web site at [www.state.ct.us/sde](http://www.state.ct.us/sde) under QuickLinks “Request for Proposals.”*



**Postsecondary Supplemental  
Enhancement Grant  
2018  
Grant Application Packet**

# Postsecondary Supplemental Enhancement Grant 2018 Overview

**Program Title:**

Career and Technical Education Postsecondary Supplemental Enhancement Grant

**Program Area:**

All CTE Pathways

**Funding Available:**

Grant awards minimum of \$50,000 to a maximum of \$100,000

**Purpose:**

The Postsecondary Supplemental Enhancement Grant is for community colleges to enhance, improve and to innovate in their current career and technical education programs. Grant expenditures must meet the criteria set forth in the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins).

Below are a few program examples that the grant could fund. This list is not meant to be exhaustive nor is it meant to limit funding options.

Examples:

- Computer programming application/software development
- Equipment for the enhancement of current courses and new pathway courses
- Development of programs that lead to industry certification
- Projects to engage students in 3-D design
- STEM programs
- New courses for CCP

## Postsecondary Supplemental Enhancement Grant Application Checklist

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

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

Place a check where information has been completed:

- All pages are sequentially numbered
- Grant Application Cover Sheet is completed and signed
- Plan Summary
- Plan Narrative (**use template on page 13**)
- Sustainability Plan
- ED114 Budget Form
- Instructions for Equipment Request Form
- Budget Narrative

The following forms are completed and signed by the college administrator:

- Statement of Assurances (original signature)
- Certifications

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
Academic Office



CARL D. PERKINS – POSTSECONDARY SUPPLEMENTAL ENHANCEMENT GRANT  
APPLICATION  
RFP #

GRANT PERIOD  
**August 21, 2017, to September 30, 2017**

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

<b><u>Applicant</u></b> ( <i>Fiscal Agent</i> ) (Name, Address, Telephone, Fax, E-Mail)	<b><u>Program Funding Dates:</u></b> <b>From August 21, 2017, to September 30, 2017</b>  <b><u>Amount Requested:</u></b> \$ _____
<b><u>Contact Person</u></b> (Name, Address, Telephone, Fax, E-Mail)	

**In order to qualify for the Postsecondary Supplemental Enhancement Grant, a community college must work with partners that meet one of the criteria below. Please check the box next to the criteria that the community college partners meets.**

- Partners reside in a rural area (see section III of the Grant Background Information)
- Partners have at least 40%, unduplicated, CTE Enrolment

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

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

Signature of Authorized Administrative Official: \_\_\_\_\_

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

Town/Agency: \_\_\_\_\_

## **Plan Summary Instructions**

The Plan Summary must include strategies that:

1. Provide opportunities to increase college and career readiness of participating secondary students that reside in rural areas and/or attend a secondary school that has 40% unduplicated CTE enrollment.
2. Provide content-related professional development that improves course content and classroom instruction and supports collaboration between high schools that reside in rural areas and/or attend a secondary school that has 40% unduplicated CTE enrollment and college faculty.
3. Focus resources on Career Clusters, Programs of Study (POS) and Career Development in collaboration with K-12 partners that reside in rural areas and/or attend a secondary school that has 40% unduplicated CTE enrollment, business and industry, and other stakeholders.
4. Provide opportunities for high school students that reside in rural areas and/or attend a secondary school that has 40% unduplicated CTE enrollment to successfully complete courses within a Program of Study that award postsecondary credits or lead to an industry-recognized credential or certificate.
5. Target funds for new and/or improved activities. Grantees may not use funds to simply maintain existing activities.

## **Plan Summary**

Write a brief summary describing the purpose, objectives, strategies, and outcomes initiated through the Postsecondary Supplemental Enhancement Grant.

## Plan Narrative Instructions

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

Local uses of funds can be found in **Appendix C**.

Academic Integration - Infusing or reinforcing academic content within CTE content, and conversely, promoting strong CTE content that improves academic learning.

All Aspects of An Industry - Includes planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, and health, safety and environmental issues.

Non-Traditional Fields - Occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Program of Study - A coherent, articulated sequence of rigorous academic and CTE courses, which 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, non-duplicative progression of courses that align secondary and postsecondary education to adequately prepare students to succeed in postsecondary education;
- include opportunities for students to participate in dual or concurrent enrollment programs (i.e., CCP) to acquire postsecondary credit; and
- lead to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree.

### **Funding must:**

- directly relate to measurable program improvement (stand-alone expenditures unrelated to measurable program improvement will not be funded);
- target improvement for existing CTE two-courses sequences, for development of the second course sequence or a new career pathway\*;
- give priority to programs that lead to an industry-recognized credential, certificate or associate degree for high-skill, high-need or high-wage careers; and
- be expended only for **career and technical education programs**, services, and activities. No academic courses, salaries or other academic expenditures may be funded by Perkins.

\*Programs must have a **CTE two-course** sequence, with the exception of a course that leads to a certification, in order to fund any expenditures in a career cluster, pathway or program area. Academic courses do not count as part of the two-course sequence. Single course “programs” cannot receive funding, unless the above referenced exception. However, expenses for developing the second course may be funded for curriculum development and faculty collaboration.

**Plan Narrative**  
**Postsecondary Supplemental Enhancement Grant Application**

<b>Describe how the Postsecondary Supplemental Enhancement Grant implementation will:</b>
1. Improve and enhance CTE programs.
2. Enhance, improve and/or implement a career pathway(s).
3. Improve levels of performance.
4. Improve students' academic and technical skill development through integration.
5. Provide students with strong experience in, and understanding of, all aspects of an industry.
6. Encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.
7. Provide opportunity for professional development in this initiative.
8. Ensure that the supplemental enhancement plan is of sufficient size, scope and quality to bring about improvement in CTE.
9. Develop a process to be used to evaluate the effectiveness of the initiative.
10. Ensure that individuals who are members of special populations will not be discriminated against based on this status.
11. Promote preparation for nontraditional training and employment.
12. Provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities.



## **Postsecondary Supplemental Enhancement Grant Sustainability Plan**

Please use the space below for your sustainability plan:

## **ED114 BUDGET FORM INSTRUCTIONS**

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

- When the grantee logs on to this system, any budgets awaiting grantee data entry will be available on the first screen.
- Find the budget on this page that coincides with the coding on the blank budget in this package and click on “Select.”
- Enter the proposed expenditures on the appropriate budget object code line. Note: Round all amounts to the nearest whole dollar and do not enter commas. “The Grantee User ID” Code, “Grantee Name” and “Authorized Amount” should appear on the screen.

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

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

- Click on the box at the bottom, “Total Detail Lines.” If the budget does not add up to the authorized amount, a message will display. The budget cannot be saved until the line items are revised.
- Click the “Save Budget.” The business manager or finance officer of the community college or University of Connecticut has the certification code. They will need to electronically sign-off on this budget. You may also print this budget and ask the president to sign it.
- A complete set of system instructions are available under the “Help” category once you are logged into this system.

<b>GRANTEE NAME:</b>		<b>TOWN CODE:</b>
<i>GRANT TITLE: CARL D. PERKINS CAREER AND TECHNICAL EDUCATIONAL IMPROVEMENT ACT OF 2006</i>		
<b>PROJECT TITLE: POSTSECONDARY SUPPLEMENTAL ENHANCEMENT GRANT</b>		
<b>CORE-CT CLASSIFICATION:</b>	<b>FUND: 12060</b>	<b>SPID: 20742</b> <b>PROGRAM: 84013</b>
<b>BUDGET REFERENCE: 2018</b>	<b>CHARTFIELD1: 170003</b>	<b>CHARTFIELD1:</b>
<i>GRANT PERIOD: 8/21/2017 - 9/30/2017</i>		<i>AUTHORIZED AMOUNT: \$</i>
<b>CODES</b>	<b>DESCRIPTIONS</b>	<b>BUDGET AMOUNT</b>
322	<b>IN SERVICE</b>	
330	<b>EMPLOYEE TRAINING AND DEVELOPMENT SERVICES</b>	
510	<b>STUDENT TRANSPORTATION SERVICES</b>	
580	<b>TRAVEL</b>	
600	<b>SUPPLIES</b>	
700	<b>PROPERTY</b>	
917	<b>INDIRECT COSTS</b>	
	<b>TOTAL</b>	

\_\_\_\_\_ ORIGINAL REQUEST DATE \_\_\_\_\_

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

STATE DEPARTMENT OF EDUCATION  
PROGRAM MANAGER AUTHORIZATION

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

## BUDGET NARRATIVE INSTRUCTIONS

In preparing the budget narrative, provide a complete description of the expenditure for each of the codes being used and identify the program area and course(s) of the required use of funds to which the expenditure applies. **Perkins IV Budget Buddy should be referred to when completing the budget narrative** and can be found at [Perkins Budget Buddy](#).

- Program improvement line items in the budget narrative must stipulate the occupational program area and the course(s) being funded.
- Each line item in the budget narrative must give a detailed description of the item(s) that will be purchased, including quantity and unit cost. The personnel costs should be shown by the number of positions, time involved and hourly rate.
- Compute all expenditures to the **nearest dollar** by line item. **Do not include cents.**

### Budget Narrative

Code	Object				Amount of Code Line
<b>322</b>	<b>In-service (Instructional Program Improvement Services)</b>				
<p>Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.  <b>List each contractor separately.</b></p>					
	<b>Individual/ Organization Providing Service</b>	<b>Who will be receiving training? Include # of Staff</b>	<b>Title of Event Date Location</b>	<b>What will be the measurable improvement?</b>	<b>Per person x Cost = Total</b>

Code	Object				Amount of Code Line
<b>330</b>	<b>Employee Training and Development Services</b>				
<p>Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors.</p>					
	<b>Individual/ Organization Providing Service</b>	<b>Who will be receiving training? Include # of Staff</b>	<b>Title of Event Date Location</b>	<b>What will be the measurable improvement?</b>	<b>Per Person x Cost = Total</b>

Code	Object				Amount of Code Line
<b>510</b>	<b>Student Transportation Services</b>				
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.*					
<b>Expenses related to Out-of-State Travel for <u>CCP</u> programs are not eligible to be funded for this grant.</b>					
	<b>Faculty supervisor(s) of student travel</b>	<b>Courses utilizing student transportation Estimated # of students</b>	<b>Title of Event Date Location</b>	<b>What will be the measurable improvement?</b>	<b>Bus Company Cost/per unit = Total</b>

Code	Object				Amount of Code Line
<b>580</b>	<b>Travel</b>				
Expenditures for transportation, hotel and other expenses associated with staff travel.					
<ul style="list-style-type: none"> <li>• travel must be for instructional purposes, otherwise it is an administrative cost subject to the 5% cap;</li> <li>• travel for CTSO advisors to National CTSO Conferences cannot utilize Perkins funds;</li> <li>• Perkins cannot pay for parking, rental cars, boat slips or docking fees; and</li> <li>• meals are not fundable expenses.</li> </ul>					
<b>Expenses related to Out-of-State Travel for <u>CCP</u> programs are not eligible to be funded for this grant.</b>					
	<b>College/ school district position (CCP coordinator, CTE teacher, etc.)</b>	<b>Courses to be improved by attendance</b>	<b>Title of Event Date Location</b>	<b>What will be the measurable improvement?</b>	<b>Cost per unit- (list hotel, transportation, shuttles, etc.) x pp =Total</b>

Code	Object				Amount of Code Line
<b>600</b>	<b>Supplies</b>				
Expenditures for non-consumable items purchased for instructional use. <u>List each item separately.</u>					
	Career Pathway	Name of course for which supplies are being requested	List each supply item, description of supply and vendor	What will be the measurable improvement?	Quantity x Cost per Unit = Total

Code	Object				Amount of Code Line
<b>700</b>	<b>Property</b>				
In accordance with the Connecticut State Comptroller's definition of equipment, included in this category are all items of equipment with a value of over \$1,000 and the useful life of more than one year. All electronic babies, computers and peripherals (regardless of unit cost) should be listed in this category. No vehicles or drivable equipment may be purchased with Perkins funds.					
An <b>Equipment Request Form</b> must be completed for requested property by <u>Cluster</u> . Instructions for completing the form, and a copy of the form is found in <b>Appendix D</b> .					
	Career Pathway	Name of course for which equipment is being requested	List each item, description and vendor	What will be the measurable improvement?	Quantity x Cost per Unit = Total

**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 CTE programs. Such populations shall be provided with equal access to the full range of applied education programs available to individuals who are not members of special populations, including occupationally-specific courses of study, cooperative education, apprenticeship programs, and comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations. [Sec. 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 CTE programs in the most integrated setting possible. Strategies to overcome any barriers encountered by special populations shall be implemented. [Sec. 134 (b) (8) (A)]
3. An annual evaluation of CTE programs funded under this Act shall be conducted, and shall include an assessment of the needs of special populations and whether such programs enable special populations to meet local levels of performance and prepare them for further learning or for high skill, high wage careers. [Sec. 134 (b) (8) (B)]
4. The grantee shall develop, improve or expand the use of technology in CTE programs and ensure that CTE personnel are trained to use state-of-the-art technology and effective techniques and practices. [Sec. 135 (b) (4)]
5. The grantee shall provide CTE students with the academic and career and technical skills (including math and science knowledge that provides a strong basis for such skills) that lead to entry into technology fields. Encourage schools to collaborate with technology industries to offer work-based learning programs. [Sec. 135 (b) (4) (B)]
6. The grantee shall encourage parental and community involvement in its career and technical programs. [Sec. 135 (b) (5) (A)]
7. The grantee shall provide a CTE program that is of sufficient size, scope and quality to bring about improvement in the quality of CTE programs. [Sec. 134 (b) (8)]
8. Equipment purchased, when not being used to carry out the provisions of the Perkins Act, may be used for other instructional purposes currently or previously supported by the federal government, if it does not interfere with the use of that equipment for programs funded under the Act; and does not add to the cost of using that equipment. (34 CFR Sec. 80.32)
9. All equipment purchased under the Act must comply with Education Department General Administrative Regulations. [EDGAR. (CFR Sec. 74.140)]
10. The grantee shall develop strategies to promote nontraditional training and employment for students participating in CTE programs. [Sec. 134 (9)]
11. The grantee shall provide sufficient information to the CSDE to enable them to comply with the provisions of this Act. [P. L. 105-332 *passim*]
12. The CTE curriculum shall be planned, ongoing and systematic.
13. The funds made available under the Act shall be used to supplement not supplant non-federal funds used to provide CTE activities.

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

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

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

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

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



**STATEMENT OF ASSURANCES**  
CONNECTICUT STATE DEPARTMENT OF EDUCATION  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

**PROJECT TITLE:**

\_\_\_\_\_

**THE APPLICANT:**

\_\_\_\_\_

\_\_\_\_\_

HEREBY ASSURES THAT:

\_\_\_\_\_

(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;
- L. Non-discrimination.
  - (a) For purposes of this Section, the following terms are defined as follows:
    - (1) "Commission" means the Commission on Human Rights and Opportunities;
    - (2) "Contract" and "contract" include any extension or modification of the Contract or contract;
    - (3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
    - (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
    - (5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
    - (6) "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;

- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- (9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- (10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

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

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.
- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such

direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

College Administrator Signature: \_\_\_\_\_

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

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

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

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

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

**Instructions for Certification**

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary takeover~ transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of roles implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. **The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.**

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by *this* clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

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**Certification**

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

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



**APPENDIX B**  
**Carl D. Perkins**  
**2018 Postsecondary Supplemental Enhancement Competitive Grant**  
**Evaluation Criteria**

Connecticut State Department of Education  
 Academic Office

Total Score: \_\_\_\_/12

Community College Name: \_\_\_\_\_

Community College Contact: \_\_\_\_\_

Essential Elements	Components	Points	Comments
Plan Summary includes the following components: <ul style="list-style-type: none"> <li>• directly relate to <u>measurable</u> program improvement (stand-alone expenditures unrelated to measurable program improvement will not be funded);</li> <li>• target <u>improvement</u> for existing CTE two-course sequences, for development of the second course sequence or a new career pathway;</li> <li>• give priority to programs that lead to an industry-recognized credential, certificate or associate degree for high-skill, high-need or high-wage careers; and</li> <li>• be expended only for <b>career and technical education programs</b>, services, and activities. No academic courses, salaries or other academic expenditures may be funded by Perkins.</li> </ul>	Plan summary includes the four components and provides satisfactory supporting details.	3	
	Plan summary includes the four components but lacks satisfactory supporting details.	2	
	Plan summary does not include the four components and lacks clarity and the supporting details.	1	
	Plan summary is missing components or completely unclear.	0	

Essential Elements	Components	Points	Comments
The Budget Narrative describes clear, measurable CTE improvements that will result from each expenditure.	Measurable CTE improvements are clearly described for each expenditure.	3	
	Measurable CTE improvements are clearly described for most expenditures.	2	
	Measurable CTE improvements are vague for each/some expenditures.	1	
	No measurable improvement is described.	0	
Essential Elements	Components	Points	Comments
The Budget ED 114 and Budget Narrative supports plan objectives.	The budget ED114 and budget narrative are directly aligned to and support the project's goals and objectives.	3	
	The budget ED114 and budget narrative support most of the project's goals and objectives.	2	
	Some, not all, of the budget ED114 and budget narrative support the project's goals and objectives but there are inaccuracies/omissions.	1	
	The budget ED114 and budget narrative does not match the project goals and objectives or is incomplete.	0	
Essential Elements	Components	Points	Comments
Budget Narrative is completed accurately and filled in with information requested.	Budget Narrative is completed accurately using the form provided. All grids are filled in with the correct information requested.	3	
	Budget Narrative is completed accurately using the form provided. Most of the grids are filled in with the correct information requested.	2	
	Budget Narrative is incomplete in many areas but uses the form provided. Incorrect information is provided.	1	
	Budget Narrative is not completed using the form provided.	0	
<b>Total Points:</b>			

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

## **APPENDIX C LOCAL USE OF FUNDS**

### **Required Uses of Funds**

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

### **Permissible Uses of Funds**

1. Involving parents, businesses and labor organizations in the design, implementation and evaluation of CCP programs.
2. Providing career guidance and academic counseling, which may include information described in Section 118 for students participating in CCP programs that improves graduation rates and provides information on postsecondary and career options and provides assistance for postsecondary students and adults.
3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.
4. Providing programs for special populations.



5. Mentoring and support services.
6. Providing leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skills achievement.
7. Teacher preparation programs that address the integration of academic and CCP and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.
8. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including the use of distance education.
9. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.
10. Providing activities to support entrepreneurship education and training.
11. Improving or developing new CCP courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.
12. Developing and supporting small, personalized career-themed learning communities.
13. Providing support for family and consumer sciences programs.
14. 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.
15. Supporting training and activities (such as mentoring and outreach) in nontraditional fields.
16. Providing support for training programs in automotive technologies.
17. Pooling a portion of such funds with a portion of funds available to other recipients for Supplemental Enhancement initiatives.
18. Supporting other CTE activities consistent with the purpose of the Act.

**APPENDIX D**  
**PREPAYMENT GRANTS ED 114 SYSTEM**  
**Budgets and Grant Award Letters**  
(Rev. 3/2010)

**Grantee Access:**

Grantees have access from the same menu that they currently use to file the monthly ED 111 Cash Management Request and the yearly ED 141 Expenditure Reports.

<https://www.csde.state.ct.us/>

You will be required to enter a first set of passwords to get access to the computer server's initial menu; we call them the "Enter Box" logons. If you are a school district, RESC or Charter School, then the School Business Manager will have the User Name and Password for this menu and the certification codes for the application.

If you are not a school district, RESC or Charter School, then use the initial (Enter Box) User Name (cmed111) and Password used to access the monthly ED 111 system.

From the menu, choose ED 114 Prepayment Grant System. Enter your second ("Application" logons) User Name and Password that you use for the monthly ED 111 system.

Once you log on, choose the newest Fiscal Year. There is an *Instruction Manual for Grantees* that can be printed from the HELP link, which is located on the first screen at the bottom of the list on the left side. For an overview of the most common ED 114 tasks, use the link *Guide for Common ED 114 Tasks and ED 111 Payment Requests—WORD Doc, NEW Mar 2010*, which includes screen prints and instructional highlights; it can be found under the section for General Help on the HELP page.

**System Requirements**

ED 114 is an ASP.NET Web Application that will run best on a computer that has, at a minimum, Microsoft Windows XP with Service Pack 2 and Internet Explorer version 6 or greater installed.

**Grantee Roles and System Explanation**

This system automatically processes the budget from one system user to another based on the role that is assigned to the User Name (logon). The CSDE Program Manager decides the role for the grantee. There are three possible actions for the grantee: budget data entry, budget certification and grant award letter receipt.

For most entitlement (calculated) grants, the budget will be available for grantee data entry as soon as the entitlement has been calculated by the Bureau of Grants Management. For most discretionary or competitive grants, including the Interdistrict Cooperative grant, the budgets will be entered by the CSDE program manager or their staff, and not available for data entry by grantees. Budgets that are awaiting grantee data entry and certification will be listed on the first screen (referred to as the Workbox) when the grantee logs onto the system. The Pending Step will be listed as "1.1 Grantee Certification." Select the grant, enter the detail lines and save the budget. Return to the workbox, check the grant, enter the superintendent sign off code, move the mouse to "Perform following Batch Update on Selected Budget(s)" and choose "Certify Selected Budget(s) for PM Review." When you complete this step, the budget will leave the Grantee Workbox and move to the CSDE Program Manager's Workbox for review and approval.

**APPENDIX E**  
**INSTRUCTIONS FOR EQUIPMENT REQUESTS**

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

In the budget narrative, indicate the amount of funds to be expended on equipment. Single items under \$1,000 should not be charged to equipment in this grant unless they are an integral part of a larger piece of equipment, such as a computer system. (These items may qualify as instructional supplies.)

**COMPUTERS REGARDLESS OF COST ARE CONSIDERED EQUIPMENT.**

**Complete the Equipment Request Form as follows:**

- A. Complete all grantee information.
- B. PROGRAM AREA - Submit a *SEPARATE* equipment form for each program area. Indicate the program area for which equipment is being requested.
- C. REQUEST FOR EQUIPMENT - The state program area consultant will review the equipment for appropriateness. Freight and installation costs and instructor training are permissible under this section. Leasing of equipment is allowable under Perkins IV. Equipment requiring accessories to become operational is to be grouped and listed as a single unit.
- D. List only one type of equipment on each line; describe the equipment; give the manufacturer's number, model number, quantity, unit cost, freight, installation (if any) and total cost for each item; state the intended location of equipment and indicate the number of such existing items on hand; and give the estimated number of students who will use the equipment per day.
- E. Add the total cost for all line items and enter the total on the Equipment Request Form.

**Equipment Request Form 8/21/2017-9/30/2017  
Secondary Supplemental Enhancement Grant**

1. Prepare a separate Equipment Request 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.

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

Check the Career Cluster for which equipment is being requested. Check one program area only. For shared resources, indicate the primary cluster.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Agriculture, Food and Natural Resources        | <input type="checkbox"/> Engineering and Technology | <input type="checkbox"/> Information Technology                     |
| <input type="checkbox"/> Arts, Audio/Video Technology and Communication | <input type="checkbox"/> Finance                    | <input type="checkbox"/> Manufacturing                              |
| <input type="checkbox"/> Business, Management and Administration        | <input type="checkbox"/> Health Sciences            | <input type="checkbox"/> Marketing, Sales and Service               |
| <input type="checkbox"/> Architecture and Construction                  | <input type="checkbox"/> Hospitality and Tourism    | <input type="checkbox"/> Transportation, Distribution and Logistics |
| <input type="checkbox"/> Education and Training                         | <input type="checkbox"/> Human 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 (What CTE area/room)

TOTAL EQUIPMENT REQUEST: \$ \_\_\_\_\_ TOTAL EQUIPMENT APPROVED: \$ \_\_\_\_\_

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_____ Approved by CSDE Consultant	_____ Date	_____ Original Requested Amount
		_____ Amended Request