

PLACE STICKER AT TOP OF ENVELOPE TO THE RIGHT OF THE RETURN ADDRESS. HOLD FAST TO THE LINE.

CERTIFIED MAIL



7015 3010 0000 0189 8711
7015 3010 0000 0189 8711

U.S. Postal Service
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

OFFICIAL USE

Certified Mail Fee
\$ **3.35**

Extra Services & Fees (check box, add fee as appropriate)
 Return Receipt (hardcopy) \$ **2.75**
 Return Receipt (electronic) \$ _____
 Certified Mail Restricted Delivery \$ _____
 Adult Signature Required \$ _____
 Adult Signature Restricted Delivery \$ _____

Postmark
Here

Postage
\$ **1.61**

Total Postage and Fees
\$ **7.71**

Send To
Harold Mackin
Street and Apt. No., or PO Box No.
P.O. Box 2219, CSDE Academic Office
City, State, ZIP+4®
Hartford, CT 06145-2219

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

**Harold Mackin
CSDE, Academic Office
P.O. Box 2219
Hartford, CT 06145-2219**



9590 9402 1497 5329 6644 42

2. Article Number (Transfer from service label)

7015 3010 0000 0189 8711

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X Agent
 Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type

- Adult Signature
- Adult Signature Restricted Delivery
- Certified Mail®
- Certified Mail Restricted Delivery
- Collect on Delivery
- Collect on Delivery Restricted Delivery
- Priority Mail Express®
- Registered Mail™
- Registered Mail Restricted Delivery
- Return Receipt for Merchandise
- Signature Confirmation™
- Signature Confirmation Restricted Delivery



DERBY PUBLIC SCHOOLS

35 Fifth Street
Derby, Connecticut 06418

(203) 736-5027 • fax (203) 736-5031 • www.derbyps.org

Mark G. Izzo
Business Manager

2 August 2017

Mr. Harold Mackin
Connecticut State Department of Education
Academic Office
P.O. Box 2219
Hartford, CT 06145-2219

Re: Carl D. Perkins Career and Technical Education
Secondary Supplemental Enhancement Grant (2018) -
Derby High School

Mr. Mackin:

Attached for your review please find one (1) grant application with original signatures and one (1) hard copy of all sections of the grant, including the ED114 and budget narrative.

Please contact the undersigned at (203) 446-3933 or mizzo@derbyps.org for any additional information.

Thank you for the consideration of our application.

Sincerely,

A handwritten signature in blue ink, appearing to read "M. Izzo", is written over the typed name and title.

Mark G. Izzo
Business Manager

Cc: Dr. Matthew J. Conway, Jr.
Mr. Martin Pascale

SECONDARY

Supplemental Enhancement

Grant

2018

Grant Application Packet

DERBY PUBLIC SCHOOLS

Secondary Supplemental Enhancement Grant 2018 Overview

Program Title:

Career and Technical Education Secondary Supplemental Enhancement Grant

Program Area:

All CTE Pathways

Funding Available:

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

Purpose:

The Secondary Supplemental Enhancement Grant is for districts 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
- Development of programs that lead to industry certification
- Projects to engage students in 3-D design
- Projects to create biotechnology program
- Technology improvement
- STEM programs
- New courses; Veterinary Science, Certified Nurse Aide (CNA), Engineering, Finance, Culinary, etc.
- School-based enterprise

Secondary Supplemental Enhancement Grant Application Checklist

Town/Agency: Derby Public Schools

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 10)
- Sustainability Plan including local board of education minutes*
- ED114 Budget Form
- Instructions for Equipment Request Form
- Budget Narrative

The following forms are completed and signed by the superintendent:

- Statement of Assurances (original signature)
- Certifications

***If you are unable to obtain the board of education minutes before the application deadline, you may submit the minutes after the next local board of education meeting.**

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Academic Office



**CARL D. PERKINS – SECONDARY SUPPLEMENTAL ENHANCEMENT GRANT
APPLICATION**

RFP #818

GRANT PERIOD

August 21, 2017, to September 30, 2017

GRANT COVER PAGE

To Be Completed and Submitted with the Grant Application

| | |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Applicant (Fiscal Agent) (Name, Address, Telephone, Fax, E-Mail) | Program Funding Dates: From August 21, 2017, to September 30, 2017 |
| | Amount requested: \$100,000.00 |
| Contact Person (Name, Address, Telephone, Fax, E-Mail) | Dr. Matthew J. Conway, Jr, 35 Fifth St. Derby, CT 06418, 203-736-5027, 203-736-5031, mconway@derbyps.org |

To be eligible for this grant the school must have at least 40% unduplicated CTE enrollment and/or reside in a rural area, (see page two of the grant announcement). Check the appropriate box(es) below.

- 40% Unduplicated enrollment; Total High School enrollment 383 Unduplicated CTE enrollment 210
- School resides in a rural area.

I, Matthew J. Conway, Jr., Ed.D., 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: _____

Plan Summary

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

Derby Public Schools, in partnership with Housatonic and Asnuntuck Community Colleges and in concert with state government, regional economic development leadership, and the private sector, will establish a system of academic and advanced manufacturing technology education courses designed specifically to introduce youth to the field of advanced manufacturing and enhance both retention and expansion of industry and to provide viable, long-term career opportunities for our youth. The new Advanced Manufacturing center will provide orientation, assessment, academic development, quality assurance systems, engineering drawing and mathematics, and core and advanced manufacturing technology education directed to the needs of the student population and the requirements of the employer community.

Our efforts will be monitored and evaluated continuously, both internally and externally, to ensure higher academic attainment in mathematics and reading; increased number of students participating in CTE courses and increased CTE skill attainment; increased graduation rate; increased employment and matriculation into postsecondary education. In addition, we will be working with private sector developers for the expansion and eventual replication of those program components that function most effectively and result in enhanced employment skills sets for our youth as new entrants to the workforce. Long-term goals would be to offer this opportunity and training to other residents in Derby and the surrounding communities.

Outcomes

- **enhanced relationships and greater integration between education and economic development**
- **retention and expansion of industries**
- **significant upgrading of participant's academic skills and technological abilities to insure more successful employment experiences**
- **greater participation by industry in the development of internship, mentorship, and entrepreneurship opportunities for our students and all populations to be served**
- **increased numbers of entry-level positions for the unemployed and underemployed**
- **replication of the Asnuntuck model used at other community colleges**
- **availability of academic and technology skills development to our students, eventually offering both day and evening, part time and full time**
- **significant marketing tool for State and local economic development initiatives; industry requires external sources to provide education and training**
- **solidify further linkages in the private-public sector relationship**
- **ability to expand workplace development through scholarship and internship systems, critical vehicles to help rebuild the manufacturing base**
- **enhanced relationships with school systems through widespread implementation of College Connections, a dual credit manufacturing technology system that enables high school juniors and seniors to participate daily in advanced manufacturing technology coursework at the college**
- **seeding the future workforce through establishment of the 5th Year program that offers students in elementary, middle, and high schools access to manufacturing technology-related project-based learning**

Outcomes (continued)

- higher academic attainment in mathematics and reading;
- increased number of students participating in CTE courses and increased CTE skill attainment;
- increased graduation rate;
- placement in military, employment and postsecondary education;
- non-traditional participation;
- non-traditional completion; this pathway leads directly to completion of certificate program at Housatonic or Asnuntuck Community College.

The purpose this a new initiative, strives to raise the bar for all CTE students by offering dual credit CTE courses in manufacturing, in partnership between Derby Public Schools, Housatonic Community College and Asnuntuck Community College is to bring the experience and training one receives in their Manufacturing Technology Centers to middle school and high school students. The program will provide both an interim response and the foundation for long-term solutions to the major issue confronting industry throughout Connecticut: Workforce Development. Our training and education designs will insure access by students with varying needs. Through Housatonic and Asnuntuck Community College's public and private sector partners, we will continue to expand efforts to establish long-term marketing and recruitment systems that showcase the challenges and the opportunities in the manufacturing community, especially within and out of school youth, parents, and middle and secondary school educators. The overall results will be the ongoing development of new entrants to the Advanced Manufacturing Centers at Housatonic CC and Asnuntuck CC to add to our state workforce and the upgrading of incumbent workers to help fuel the expansion of the advanced manufacturing sector in our region and across the state.

While the initial program will serve in-school youth, the long-term goals of the program are to serve:

- Incumbent Workers
- Out of School Youth
- Dislocated Workers
- Women in Transition
- In-School Youth
- Underemployed Persons

Our partnership effort will annually involve between 210 - 250 high school students and 60 middle school students who study advanced manufacturing coursework or have an interest in learning more about opportunities that exist in this industry. This opportunity eliminates the need for students to travel from their high school to Housatonic Community College and offers the same opportunity in our classrooms and computer and manufacturing labs as they would receive on campus. Students will participate 18 - 45 hours each semester throughout the school year. They can earn between six (6) - and ten (10) credits annually toward a certificate and an associate's degree in advanced manufacturing technology. While this program and partnership will be the first of its kind with Housatonic Community College, the Advanced Manufacturing Program has been ongoing for ten years and has involved at least ten school systems in area communities around the college.

The primary objective is to provide high school and middle school students with opportunities to consider careers in the advanced manufacturing sector. The effort has proven to be invaluable to young people, their families, to school administrators and guidance counselors, the employer community and the CT economy. Typically, the participating school systems pays the annual tuition for the students. The local Boards of Education also supply bus transportation on a daily basis. We will eliminate both of these barriers through this partnership.

More and more of the participants in these programs elect to transition after graduation to Asnuntuck and certificate and associate degree programs in advanced manufacturing technology. They also become major candidates for private sector-sponsored scholarships that are valued highly by both the student and her/his family. We want to replicate this transition and career path opportunity for students to transition into Housatonic CC's certificate and associate degree programs in advanced manufacturing technology.

Much like the College Connections Program, together with 30 - 40 private sector-sponsored scholarships annually, the program has proven to be an invaluable asset to the area's aerospace industries, and specifically, to the more than 110 member Aerospace Components Manufacturers that employ more than 7,000 women and men.

Local Plan Narrative

Secondary Supplemental Enhancement Grant Application

Describe how the Secondary Supplemental Enhancement Grant implementation will:

1. Improve and enhance CTE programs.

Derby's CTE programs will be enhanced by the addition of a Dual Credit Advanced Manufacturing courses aligned with and in partnership with Housatonic Community College's College Connections program. Students will have the opportunity to participate in college level advanced manufacturing courses that will lead to completion of a certificate program upon completion of postgraduate course work and an internship. Courses will be taught by CTE certified instructors. Additionally academic teachers will receive professional development on the integration of applied math and reading to integrate into our academic programs.

2. Enhance, improve and/or implement a career pathway(s).

The program will enhance and improve career pathways for Derby students by exposing them to the world of Advanced Manufacturing. This program will lead to completion of a certificate program through Housatonic Community College and a career in one of the following high tech manufacturing environments: aerospace, biomedical, plastics & composites or metals sectors. In addition, students will be eligible to pursue advanced degrees in Engineering. With over 12 million manufacturing jobs in the U.S. and with Connecticut's 4,755 manufacturers employing more than 162,000 people, and a significant number of manufacturing jobs in the southwestern quarter of the state, students can expect to earn \$35,000- \$40,000 per year to start.¹ This type of opportunity will improve the economic outlook for both the student and the Derby community at large.

3. Improve district, state and local adjusted levels of performance.

This program will improve district levels of performance by providing students with a real life experience in an area of interest that will create a thirst for knowledge and capture their interest in learning, knowing it will lead to both a career and advanced studies beyond high school. This project based learning approach will lead to practice and mastery of academic skills in a more engaging real life work environment.

4. Improve students' academic and technical skill development through integration.

Students' academic and technical skill development will improve through the integration of advanced manufacturing course work and their core academic course work requirements. Students will associate real life high tech skill development and planning with content from their other academic courses. Providing real world application, through a project based learning design will give students' relevance to the work and with a focus and purpose for their learning.

5. Provide students with strong experience in, and understanding of, all aspects of an industry.

Students will be exposed to, learn about and practice skills in a real world environment to prepare them for a career in the following high tech manufacturing environments: aerospace, biomedical,

plastics & composites or metals sectors. Students will be exposed to all aspects of the manufacturing industry to include: Blueprint Reading, CAD, Bench Work, Milling, CNC, Lean Manufacturing, Solidworks, CMM, and Career Awareness and Safety. Students will focus on precision and quality while learning advanced technologies with the latest software.

6. Encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.

By providing students with a reason, focus, purpose and excitement to learn core academic subjects, students will be motivated to challenge themselves. Students will now have both career goals and purpose for learning before they begin their course work. Students will be encouraged to transition after graduation to Housatonic Community College to finish their certificate and associate degree programs in advanced manufacturing technology. They will also become major candidates for private sector-sponsored scholarships that are valued highly by both the student and her/his family.

7. Provide opportunity for professional development in this initiative.

Our current CTE instructors will receive a minimum 5 hours/week, 180 hours/year of training in the instruction of Advanced Manufacturing and the career opportunities it will offer our students.

Our counselors will receive professional development specifically designed provide support to students enrolled in the Advanced Manufacturing program.

8. Ensure that the supplemental enhancement plan is of sufficient size, scope and quality to bring about improvement in CTE.

This supplemental enhancement plan in partnership and support from Housatonic Community College will greatly enhance the scope and quality of our CTE program and provide opportunities for both current students and adults in our community. Students will be receiving instruction, learning, practicing and be exposed to real life applications within the advanced manufacturing field, with the understanding and very clear path that this will lead to a career and advanced learning and degree opportunities.

9. Develop a process to be used to evaluate the effectiveness of the initiative.

Our program evaluation process centers around two primary outcomes: 1) the number of students who participate in College Connections and complete the two-year cycle and, 2) the number of graduates who choose to continue their education and matriculate as full-time degree candidates in a manufacturing-related program.

We have a separate system of evaluation that involves individual student performance. Students are in a dual-credit system and, like any other college student; they earn a grade at the end of each semester that is an evaluation of their individual participation and performance. Students are evaluated using the following criteria: attendance, project completion, safety, related theory, quizzes and exams.

10. Ensure that individuals who are members of special populations will not be discriminated against based on this status.

Students who are members of special populations will have equitable access to all CTE programing and outcomes as all other students.

11. Promote preparation for nontraditional training and employment.

This program will provide a first of its kind partnership between Housatonic Community College and a Connecticut High School to expose students and adults to additional CTE courses, preparing both students and adults in the community for a career in Advanced Manufacturing that will lead to for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

The program will continue to expand efforts to establish long-term marketing and recruitment systems that showcase the challenges and the opportunities in the manufacturing community, especially with in and out of school youth, parents, and middle and secondary school educators.

12. Provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities.

Each Community College provides a number of career oriented counseling services, on campus to include tours, introductions to employers, guest speakers who represent industry, internships -- above and beyond the work we do to support résumé writing, mock interviews and career readiness classes. Both Housatonic and Asnuntuck offer One-on-one appointments for newly admitted and current students as well as Asnuntuck alumni with Academic & Career Advisor (Cat Carter). We offer mock interviews, résumé and/or cover letter reviews, major and career advisement, and a variety of other individual career services. In addition, our counselors will receive training in providing students with the support to both enroll and continue in course work beyond their secondary diploma that will lead to completion of the certificate, associate degree or 4-year degree.

¹ Source: Salary.com, CBIA, National Association of Manufacturers, State of Connecticut Labor Statistics

Secondary Supplemental Enhancement Grant Sustainability Plan

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

Below are minutes from two (2) Board of Education meeting minutes reflecting presentations to the Board regarding our partnership with Housatonic and Asnuntuck Community Colleges and expanding our CTE course offerings to include courses in Advanced Manufacturing. The Supplemental Enhancement Grant application is on the agenda for our August 17, 2017 meeting (see below).

Derby Public Schools
June 30, 2016 6:30 PM
Special Board Meeting

V. Housatonic community College Manufacturing Program
Mr. Abelli

Discussion

Presentation on Housatonic Community College was given to the Board.

Derby Public Schools
June 15, 2017 6:30 PM
Special Board Meeting

VI. Advanced Manufacturing Program
Mr. DuPont

Discussion

Richard DuPont, Executive Director of Institutional Advancement at Housatonic Community College gave a presentation on their Advanced Manufacturing Program.

Derby Public Schools
August 17, 2017 6:30 PM
Special Board Meeting

XI. 2018 Perkins Secondary Supplemental Enhancement Grant
Mr. Marcucio

Recommended Motion

The Board of Education authorize the Superintendent of Schools to apply for the 2018 Perkins Secondary Supplemental Enhancement Grant on behalf of the Derby Public Schools.

Please use the space below for your sustainability plan:

Both Housatonic and Asnuntuck Community Colleges have made a long-term investment in this program by investing over \$850,000 in equipment and related services to ensure the long-term stability of this program and growth of our advanced manufacturing workforce. The Derby Board of Education has provided renovations to rooms in the high school to provide instructional classrooms and work space areas for the equipment. This investment offers evidence of the long-term commitment from our partners and sustainability of a much-needed program for both our students and the growth of our workforce in this industry.

In addition to the courses being offered through this proposal, the longer-term plan is to partner with private industry to expand workspace and program space to provide for increased opportunities for adults to participate in CTE courses and the certificate program and increase numbers entering the workforce for in high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

Instructions for ED114 Budget Form

- GRANTEE NAME:** Enter grantee name.
- TOWN CODE:** Enter three-digit local education agency code assigned by the Connecticut State Department of Education.
- AUTHORIZED AMOUNT:** Enter total amount of grant allotment.
- BUDGET:** Enter amount of proposed expenditures on appropriate object code lines. Note: Round all amounts to the nearest whole dollar.
- TOTAL:** Enter the total of proposed expenditures. Note: This figure should equal the **AUTHORIZED AMOUNT**.
- EQUIPMENT NOTE:** Funds expended for Code 700. Single items under \$1,000 should not be charged to equipment unless they are an integral part of a larger piece of equipment. Items under \$1,000 should be listed as instructional supplies. **COMPUTERS REGARDLESS OF COST ARE CONSIDERED EQUIPMENT.**
- PROGRAM CATEGORIES:** List the amount of the grant that is being expended for each of the program areas. The total amount should equal the authorized amount and the amount listed on the total line above.

ED114

FISCAL YEAR 2018

BUDGET FORM

FUNDING STATUS:

| | | |
|------------------------------------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------------|
| GRANTEE NAME: <u>Derby Public Schools (Derby High School)</u> | | TOWN CODE: <u>037</u> |
| GRANT TITLE: <u>CARL D PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT</u> | | |
| PROJECT TITLE: <u>SECONDARY SUPPLEMENTAL ENHANCEMENT GRANT</u> | | |
| CORE-CT CLASSIFICATION: | FUND: <u>12060</u> | SPID: <u>20742</u> PROGRAM: <u>84010</u> |
| BUDGET REFERENCE: | CHARTFIELD1: | |
| <u>170003</u> | CHARTFIELD2: | |
| GRANT PERIOD: <u>8/21/2017-9/30/2017</u> | | AUTHORIZED AMOUNT: \$ |
| AUTHORIZED AMOUNT BY SOURCE: | | CURRENT DUE: \$ |
| | DESCRIPTIONS | BUDGET AMOUNT |
| 322 | IN SERVICE | \$ 48,000 |
| 323 | PUPIL SERVICES | |
| 330 | EMPLOYEE TRAINING AND DEVELOPMENT SERVICES | |
| 510 | STUDENT TRANSPORTATION SERVICES | |
| 580 | TRAVEL | |
| 600 | SUPPLIES | \$ 12,179 |
| 700 | PROPERTY | \$ 35,310 |
| | TOTAL | \$ 95,489 |

_____ 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. Please refer to the Perkins Budget Buddy Guide found at [Budget Buddy Guide.pdf](#) in preparing the budget narrative.

- 1) Each line item in the budget narrative must identify the school(s) that will receive funds.**
- 2) Program improvement line items in the budget narrative must stipulate the CTE program area and the course(s) being funded.**
- 3) Each line item in the budget narrative must give a detailed description of the item(s) that will be purchased, including quantity and unit cost. Personnel costs should be shown by the number of positions, time involved and hourly rate.**
- 4) No more than 5 percent of the grant may be used for administrative purposes including approved indirect costs. Only school districts and regional educational service centers that have submitted indirect cost proposals for fiscal year 2016-17 may apply indirect costs.**
- 5) Compute all expenditures to the nearest dollar by line item. Do not include cents.**

Budget Narrative

| Code | Object | Amount of Code Line | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------------|------------------------------|------------------------------------------|---------------------------|------------------------------|-------------------------------------------------|------------------------|--------------------------------------------------------------------|------------------------|------------------------------|-------------|------|--------------------------------------------------------------------|----------|------------------------------|--------------|------------|--------------------------------------------------------------------|----------|--|
| 322 | <p>In-service (Instructional Program Improvement Services) Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll. List each contractor separately. Note: Cost for CTE certified instructors from Housatonic Community College to teach Advanced Manufacturing courses at Derby High School.</p> | \$ 48,000 | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Individual/ Organization Providing Service</th> <th style="width: 20%;">Who will be receiving training? Include # of Staff</th> <th style="width: 15%;">Title of Event Date Location</th> <th style="width: 25%;">What will be the measurable improvement?</th> <th style="width: 25%;">Per person x Cost = Total</th> </tr> </thead> <tbody> <tr> <td>Housatonic Community College</td> <td>210-250 high school / 60 middle school students</td> <td>Advanced Manufacturing</td> <td>Student completion of 2 yr. cycle; student performance evaluations</td> <td>\$155 to \$178/student</td> </tr> <tr> <td>Housatonic Community College</td> <td>2 CTE staff</td> <td>SY18</td> <td>Student completion of 2 yr. cycle; student performance evaluations</td> <td>Included</td> </tr> <tr> <td>Housatonic Community College</td> <td>2 counselors</td> <td>Derby High</td> <td>Student completion of 2 yr. cycle; student performance evaluations</td> <td>Included</td> </tr> </tbody> </table> | Individual/ Organization Providing Service | Who will be receiving training? Include # of Staff | Title of Event Date Location | What will be the measurable improvement? | Per person x Cost = Total | Housatonic Community College | 210-250 high school / 60 middle school students | Advanced Manufacturing | Student completion of 2 yr. cycle; student performance evaluations | \$155 to \$178/student | Housatonic Community College | 2 CTE staff | SY18 | Student completion of 2 yr. cycle; student performance evaluations | Included | Housatonic Community College | 2 counselors | Derby High | Student completion of 2 yr. cycle; student performance evaluations | Included | |
| Individual/ Organization Providing Service | Who will be receiving training? Include # of Staff | Title of Event Date Location | What will be the measurable improvement? | Per person x Cost = Total | | | | | | | | | | | | | | | | | | |
| Housatonic Community College | 210-250 high school / 60 middle school students | Advanced Manufacturing | Student completion of 2 yr. cycle; student performance evaluations | \$155 to \$178/student | | | | | | | | | | | | | | | | | | |
| Housatonic Community College | 2 CTE staff | SY18 | Student completion of 2 yr. cycle; student performance evaluations | Included | | | | | | | | | | | | | | | | | | |
| Housatonic Community College | 2 counselors | Derby High | Student completion of 2 yr. cycle; student performance evaluations | Included | | | | | | | | | | | | | | | | | | |

| Code | Object | Amount of Code Line | | | | | | | | | | |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|----------------------------------------------------|------------------------------|------------------------------------------|---------------------------|--|--|--|--|--|--|
| 330 | <p>Employee Training and Development Services Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors.</p> | \$0 | | | | | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Individual/ Organization Providing Service</th> <th style="width: 20%;">Who will be receiving training? Include # of Staff</th> <th style="width: 15%;">Title of Event Date Location</th> <th style="width: 25%;">What will be the measurable improvement?</th> <th style="width: 25%;">Per Person x Cost = Total</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | Individual/ Organization Providing Service | Who will be receiving training? Include # of Staff | Title of Event Date Location | What will be the measurable improvement? | Per Person x Cost = Total | | | | | | |
| Individual/ Organization Providing Service | Who will be receiving training? Include # of Staff | Title of Event Date Location | What will be the measurable improvement? | Per Person x Cost = Total | | | | | | | | |
| | | | | | | | | | | | | |

| Code | Object | | | | Amount of Code/Line |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------|-------------------------------------------------|------------------------------------------|
| 510 | Student Transportation Services | | | | \$0 |
| 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.* | | | | | |
| | Faculty supervisor(s) of student travel | Courses utilizing student transportation Estimated # of students | Title of Event Date Location | What will be the measurable improvement? | Bus Company Cost/per unit = Total |
| | | | | | |
| | | | | | |
| | | | | | |

| Code | Object | | | | Amount of Code/Line |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------|-------------------------------------|-------------------------------------------------|---------------------------------------------------------------------------------|
| 580 | Travel | | | | \$0 |
| Expenditures for transportation, hotel and other expenses associated with staff travel. | | | | | |
| <ul style="list-style-type: none"> ● travel must be for instructional purposes, otherwise it is an administrative cost subject to the 5% cap; ● travel for CTSO advisors to National CTSO Conferences cannot utilize Perkins funds; ● Perkins cannot pay for parking, rental cars, boat slips or docking fees; and ● meals are not fundable expenses. | | | | | |
| | College/ school district position (CCP coordinator, CTE teacher, etc.) | Courses to be improved by attendance | Title of Event Date Location | What will be the measurable improvement? | Cost/per unit- (list hotel, transportation; shuttles, etc.) x pp = Total |
| | | | | | |
| | | | | | |
| | | | | | |

| Code | Object | | | | Amount of Code Line |
|------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------|
| 600 | Supplies Expenditures for non-consumable items purchased for instructional use. <u>List each item separately.</u> | | | | \$12,179 |
| | 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 |
| | Advanced Manufacturing | Rapid Prototyping | Extended Warranty for SX Per Additional Year (Limit up to 3 Additional Years w/ System Purchase) one additional year | Student completion of 2 yr. cycle; student performance evaluations | \$750 |
| | Advanced Manufacturing | Rapid Prototyping | Mix & Match Standard Filament Kit 12 (1 kg), Spools for 10 Spool Price | Student completion of 2 yr. cycle; student performance evaluations | \$440 |
| | Advanced Manufacturing | Rapid Prototyping | Rapid Prototyping Teacher Kit -Includes Teacher CD with Lesson Plans, Presentations, and Completed Parts; Workstation and Tools Kit for Teacher | Student completion of 2 yr. cycle; student performance evaluations | \$781 |
| | Advanced Manufacturing | Rapid Prototyping | Rapid Prototyping: Projects in 3D Design Student Book | Student completion of 2 yr. cycle; student performance evaluations | \$1,599 |
| | Advanced Manufacturing | Rapid Prototyping | Rapid Prototyping Student | | \$1,724 |

| | | | | | |
|--|------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------|
| | | | Workstation Station Kit -Includes Parts Pack and Tools; 1 Kit per every 4 students | | |
| | Advanced Manufacturing | Rapid Prototyping | Rapid Prototyping Student Consumable Kit -Second set of Consumables for Units 1, 4, and 5; sold per 4 students | | \$ 184 |
| | Advanced Manufacturing | CNC Milling & Turning | CNC Mill Plastic, Raw Material Includes: (12) Plastic, 1/4 x 2-1/2 x 3-1/2"; (150) Plastic two color 1/16 x 2-1/2 x 1-1/2" | | \$ 840 |
| | Advanced Manufacturing | CNC Milling & Turning | CNC Mill Raw Metal Material Kit – 94-MP-1, 24 Students Used by CNC mill to perform activities in 94-MP-1 Module. Includes: (1) Aluminum, 1 x 1 x 48"; (2) Aluminum, 3/4 x 3 x 48" | | \$ 750 |
| | Advanced Manufacturing | CNC Milling & Turning | CNC Machines 3 Learning System (Microturn); 2-student learning system. Includes: (1) 15706-D Tooling Package for CNC Lathe; (1) MB709D Student | | \$1,317 |

| | | | | |
|--|------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| | | | Curriculum – Interactive PC-Based Multimedia; (1) CB709D Instructor's Guide. System; (1) DB709D Installation Guide; (1) HB709D Student Reference Guide. | |
| | Advanced Manufacturing | CNC Milling & Turning | CNC Lathe Raw Metal Material Kit Includes: (3) Aluminum Round Stock, 3/4 x 37" | \$ 735 |
| | Advanced Manufacturing | CNC Milling & Turning | Combined VR CNC Milling & VR CNC Turning (Site License) | \$1,800 |
| | Advanced Manufacturing | 3D Scanning | Nextengine 3D Scanner Curriculum | \$ 995 |
| | Advanced Manufacturing | Electronics | Snap Circuits® w/ Educational Deluxe Case | \$ 264 |

| Code | Object | Amount of Code Line |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 700 | <p align="center">Property</p> <p>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 <u>\$1,000</u> 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.</p> <p>An Equipment Request Form must be completed for requested property by <u>Cluster</u>. Instructions for completing the form, and a copy of the form is found in Appendix D.</p> | \$35,310 |

| 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 |
|------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------|
| Advanced Manufacturing | Rapid Prototyping | Fablicator SX Printer System (wired and wireless network ready) w/ Setup Kit includes tools, cover plates and 1 ea. spool of ABS, PLA, PETG) w/ 1 year warranty, requires mouse, keyboard and monitor; freight | | \$5,901 |
| Advanced Manufacturing | Rapid Prototyping | Air Filter System with Printer Adapter | | \$885 |
| Advanced Manufacturing | Rapid Prototyping | Online Instructional Training | | \$1,500 |
| Advanced Manufacturing | CNC Milling & Turning | Micromill 2000 (Ver:6.0 Non CE); includes delivery, setup & instructional materials | | \$9,591 |
| Advanced Manufacturing | CNC Milling & Turning | CNC Machines 1 Learning System 2-student learning system supplied. Includes: (1) 15700-D Tooling Package and vise for CNC Milling Machine; (1) MB705D Student Curriculum - Interactive PC- | | \$1,849 |

| | | | | |
|--|---------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| | | | Based Multimedia; (1) CB705D Instructor's Guide; (1) DB705D Installation Guide; (1) HB705D Student Reference Guide. | |
| | Advanced Manufacturing | CNC Milling & Turning | Microturn 2000 (Ver:6.0, Non CE) | \$7,745 |
| | Advanced Manufacturing | CNC Milling & Turning | CNC Machines 2 Learning System (Micromill) Includes: (1) 15725 Tooling Kit; (1) MB706D Student Curriculum - Interactive PC- Based Multimedia; (1) CB706D Instructor's Guide; (1) HB706D Student Reference Guide. | \$1,530 |
| | Advanced Manufacturing | 3D Scanning | Proscan Software (included with Rapidworks bundle) | \$ 0 |
| | Advanced Manufacturing | 3D Scanning | Nextengine 3D Scanner HD; shipping | \$3,314 |
| | Advanced Manufacturing | 3D Scanning | Rapidworks 4.0 | \$2,995 |

Instructions for Equipment Request Form

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

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

COMPUTERS REGARDLESS OF COST ARE CONSIDERED EQUIPMENT.

Complete the Equipment Request Form as follows:

- A. **GRANTEE** - Enter grantee's name.
- B. **ADDRESS** - Enter grantee's address.
- C. **DATE SUBMITTED** - Enter date submitted.
- D. **NAME OF PERSON** - Indicate the name, title and telephone number of person completing the form.
- E. **PROGRAM AREA** - Submit a *SEPARATE* equipment form for each program area. Indicate the program area for which equipment is being requested.
- F. **REQUEST FOR EQUIPMENT** - The state program area consultant will review the equipment for appropriateness. Freight and installation costs and instructor training are permissible under this section. Leasing of equipment is allowable under Perkins IV. Equipment requiring accessories to become operational is to be grouped with other equipment that requires accessories and listed as a single unit.
- G. List only one type of equipment on each line. Describe the equipment, give the manufacturer's number, model number, quantity, unit cost, freight, installation (if any) and total cost for each item. State the intended location of equipment and indicate the number of such existing items on hand and give the estimated number of students who will use the equipment per day.
- H. Add the total cost for all line items and enter the total on the Equipment Request Form.

**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: Derby Public Schools - Derby High School Address: 75 Chatfield Street, Derby, CT 06418 Date Submitted: 8/2/17

Name of Person Completing Forms: Dr. Matthew J. Conway, Jr. Title: Superintendent of Schools Telephone: 203-736-5027

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 checked="" 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) |
|----------|--------------------------|-----|-------------|----------------------------------|-------------|--------------------------------------------|
| 1 | Rapid Prototyping System | 1 | \$ 6,385.00 | \$1,900.90 | \$8,285.90 | DHS - Room G02 |
| 2 | CNC Milling & Training | 1 | \$19,469.00 | \$1,245.55 | \$20,714.55 | DHS - Room G02 |
| 3 | 3D Scanning | 1 | \$ 5,990.00 | \$ 319.20 | \$ 6,309.20 | DHS - Room G02 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

TOTAL EQUIPMENT REQUEST: \$35,309.65 TOTAL EQUIPMENT APPROVED: \$ _____

Approved by CSDE Consultant _____ Date _____

Original Requested Amount _____

Amended Requested Amount _____

Local Uses of Funds

Those in bold are new in Perkins VI

Required Uses of Funds to:

1. Strengthen the academic, 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 postsecondary level, including 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 all teachers, faculty, administrators, career guidance and academic counselors who are involved in integrated CTE programs on topics including: effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement and effective use of scientifically-based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry, involve internship programs that provide relevant business experience and train teachers in the effective use and application of technology.
6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met.
7. 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 to:

1. Include parents, businesses and labor organizations in the design, implementation and evaluation of CTE programs.
2. Provide career guidance and academic counseling, which may include information described in Section 2328 of Perkins IV, for students participating in CTE programs that improves graduation rates and provides information on postsecondary and career options and provides assistance for postsecondary students and adults.

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

20. Support other CTE activities consistent with the purpose of Perkins IV.

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

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

11. The grantee shall provide sufficient information to the SDE to enable them to comply with the provisions of this Act. (20 U.S.C. §2301 et. seq.)
12. The CTE curriculum shall be planned, ongoing and systematic. (C.G.S. Sec. 10-16b)
13. The funds made available under the Act shall be used to supplement not supplant non-federal funds used to provide CTE activities.

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

Signature: _____



Name (typed): Dr. Matthew J. Conway, Jr.

Title (typed): Superintendent of Schools

Date: July 27, 2017

STATEMENT OF ASSURANCES

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

PROJECT TITLE: Carl D. Perkins - Secondary Supplemental Enhancement Grant
RFP #818

THE APPLICANT: Dr. Matthew J. Conway, Jr. **HEREBY ASSURES THAT:**
Derby Public Schools
(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.

Superintendent Signature: _____

Name (typed): Dr. Matthew J. Conway, Jr.

Title (typed): Superintendent of Schools

Date: July 27, 2017

**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 rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

Derby Public Schools

Name of Applicant

Dr. Matthew J. Conway, Jr., Superintendent

Printed Name and Title of Authorized Representative

PR/AWARD Number and/or Project Name

A handwritten signature in black ink, appearing to be 'M. H. J.', written over a horizontal line.

Signature

7-27-17

Date

APPENDIX A

**2018 Secondary Supplemental Enhancement Grant
Proposal Scoring Guide**

Connecticut State Department of Education
Academic Office

Total Score: ___/18

District Name: Derby Public Schools

Address: 35 Fifth Street, Derby, CT 06418

Contact: Dr. Matthew J. Conway, Jr.

Evaluator: _____ Date Reviewed: _____

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

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---|
| | Proposal is missing, completely unclear or does not offer improved opportunities for CTE students. | 0 |
| Acceptability of the sustainability plan. | District has provided a concise, acceptable sustainability plan. | 3 |
| | District has provided a sustainability plan. | 2 |
| | District's plan does not support sustainability or plan objectives. | 1 |
| | A sustainability plan is missing. | 0 |
| ED114 Budget Form and the Equipment Purchases Form are correct and complete. (A score of 3 points shall automatically be awarded if equipment is not requested.) | ED114 Budget Form and the Equipment Form are correct and complete. | 3 |
| | ED114 Budget Form or the Equipment Form are missing some information or calculated incorrectly. | 2 |
| | ED114 Budget Form and the Equipment Form are incomplete or incorrect. | 1 |
| | ED114 Budget Form and/or Equipment Form are missing. | 0 |
| Budget Narrative Form follows state procedures. | The Budget Narrative Form is allowable by law and supports the project's goals and objectives and matches the accounting structure. | 3 |
| | The Budget Narrative Form is allowable by law and supports the project's goals and objectives but there are inaccuracies. | 2 |
| | Some, not all, of the Budget Narrative Form supports the project's goals and objectives. | 1 |
| | The Budget Narrative Form does not match the project goals and objectives or is incomplete. | 0 |

COMMENTS:

Total Points: __/18

APPENDIX B

ANNIE E. CASEY FOUNDATION

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

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

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