August 29, 2012

MEMORANDUM

TO: City and County Superintendents of Education
FROM: Thomas R. Bice
State Superintendent of Education

SUBJECT: Career-Themed Academy CTE Grant Application

Enclosed is the Request for Proposals (RFP) for the Career-Themed Academy CTE planning and implementation grant. The RFP contains the grant application, general information, and instructions. The purpose of the grant is to provide funding for the research, planning, implementation, and promotional activities directly related to the development of a Career-Themed Academy CTE.

A maximum of five planning grants of up to $15,000 each and two implementation grants of up to $50,000 each will be awarded on a competitive basis. Funds are available for obligation from the date of award through September 30, 2013.

Applications must meet the minimum standards as specified in the RFP to be considered for funding. The deadline for submission is no later than 4:30 p.m., on Thursday, September 13, 2012. Send applications to Dr. Philip Cleveland, Director, Office of Career and Technical Education/Workforce Development, ATTN: Dr. Mary Simon, Education Administrator, P. O. Box 302101, Montgomery, Alabama 36130-2101.

If you have any questions, please contact Dr. Philip Cleveland, Director, Office of Career and Technical Education/Workforce Development, at 334-242-9111 or by e-mail at pcleveland@alsde.edu, or Mr. Craig Collins, Education Administrator, at 334-353-8387 or by e-mail at ccollins@alsde.edu.

TRB/MS/LTE

Enclosure

cc: City and County Career and Technical Administrators
    City and County Chief School Financial Officers
    Dr. Warren Craig Pouncey
    Mrs. Vera Guettler
    Mr. Barry Kachelhofer
    Dr. Philip Cleveland
    Mr. Craig Collins

FY12-1018
GENERAL INFORMATION
AND
APPLICATION INSTRUCTIONS

REQUEST FOR PROPOSALS
CAREER-THEMED ACADEMY^{CTE}
FY 2013

Applications (original and three copies) must be received no later than 4:30 p.m. on Thursday, September 13, 2012.

MAIL TO:

Dr. Philip Cleveland, Director
Office of Career and Technical Education/
Workforce Development
ATTN: Dr. Mary Simon
Alabama Department of Education
P. O. Box 302101
Montgomery, Alabama 36130-2101

HAND DELIVER TO:

Dr. Philip Cleveland, Director
Office of Career and Technical Education/
Workforce Development
ATTN: Dr. Mary Simon
Alabama Department of Education
Lurleen B. Wallace Building,
2\textsuperscript{nd} Floor, Room 2012
501 Dexter Avenue
Montgomery, Alabama 36104

NOTE: All Federal Express mail should be delivered to:

Dr. Philip Cleveland, Director
Office of Career and Technical Education/
Workforce Development
ATTN: Dr. Mary Simon
Alabama Department of Education
50 North Ripley Street
Montgomery, Alabama 36104
# Career-Themed Academy<sup>CTE</sup>

**FY 2013**  
Carl D. Perkins Career and Technical Education Act of 2006  
P.L. 109-290 (CFDA 84.048)

## I. GRANT OVERVIEW

| Division/Section | Alabama Department of Education  
|                  | Teaching and Learning  
|                  | Career and Technical Education Section |

**Instructions**

Complete all pages of the application packet and return by 4:30 p.m. on Thursday, September 13, 2012. Mail to: Dr. Philip Cleveland, Director, Office of Career and Technical Education/Workforce Development, ATTN: Dr. Mary Simon, Education Administrator, P. O. Box 302101, Montgomery, AL 36130-2101 (for Federal Express: 50 North Ripley Street, Montgomery, AL 36104) or hand-deliver to: Dr. Philip Cleveland, Director, Office of Career and Technical Education/Workforce Development, Lurleen B. Wallace Building, 2nd Floor, Room 2012, 501 Dexter Avenue, Montgomery, AL 36104. Submit original and three copies. Please use blue ink for Request for Proposals application signatures on the original.

**Funding Purpose**

The purpose of this application is to provide funding to support the research, planning, implementation, and promotional activities directly related to the development of a new Career-Themed Academy<sup>CTE</sup>. Implementation proposals can be submitted to support the redesign of an existing academy or a career and technical education program to become a Career-Themed Academy<sup>CTE</sup>.

**Eligible Applicants**

All local education agencies (LEAs) that are currently in compliance with federal and state regulations.

**Type of Award**

Competitive

**Type of Proposal**

Planning or Implementation (A separate proposal must be submitted for each type of proposal.)

**Total Funding**

$175,000 - A maximum of five grants up to $15,000 will be available for the activities of planning during the 2012-2013 school year. A maximum of two grants of up to $50,000 each will be available for the activities of implementation during the 2012-2013 school year.

**Funding Period**

October 1, 2012, to September 30, 2013

**Date of Award**

Funds are available for obligation upon receipt of award letter through September 30, 2013.

**Technical Assistance**

Staff from the Alabama Department of Education, Career and Technical Education Section, will be available upon request for technical assistance during the planning process.

**Allowable Costs**

LEAs agree to use funds to pay for staff development, travel, instructional materials and supplies, stipends, and substitutes that support/enhance the activities related to implementation of this proposal. Required equipment may be purchased if submitting an implementation proposal.

**Proposal Due Date**

Proposals must be received no later than 4:30 p.m. on Thursday, September 13, 2012.
II. INTRODUCTION

Career Academies were established more than 30 years ago. They have become a widely used high school reform initiative that aims to keep students engaged in school and prepares them for successful transitions to postsecondary education and employment. A Career-Themed Academy \(^{CTE}\) is defined as a smaller learning community of students, academic teachers, and career and technical education teacher(s) in a multi-year program that is organized around a common career theme within a substantiated local, regional, or state workforce need.

III. APPLICATION INSTRUCTIONS

Proposals must address all the statements in the sequence and format provided below based upon the proposal objectives and other information as required. All proposals must use the Career Academy National Standards of Practice as the framework in planning for a new Career-Themed Academy \(^{CTE}\). See Appendix A.

While the information requested for the application is comprehensive, the responses and descriptions should be succinct. NOTE: LEAs applying for a grant should provide as much detail as possible in addressing each component of the proposal.

APPLICATION FORMAT

Required: Submit your application in the following order:

A. Application
   The two-page application must appear as the cover for the proposal.

B. Abstract
   Include no more than a two-page abstract that briefly describes the type of learning community, career focus, school demographics, supporting labor market data, and how the grant will benefit career and technical education opportunities for students.

C. Proposal Narratives
   Provide a written description of how the proposal will address each of the components listed below. Responses to these items need to be limited to a total of six pages. All narrative responses must be double-spaced and typed in 12-point font with minimum one-inch margins.

1. Description and Documentation of Need
   Provide a detailed description of the program. Include any valid and reliable data that supports the identified needs of this program; the Alabama career pathway(s) that will be considered; identification of the career academy planning team to include, but not be limited to, academic and career and technical education teachers, counselor(s), and administrators at the school and district level; the projected number of students to be impacted; demographic composition; and the process for career counseling and guidance advisement for academy participants.

2. Basic Logic Template
   Identify the overall goals related to the needs assessment and specific measurable objectives to reach these goals in the narrative. The proposed academy objectives, strategies/activities to meet these objectives, and time lines consistent with the goal(s) may be captured on a logic template form. See Appendix B.

3. Business and Community Support and Involvement
   Identify meaningful ways your local business and various community resources will be included in the planning of the career academy. Identify potential linkages with postsecondary institutions and student credentialing that may occur as a result of the development of the career academy.

4. Professional Development
   Describe the professional development schedule including content and time line for the high-quality, professional development activities that will assist in the successful planning of the proposed academy.
5. **Organizational and Operational Structure** (Not Required for Planning Proposal.)
   Identify all organizational and operational structures and how they will be managed, such as overview of the administration of the program, scheduling, student recruitment, curriculum, course sequence, instruction, resource materials, technology, etc., that will be implemented to support the goals of this program.

6. **Assessment of Student Achievement** (Not Required for Planning Proposal.)
   Describe how student achievement will be measured from the planning/implementation of the program.

D. **Budget and Budget Summary**
   Complete the proposed budget form and describe in detail each line item of the budget. The budget summary should identify the amount of funds requested for each category as well as the total. Please note that out-of-state travel will be limited to professional development provided by the National Academy Foundation, National Career Academy Coalition, Magnet Schools of America, Southern Regional Education Board, or other SDE-approved activities.

IV. **APPLICATION SUBMISSION**

To be considered for funding, all applications submitted must adhere to the following requirements:
- Applications must address all proposal narratives.
- Applications must follow the format described in this document.
- Applications must be typewritten, double-spaced on one side of standard (8½” x 11”), unruled white paper with minimum one-inch margins.
- Applications may be stapled in the upper left-hand corner but should not be bound or placed in a binder.
- One original set of documents bearing the requested signatures, signed in blue ink, and three copies of the proposal must be submitted.
- Applications may not be faxed or transmitted by e-mail.
- Applications can be submitted by regular mail, express courier delivery, or hand-delivered.

Please note that the Reviewer Scoring Rubric, used to rate RFPs, is provided at the end of this document to help you in evaluating your proposal before submission. See Appendix C.

**Mail to:**
Dr. Philip Cleveland, Director,  
Office of Career and Technical Education/  
Workforce Development  
ATTN: Dr. Mary Simon  
Alabama Department of Education  
P. O. Box 302101  
Montgomery, Alabama 36130-2101

**Hand deliver to:**
Dr. Philip Cleveland, Director,  
Office of Career and Technical Education/  
Workforce Development  
ATTN: Dr. Mary Simon  
Alabama Department of Education  
Lurleen B. Wallace Building, 2nd Floor, Room 2012  
501 Dexter Avenue  
Montgomery, Alabama 36104

**NOTE:** All Federal Express mail should be delivered to:
Dr. Philip Cleveland, Director,  
Office of Career & Technical Education/  
Workforce Development  
ATTN: Dr. Mary Simon  
Alabama Department of Education  
50 North Ripley Street  
Montgomery, Alabama 36104

Proposals must be received no later than 4:30 p.m. on Thursday, **September 13, 2012.**

V. **EVALUATION**

A site visit will be scheduled during the 2012-2013 school year. All awardees will be monitored and evaluated to ensure quality and effectiveness in achieving the goals and objectives of the Career-Themed Academy CTE grant.
CAREER-THEMED ACADEMY\textsuperscript{CTE}

Request for Proposals - FY 2013


Instructions: Complete all pages of the application and return by 4:30 p.m. on September 13, 2012. Mail to: Dr. Philip Cleveland, Director, Office of Career and Technical Education/Workforce Development, ATTN: Dr. Mary Simon, P. O. Box 302101, Montgomery, AL 36130-2101, (for Fed Ex: 50 North Ripley Street, Montgomery, AL 36104) or hand deliver to: Philip Cleveland, Director, Career and Technical Education/Workforce Development, Lurleen B. Wallace Building, 2nd Floor, Room 301, 1018 Dexter Avenue, Montgomery, AL 36104. No faxed copies or electronic copies will be accepted. Submit original and three copies. Please use blue ink for Request for Proposal application signatures on the original.

School District: __________________________ System Code: ____________

<table>
<thead>
<tr>
<th>Career and Technical Administrator</th>
<th>Site Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Name</td>
</tr>
<tr>
<td>Address</td>
<td>Address</td>
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<tr>
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<td>Telephone</td>
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<tr>
<td>Fax</td>
<td>Fax</td>
</tr>
<tr>
<td>E-mail</td>
<td>E-mail</td>
</tr>
</tbody>
</table>

Purpose: The purpose of this application is to provide funding to support the research, planning, implementation, and promotional activities directly related to the development of a Career-Themed Academy\textsuperscript{CTE}.

Funding: A maximum of $15,000 will be available for the activities included in a grant proposal for planning a Career-Themed Academy\textsuperscript{CTE}. A maximum of five grants will be awarded.

A maximum of $50,000 will be available for the activities included in a grant proposal for implementing a new Career-Themed Academy\textsuperscript{CTE}. A maximum of two grants will be awarded.

Date of the Award: Funds are available for obligation upon receipt of award letter through September 30, 2013.

Allowable Costs: Sites agree to use funds to pay for staff development, travel, instructional materials and supplies, stipends, and substitutes that support/enhance the activities related to implementation of this proposal.

Reason for Amendment: __________________________

CERTIFICATION:
I have reviewed the attached application/budget. The proposed expenditures appear to be coded properly and will be incorporated into the LEA system-wide budget.

Chief School Financial Officer’s Signature __________________________ Date ____________

I certify that I am authorized by the governing board of the above-named school system to submit this application or amendment; that all assurances, certifications, and disclosures submitted with the Program Application and Accountability Plans for Career and Technical Education will be observed; that the program will be implemented as described; and that the governing board is responsible for complying with all state and federal requirements, including the resolution of any audit exceptions.

Local Superintendent’s Original Signature __________________________ Date ____________

FOR SDE USE ONLY

Approved: __________________________

Thomas R. Bice, State Superintendent of Education
CAREER-THEMED ACADEMY\textsuperscript{CTE}

Request for Proposals—FY 2013
Statements of Agreement

Grant recipients agree to:

1. Use the \textit{Alabama Courses of Study: Career and Technical Education} course titles, codes, and descriptions.
2. Align program with the Career Academy National Standards of Practice.
3. Serve as a demonstration site for best practices and as a presenter of best practices in workshops sponsored and/or supported by the Alabama Department of Education.
4. Serve as a presenter and develop and share exemplary resource materials with visiting local education agencies (LEA) and the Alabama Department of Education to assist sites in planning a career-themed academy\textsuperscript{CTE} aligned with the Career Academy National Standards of Practice.
5. Participate in Alabama Department of Education-sponsored networking/sharing conferences.
6. Participate in Alabama Department of Education monitoring activities as scheduled.
7. Participate in Alabama Department of Education annual performance reports that document progress towards expected program objectives.

Superintendent (\textit{Signature})  

Date
Proposal Type
(Check One.)
☐ Planning Grant
(Not to exceed $15,000)
☐ Implementation Grant
(Not to exceed $50,000)

CAREER-THEMED ACADEMY

PROPOSED BUDGET
Revenue Code = 3313; Program Code = 3800; Fund Source = 3313

<table>
<thead>
<tr>
<th>Function Code</th>
<th>Object Code</th>
<th>Description</th>
<th>Budget (Round to whole dollars.)</th>
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<tr>
<td>180</td>
<td>192</td>
<td>Substitutes (See note below.)</td>
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</tr>
<tr>
<td>230</td>
<td></td>
<td>Social Security (6.2%)</td>
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<tr>
<td>240</td>
<td></td>
<td>Medicare (1.45%)</td>
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<td>220</td>
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<td>Retirement (10.08%)</td>
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<tr>
<td>250</td>
<td></td>
<td>Unemployment Compensation (LEA's individual rate)</td>
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<tr>
<td>382</td>
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<td>In-State Travel</td>
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<td>Out-of-State Travel</td>
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<td>Purchased Services - Other Professional Educational Services</td>
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</tr>
<tr>
<td>540-589</td>
<td></td>
<td>*Capitalized Equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Include detail with appropriate code</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL

$                      

Note: The benefits that must be budgeted for substitutes are social security, Medicare, and unemployment compensation.
The benefits that must be budgeted for stipends are social security, Medicare, retirement, and unemployment compensation.
ASSURANCES/AGREEMENTS FOR FISCAL YEAR 2013

This local educational agency (LEA) hereby assures the Alabama Department of Education, Career and Technical Education Section, that:

1. This application has been developed in consultation with the local advisory council for career and technical education and will be made available for review and comment by interested parties including, as appropriate, representatives from other workforce development partners.

2. Equal opportunities in career and technical education programs will be provided for persons without regard to race, sex, religious preference, national origin, or disability.

3. The findings of evaluations of programs operated by this applicant during previous years were considered when planning the programs proposed in this application.

4. The activities proposed in this application take into consideration all facets of workforce development in order to ensure a coordinated approach to meeting the training and education needs of the area.

5. To avoid duplication, consideration has been given to other occupational training programs being conducted by other agencies in the area.

6. Federal funds received will be used to supplement and to increase the amount of state and local funds that would, in the absence of those federal funds, be made available for the uses specified in the State Plan and the local applications. In no case will federal funds supplant state or local funds.

7. Funds will be used to link secondary and postsecondary career and technical education programs, including offering the relevant elements of not less than one career and technical program of study described in the State Plan. [Section 135(b)(2)]

8. The applicant will provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers.

9. The applicant will provide guidance, counseling, and career development activities for students in nontraditional populations.

10. The applicant will provide counseling and instructional services designed to facilitate the transition from secondary to postsecondary education and/or employment.

11. Statistical, financial, and descriptive reports required by the Alabama Department of Education will be submitted.

12. The applicant will make provisions for leadership training for all students enrolled in career and technical education programs.

13. Funds expended under this Act will not be used to acquire equipment (including computer software) in an instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity or its employees or any affiliate of such an organization.

14. The LEA will comply with the requirements of the Alabama Joint Purchasing Agreement for Information Technology [Section 16-61E-1, et al.] and the Alabama Competitive Bid Law [Section 16-13B-1, et al.]. The Alabama Competitive Bid Law requires that purchases over $15,000 be made under contractual agreement entered into by free and open competitive bidding or sealed bids.
15. State and local funds will be used in the schools of each LEA that is receiving funds under this Act to provide services which, taken as a whole, are at least comparable to services being provided in schools that are not receiving such funds.

16. Fiscal control and fund accounting procedures will be used that will ensure proper disbursement and accounting for federal career and technical education funds in accordance with “OMB Circular A-87” and the Education Department General Administrative Regulations (EDGAR).

17. Records will be retained for three years after the close of the fiscal year in which funds are expended and until all pending audits have been completed and the exceptions resolved.

18. The LEA will keep cash on hand at a minimum.

19. The LEA will obtain an audit that will meet the requirements as outlined in the “Audit Standards for Alabama School Boards” and “OMB Circular A-133.”

20. The LEA will abide by the approved LEA Restricted Indirect Cost Plan.

21. When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing a project, the LEA shall clearly state: (1) the dollar amount of federal funds for the project; (2) the percentage of the total cost of the project that will be financed with federal funds; and (3) the percentage and dollar amount of the total cost of the project that will be financed by non-government sources (Section 511 of the 1990 Department of Education Appropriation Act).

22. The LEA will comply with provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) that limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds.

23. Maintenance of local effort for career and technical education programs will be provided to the extent that all career and technical education programs shall be provided local financial support for maintenance in an amount not less than $300 per teacher, plus $3.00 per student based upon average enrollment.

24. The local advisory council on career and technical education meets the requirements of the Alabama State Board of Education.

Additional Assurances for Special Populations

Funds are to provide activities to prepare special populations including single parents and disabled homemakers who are enrolled in career and technical education programs for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency. [Section 135(b)(9)]

25. Programs using federal funds shall be carried out according to the criteria for programs for each special population. The term “special populations” includes individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional training and employment; single parents, including single pregnant women; displaced homemakers; individuals with other barriers to educational achievement, including academically disadvantaged and including individuals with limited-English proficiency.

26. Special needs of students will be assessed with respect to their successful completion of the career and technical education program in the most integrated setting possible.

27. Supplementary aids and services will be provided to students who are members of special populations, when appropriate. These aids and services may include, but are not limited to, curriculum modification, equipment modification, classroom modification, supportive personnel, instructional aids and devices, etc.

28. The applicant will provide career and technical education programs that encourage students to pursue coherent sequences of courses and that assist special population students to succeed in such programs.

29. The applicant will maintain documentation to verify the eligibility of students who are members of special populations enrolled in programs supported by federal funds.

30. The applicant will make provisions for including appropriate representation of career and technical education personnel on Individualized Education Program (IEP) committees for students with disabilities.
31. Students who are members of special populations will be assisted in entering career and technical education programs and, with respect to students with disabilities, will be assisted in fulfilling the transitional service requirements of the Individuals with Disabilities Education Act (IDEA) when appropriate.

32. The applicant will make provisions for disabled students enrolled in private secondary schools that are approved by the Department of Education to participate in career and technical education programs receiving federal funds.

33. The applicant shall provide:

A. Students who are members of special populations and parents of such students the following information at least one year before the students enter or are of an appropriate age for the grade level in which career and technical education programs are first generally available, but in no event later than the beginning of the ninth grade.

   (1) The opportunities available in career and technical education.
   (2) The requirements for eligibility for enrollment in such career and technical education programs.
   (3) The specific courses that are available.
   (4) The special services that are available.
   (5) The employment opportunities.
   (6) The opportunities for placement.

B. Information regarding procedures for participating in state and local decisions that influence the character of programs under this Act affecting their interests. The information provided shall, to the extent possible and practicable, be in a language and form that the parents and students understand.

DRUG FREE SCHOOLS AND CAMPUSES
This certification is required by 34 CFR, Part 86, which states in part that no institution shall be eligible to receive any federal funds unless it completes the following certification:

The institution certifies it has adopted and has implemented a program to prevent the use of illicit drugs and alcohol by students or employees that, at a minimum includes—

1. The annual distribution in writing to each employee and to each student who is taking one or more classes for any type of academic credit except for continuing education units, regardless of the length of the student's program of study, of:
   a. Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities.
   b. A description of the applicable legal sanctions under local, state, or federal law for the unlawful possession or distribution of illicit drugs and alcohol.
   c. A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
   d. A description of any drug or alcohol counseling, treatment, or rehabilitation or re-entry programs that are available to employees or students.
   e. A clear statement that the institution on higher education (IHE) will impose disciplinary sanctions on students and employees (consistent with local, state, and federal law), and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violations of the standards of conduct required by paragraph (a) (1) of this section. For the purpose of this section, a disciplinary sanction may include the completion of an appropriate rehabilitation program.

2. A biennial review by the IHE of its program to—
   a. Determine its effectiveness and implement changes to the program if they are needed.
   b. Ensure that the disciplinary sanctions described in paragraph (a) (5) of this section are consistently enforced.

CERTIFICATIONS REGARDING LOBBYING, DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS
Submission of this certification is required by 34 CFR, Part 82, and is a prerequisite for making or entering into a grant or cooperative agreement over $100,000.

The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement; the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions (forms available at SDE on request).

3. The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS
The regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR, Part 85, Section 85.510, Participants' responsibilities require this certification.

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered 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 122549. (You may contact the person to whom 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.

A. 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 a Federal department or agency.

B. 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.

__________________________
System Name

__________________________  ________________________
Signature of Superintendent  Date Signed

__________________________  ________________________
Signature of Chief School Financial Officer  Date Signed

__________________________  ________________________
Signature of Career and Technical Administrator  Date Signed
APPENDIX A

Career Academy
National Standards of Practice
About the Career Academy National Standards of Practice

Developed by an informal consortium of career academy organizations, the Career Academy National Standards of Practice are based on the key elements of successful implementation drawn from many years of research and experience from all parts of the country.

High school reform has to be centered in the community and responsive to its needs and the needs of its students. To help meet these needs, communities and school districts should offer a wide range of learning options for adolescents that are located both in the high school and in the wider community. Career academies are one of several models of initiatives that community and school districts can adopt to improve high school outcomes. By bridging a break in the world of work in a way that leads to academic achievement, career academies have been successful in engaging many students who previously had no intention of staying in school.

Career academies should be seen as helpful and supported for their contribution to high school reform. They have lacked many tools in breaking up large high schools into smaller more nurturing personalized learning for young people making learning relevant by using careers as context for learning, and helping adolescents learn about future career opportunities and making a meaningful way with people who want to see them succeed. As a result, many careers have been lost to others.

The following organizations contributed to the development of the National Standards of Practice and support academy development through their respective models:

- Career Academy Support Network (CASN)
- National Academy Foundation (NAF)
- National Career Academy Foundation (NCAF)
- National Center for Education & the Economy (NCEE) Amstel’s Career
- Southern Regional Education Board (SREB) High School Work
- Talent Development High Schools/Center for Research on Education of Students Placed at Risk (CRESPAR)

Career Academy National Standards of Practice

Released on December 1, 2004
Career Academy National Standards Of Practice

I. Defined Mission & Goals

The career academy has a written definition of its mission and goals. These are available to the administrators, teachers, students, parents, advisory board, and others involved in the academy. These include at least the following elements:

a. To focus on college and career. A career academy's aim is to prepare students for college and career. Academies enable students to complete college entrance academic requirements while exposing them to a vertical segment of the occupations within a career field, encouraging them to aim high as they work.

b. To raise student aspirations and commitment. An academy seeks to increase the level of student motivation while in high school. The biggest limiting factor in many youths' future plans is not their ability but where they set their sights.

c. To increase student achievement. An academy provides support to its students to increase their achievement in high school. This comes through close relationships with teachers and fellow students, rigorous and relevant curricula, and exposure to career and educational options outside the high school.

II. Academy Structures

An academy needs to have a well-defined structure within the high school, reflecting its status as a small learning community.

a. Cross-grade articulation. The academy incorporates at least two grade levels to expand the student body and provide a positive learning environment.

b. Student selection. Entry to the academy is voluntary. The recruitment/selection process is written and widely available. New students are provided an orientation to the academy.

c. Parent participation in the process and approval of their son or daughter's choice. Academy enrollment reflects the parent's high school population.

d. Cohort scheduling. Academy classes are limited to academy students, who take a series of courses together each year.

e. Physical space. Where possible, academy classrooms are near each other in the high school building. The academy coordinator has access to communication outside the high school.

f. Small size, supportive atmosphere. The academy maintains personalization through limited size, teacher turnover, and a supportive atmosphere.

III. High District and High School

Career academies exist in a variety of districts and high school contexts, which are important determinants of an academy's success.

a. Support from the Board of Education and Superintendent. The district Board of Education names the academy and its mission and goals, and is on public record in support. Likewise, the Superintendent endorses the academy and offers active support. Both serve as academy leaders in the broader community.

b. Support from the principal and high school administration. The academy principal and other administrators are knowledgeable of the academy, public advocates for it, and are actively involved in its funding, staffing, and support. They contribute to a positive academy profile within the high school.

c. Adequate funding. Facilities, equipment, and materials. District and high school administration support results in adequate academy funding, facilities, equipment, and learning materials. These reflect a serious commitment from the district and high school to the success of the academy.

IV. Faculty & Staff

Appropriate teacher selection, leadership, credentialing, and compensation are critical to an academy's success.

a. Teacher leadership/Coordinator(s). The teacher (team/committee) agrees to take the lead, serving as the Coordinator(s). This includes abiding by board meeting requirements, interacting with administrators and board members, managing the budget, helping to coordinate teacher professional development, and developing a coordinated employee, higher education, and parental involvement. The role involves a variety of responsibilities.

b. Teachers are credentialed in their field, volunteers in the academy, and committed to its mission and goals. Since a career academy's success rests on good teaching and good curriculum, an array of curriculum groups are encouraged to work together and to work as a team, each of which is responsible for the academy's success.

C. Counselors, non-academy teachers, and classified staff are supportive. Non-academy staff are also important to operation. Counselors understand the need for career planning and provide this for academy success. Non-academy teachers understand the value of the academy and help in recruiting students for it and in providing experimental programs. Classified staff help support the academy facilities, equipment, and learning materials.

V. Professional Development

Since an academy places teachers and other adults into roles not commonly included in their previous training, providing adequate professional development, leadership, and support is critical.

a. A common planning time. Academy teacher are provided regular common planning time within the regular high school schedule for purposes of program coordination, curriculum integration, and resolution of program issues.

b. Professional development. Teachers participate in training in the college structure, current integration, student support, and employer involvement, where necessary. They seek to attend outside the academy.
APPENDIX B

Basic Logic Template
## Basic Logic Template
### CAREER-THEMED ACADEMY CTE
#### FY 2013

<table>
<thead>
<tr>
<th>School System:</th>
<th>Site Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and Technical Administrator:</td>
<td>Site Coordinator:</td>
</tr>
</tbody>
</table>

**NOTE:** Outcomes and Impacts should be **SMART:** Specific, Measurable, Action-oriented, Realistic and Timed (Add pages as necessary.)

<table>
<thead>
<tr>
<th>RESOURCES (In order to accomplish our set of activities, we will need the following resources. Include timeline and specific source of resource information.)</th>
<th>ACTIVITIES (In order to address our need, we will conduct the following activities.)</th>
<th>OUTPUTS (We expect that once short-term and long-term outcomes are completed or underway, these activities will produce the following results.)</th>
<th>SHORT- and LONG-TERM OUTCOMES (We expect that if funded, short- and long-term outcomes will result in the changes identified within one to five years.)</th>
<th>IMPACT (We expect that if funded, this proposal will lead to the following changes for students in this LEA in one to five years.)</th>
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<tbody>
<tr>
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APPENDIX C

Rubric
### Reviewer Scoring Rubric

**Career-Themed Academy CTE Proposal**  
**FY 2013**

<table>
<thead>
<tr>
<th>System Code</th>
<th>System Name</th>
<th>Career and Technical Administrator</th>
<th>Site Coordinator</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Components</th>
<th>Evaluation Criteria</th>
<th>Maximum Points</th>
<th>Points Awarded</th>
</tr>
</thead>
</table>
| SDE Audit  | Completion of required components.  
|            | Abstract no more than two pages.  
|            | Complete budget page(s).  
|            | Participation Assurances. | **20** | |
| Summary/Abstract | Benefit to Career-Themed Academy CTE opportunities for students. | **15** | |
| Proposal Narratives |  
|            | **PLANNING PROPOSAL**  
|            | Description and documentation of need. (15 points)  
|            | Basic Logic Template. (35 points)  
|            | Business and Community Support and Involvement. (10 points)  
|            | Professional Development (administrators, teachers, and guidance counselors). (5 points) | **65** | |
|            | **IMPLEMENTATION PROPOSAL**  
|            | Description and documentation of need. (15 points)  
|            | Basic Logic Template. (30 points)  
|            | Business and Community Support and Involvement. (5 points)  
|            | Professional Development (administrators, teachers, and guidance counselors). (5 points)  
|            | Organizational and Operational Structure. (5 points)  
|            | Assessment of Student Achievement. (5 points) | **100** | |

**TOTAL**

Reader's Comments

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