August 29, 2012

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Thomas R. Bice
State Superintendent of Education

SUBJECT: Career and Technical Education Extended Contract Grant Application

Enclosed is the Request for Proposals (RFP) for the Career and Technical Education Extended Contract Grant. The RFP contains the grant application, general information, and instructions. The purpose of the grant is to provide funding to local education agencies for salaries, benefits, stipends, travel to State Department of Education and FFA-sanctioned activities, and other approved activities for extended contracts beyond the existing teacher contract period for Agriscience teachers currently on a 220-day or less contract.

Grants of up to $18,000 will be available during the 2012-2013 school year. Funds are available for obligation from the date of the 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. in Friday, October 5, 2012. Send applications to Dr. Philip Cleveland, Office of Career and Technical Education Director, ATTN: Mr. Jacob Davis, Education Specialist, 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. Jacob Davis, Education Specialist, at 334-242-9114 or by e-mail at dDavis@alsde.edu.

TRB/PC/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. Jacob Davis

FY12-1020
GENERAL INFORMATION
AND
APPLICATION INSTRUCTIONS

REQUEST FOR PROPOSALS
CAREER AND TECHNICAL EDUCATION EXTENDED CONTRACT
FY 2013

Applications (original and four copies) must be received no later than 4:30 p.m. on Friday, October 5, 2012.

MAIL TO:

Dr. Philip Cleveland, Director
Career and Technical Education/
Workforce Development
ATTN: Mr. Jacob Davis
Alabama Department of Education
P. O. Box 302101
Montgomery, AL 36130-2101

HAND DELIVER TO:

Dr. Philip Cleveland, Director
Career and Technical Education/
Workforce Development
ATTN: Mr. Jacob Davis
Alabama Department of Education
Lurleen B. Wallace Building
2nd Floor, Room 2048
501 Dexter Avenue
Montgomery, AL 36104

NOTE: All Federal Express mail should be delivered to:
Dr. Philip Cleveland, Director
Career and Technical Education/
Workforce Development
ATTN: Mr. Jacob Davis
Alabama Department of Education
50 North Ripley Street
Montgomery, AL 36104
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## Appendices

- Appendix A: Request for Proposals Application
- Appendix B: Budget Form
- Appendix C: Logic Template Management Plan
- Appendix D: Assurances
- Appendix E: Career and Technical Education State Initiative Manual
  - AGRICULTURE, FOOD, AND NATURAL RESOURCES: Program Standards
  - Requirements for Participation in the Alabama Career and Technical Education Initiative: Agriscience Extended Contract
- Appendix F: Reviewer Scoring Rubric
CAREER AND TECHNICAL EDUCATION EXTENDED CONTRACT PROPOSAL
FY 2013

I. GRANT OVERVIEW

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

Instructions
Complete all pages of the application packet and return by 4:30 p.m. on October 5, 2012. Mail to: Dr. Philip Cleveland, Director, Office of Career and Technical Education/Workforce Development, ATTN: Mr. Jacob Davis, 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, ATTN: Mr. Jacob Davis, Lurleen B. Wallace Building, 2nd Floor, Room 2048, 501 Dexter Avenue, Montgomery, AL 36104. Submit original and four copies. Please use blue ink for Request for Proposals application signatures on the original.

Purpose
To provide funding to local education agencies (LEAs) for salaries, benefits, stipends, travel to SDE and FFA-sanctioned activities and other approved activities for extended contracts beyond the existing teacher contract period for Agriscience teachers currently on a 220-day or less contract. Funding is for days worked and may not be used for vacation days. Funding may be used to plan and implement activities to increase student participation in FFA, leadership, citizenship, academics, and technological skills to enhance the advisor's facilitation of FFA. These activities may include, but are not limited to, supervision of Senior Projects, i.e., Supervised Agricultural Experience (SAE); other activities that increase FFA membership and participation; chapter leadership program delivery; improving competitive and leadership event preparation; implementing chapter management workshops; enhancing joint FFA membership activities between programs, schools, and school systems; participating in state and national FFA leadership development activities; and FFA attendance at district, state, and national competitive events and student conventions or conferences that occur outside of the teacher contract period. The funds for the extended contract may only be spent on approved career and technical education activities related to agriscience classroom instruction, SAEs, or FFA activities. Payments for stipends and additional days cannot be made for days the employee is paid under contract. School board approval for payments made to employees should clearly indicate that these payments are for one time only and will not add additional days to employee contracts.

Program Goals
To increase student membership and participation in FFA, leadership, citizenship, academics, and technological skills activities. To enhance an advisor's facilitation of an FFA chapter.

Eligibility
LEAs are eligible to submit one proposal per teacher that supports the purposes of the request for proposals.

Type of Award
Competitive

Type of Proposal
Implementation

Funding Period
Funds are available for obligation from date of award through the first day of teacher's contract 2013-2014.

Date of Award
Funds are available for obligation during the funding period upon receipt of award letter and approved budget.

Technical Assistance
Staff from the Alabama Department of Education, Career and Technical Education, will be available for technical assistance during the planning and implementation process. An online technical assistance session will be provided. For more information, contact Mr. Jacob Davis at 334-242-9114 or by e-mail at ddavis@alsde.edu.

Allowable Activities
Sites agree to use funds to pay salaries, benefits, stipends, and other approved activities for extended contracts beyond the existing teacher contract period for Agriscience teachers currently on a 220-day or less contract. Funding is for days worked and may not be used for vacation days. Funding may be used to plan and implement activities to increase student participation in FFA, leadership, citizenship, academics, and technological skills to enhance the advisor's facilitation of FFA. The funds for the extended contract may only be spent on approved career and technical education activities related to agriscience classroom instruction, SAEs, or FFA activities. Equipment, tuition, apparel for teachers and/or students, and supplanting are not allowable.

Proposal Due Date
Proposals must be received no later than 4:30 p.m. on October 5, 2012.
II. INTRODUCTION
Activities to increase student participation in FFA, leadership, citizenship, academics, and technological skills are an integral part of the CTE Agriculture, Food and Natural Resources cluster curriculum. Funding provided is for use beyond the existing teacher contract to the equivalent of a 240-day contract period.

III. APPLICATION INSTRUCTIONS
Proposals must address all the statements in the sequence and format provided below and must be based upon the funding purpose and other information as required. The Title Page Application, Abstract, Proposal Narrative, Budget Narrative outlining expenses, Logic Template Management Plan (herein referred to as logic template), and Assurances must be included in the proposal.

While the information requested for the application is comprehensive, the responses and descriptions should be succinct.

IV. APPLICATION FORMAT
- All applications submitted must adhere to the following format and submission requirements:
  - Title Page Application
  - Section I: Abstract
  - Section II: Proposal Narrative
  - Section III: Budget and Budget Summary indicating expenses for the teacher included in the application
  - Section IV: Logic Template Management Plan for the teacher included in the application
  - Section V: Assurances
  - Applications must be in 12-point font, double-spaced on one side of standard (8 ½" 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 four (4) copies of the proposal must be submitted.
  - Applications may not be faxed or transmitted electronically.
  - Applications can be submitted by regular mail, express courier delivery, or hand-delivered.
  - Applications must be received no later than 4:30 p.m., Friday, October 5, 2012.

A. Title Page Application
The three-page RFP application (pp. 7-9), including title page, must appear as the cover for the proposal. (See Appendix A)

B. Section I: Abstract
Include no more than a two-page abstract of the proposed activities that describes the school demographics and how use of the grant funds will increase student participation in FFA, leadership, citizenship, academics, and technological skills to enhance the advisor’s facilitation of FFA. Applicants must submit a rationale when applying for funds. The rationale must be included as part of the abstract.

C. Section II: Proposal Narrative
Include no more than a five-page proposal narrative (excluding the logic template) describing how each of the components listed below will be addressed. All components of the proposal must be addressed in detail.

1. Description and Documentation of Need
   Provide a detailed description of the activities that will support the funding purposes; include any valid and reliable data that supports the need for an extended contract (i.e., ratio of students FFA membership-to-student enrollment, summer projects, and academic core indicators).

2. Goals/Measurable Objectives
   Identify the overall goals to be addressed and the measurable objectives to be reached using the components of the logic template.

3. Support, Involvement, and Program Sustainability
   Identify meaningful ways that the LEA, partners, and various community resources will assist with program activities. Identify any linkages, including articulation agreements with postsecondary institutions, apprenticeships, or student credentialing opportunities that will be enhanced or strengthened as a result of funds received from this grant.

4. New Organizational Structures
   Identify and describe the use of technology that will be implemented to support the proposed extended contract activities.
5. **Baseline Data**

Identify the following base-line data:

- The number of students enrolled in the program the previous year, 2011-2012.
- The percentage of members enrolled in FFA (membership/total enrollment).

D. **Section III: Budget and Budget Summary**

Complete the proposed budget form. Include a budget detail summary that identifies the amount of funds requested and the description of use for each category as well as the total and the daily pay rate of the teacher. An outline of how funds will be used to accomplish the goals and objectives of the proposal must be included. For example, applicants should include the basis for estimating the cost of salaries, travel, materials, and supplies. (See Appendix B)

E. **Section IV: Logic Template Management Plan**

The teacher will submit a proposed logic template that outlines the activities and services to be implemented during the performance period. Additionally, the logic template shall include the estimated cost of each activity or service and the number and percentage of students and/or FFA members that participated in the activities. (See Appendix C)

F. **Section V: Assurances**

All pages of assurances must be completed, signed, and submitted. Original signatures in blue ink of the Superintendent, Chief School Financial Officer, Career and Technical Administrator, and the applying teacher are required. (See Appendix D)

G. The Career and Technical Education State Initiative Manual AGRICULTURE, FOOD, AND NATURAL RESOURCES: Programs Standards Requirements for Participation in the Alabama Career and Technical Education Initiative: Agriscience Extended Contract defines the extended contract requirements. The manual provides the criteria and guidelines to be implemented by the Agriscience teacher to be eligible for and remain in compliance with the extended contract grant. (See Appendix E)

H. **Reviewer Scoring Rubric to rate proposals. (See Appendix F)**

**MAIL TO:**

- Dr. Philip Cleveland, Director
- Career and Technical Education/
- Workforce Development
- ATTN: Mr. Jacob Davis
- Alabama Department of Education
- P. O. Box 302101
- Montgomery, AL 36130-2101

**HAND DELIVER TO:**

- Dr. Philip Cleveland, Director
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- Workforce Development
- ATTN: Mr. Jacob Davis
- Alabama Department of Education
- 50 North Ripley Street
- Montgomery, AL 36104

V. **SITE REVIEWS AND DESK AUDITS**

Teachers will submit to the SDE Agriscience Education Administrator an annual performance report and associated documentation (Agriscience Education Program Final Report – Desk Audit) that is based on the components of the logic template that outlines the activities and services that were implemented during the performance period no later than September 30, 2013. The evaluation components shall include the associated cost of each activity or service and the number and percentage of students and/or FFA members that participated in the activities.

Technical assistance site visits will be provided by the Alabama Department of Education, Career and Technical Education Section.
CAREER AND TECHNICAL EDUCATION EXTENDED CONTRACT PROPOSAL
Request for Proposals—FY 2013
Career and Technical Education State Funds

Instructions: Complete all pages of the application packet and return by 4:30 p.m. on October 5, 2012. Mail to: Dr. Philip Cleveland, Director, Office of Career and Technical Education, ATTN: Mr. Jacob Davis, 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, ATTN: Mr. Jacob Davis, Lurleen B. Wallace Building, 2nd Floor, Room 2048, 501 Dexter Avenue, Montgomery, AL 36104. No faxed or electronic copies will be accepted. Submit original and four 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>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
</tr>
<tr>
<td>Address:</td>
<td>School:</td>
</tr>
<tr>
<td>Telephone:</td>
<td>School Address:</td>
</tr>
<tr>
<td>Fax:</td>
<td>School Phone:</td>
</tr>
<tr>
<td>E-mail:</td>
<td>Email:</td>
</tr>
</tbody>
</table>

Purpose: To provide funding to local education agencies for salaries, benefits, stipends, travel to SDE and FFA sanctioned activities and other approved activities for extended contracts beyond the existing teacher contract period for Agriscience teachers currently on a 220-day or less contract. Funding is for days worked and may not be used for vacation days. Funding may be used to plan and implement activities to increase student participation in FFA, leadership, citizenship, academics, and technological skills to enhance the advisor’s facilitation of FFA. These activities may include, but are not limited to, supervision of Senior Projects; i.e., Supervised Agricultural Experience (SAE); other activities that increase FFA membership and participation; chapter leadership program delivery; improving competitive and leadership event preparation; implementing chapter management workshops; enhancing joint FFA membership activities between programs, schools, and school systems; participating in state and national FFA leadership development activities; and FFA attendance at district, state, and national competitive events and student conventions or conferences that occur outside of the teacher contract period. The funds for the extended contract may only be spent on approved career and technical education activities related to agriscience classroom instruction, SAEs or FFA activities. Payments for stipends and additional days cannot be made for days the employee is paid under contract. School board approval for payments made to employees should clearly indicate that these payments are for one time only and will not add additional days to employee contracts.

Funding Availability: A maximum of $18,000 per teacher for implementation of activities.

Date of the Award: Funds are available for obligation from date of award through the first day of teacher’s contract 2013-2014.

Allowable Costs: Sites agree to use funds to pay for salaries, benefits, stipends, professional development, registration, and travel expenses.

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 systemwide 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 ______________

Approved: __________________________
Thomas R. Bice, State Superintendent of Education

FOR SDE USE ONLY
**PROGRAM SUPPORT:**
The goals, objectives, and activities detailed in this proposed project of the RFP are designed to promote and increase membership and participation in FFA activities.

<table>
<thead>
<tr>
<th>Career and Technical Administrator's Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Applying Teacher's Signature</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CAREER AND TECHNICAL EDUCATION EXTENDED CONTRACT PROPOSAL
Request for Proposals
FY 2013
Statements of Agreement

Grant recipients agree to (absolute priorities):
2. Participate in Alabama Department of Education-sponsored networking/sharing conferences.
3. Complete and submit the annual FFA Chapter Report to the SDE Agriscience Administrator by June 30, 2013.

Superintendent (Signature)

Career and Technical Administrator (Signature) Chief School Financial Officer (Signature) Date

Career and Technical Education Teacher (Signature)
Appendix B

Budget Form
CAREER AND TECHNICAL EDUCATION EXTENDED CONTRACT PROPOSAL  
Request for Proposals  
FY 2013

PROPOSED BUDGET

Revenue Code = 1280;  Program Code = 3800;  Fund Source = 1280

<table>
<thead>
<tr>
<th>Function Code</th>
<th>Object Code</th>
<th>Description</th>
<th>Budget (Round to whole dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>010</td>
<td>Salaries</td>
<td>$ __________</td>
</tr>
<tr>
<td></td>
<td>192</td>
<td>Stipends (See note below.)</td>
<td>$ __________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Benefits: (As applicable)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>230</td>
<td>Social Security (6.2%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>240</td>
<td>Medicare (1.45%)</td>
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</tr>
<tr>
<td></td>
<td>220</td>
<td>Retirement (10.08%)</td>
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<tr>
<td></td>
<td>250</td>
<td>Unemployment Compensation (LEA's individual rate)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>382</td>
<td>In-State Travel</td>
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<tr>
<td>2215</td>
<td>383</td>
<td>Out-of-State Travel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>319</td>
<td>Purchased Services—Other Professional Educational Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>394</td>
<td>Printing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>623</td>
<td>Registration Fees</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL  $ __________

Note: The benefits that must be budgeted for stipends are social security, Medicare, retirement, and unemployment compensation.
Budget items not included must receive Alabama State Department of Education (ALSDE) approval.
Appendix C

Logic Template
Management Plan
## Logic Template
### Management Plan (Sample)

<table>
<thead>
<tr>
<th>Inputs/Resources</th>
<th>Activities</th>
<th>Activities Timeline</th>
<th>Outputs/Functions</th>
<th>Outputs/Functions Timeline</th>
<th>Proposed Outcomes</th>
<th>Impact/Overall Long-Term Intended Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAE Resources on <a href="http://www.ffa.org">www.ffa.org</a>; SAE Resources on shop.ffa.org; SAE Handbook; Research on local agricultural commodities, SAE Examples, FFA Proficiency List, Agriculture Teacher's Manual, etc.</td>
<td>Students complete a resources inventory, identifying land, equipment, facilities, and other advantages the student may have for a particular agricultural area.</td>
<td>June 15-30</td>
<td>Compile a list of students and their SAE programs.</td>
<td>July 15</td>
<td>Increase the percentage of students with a legitimate SAE project.</td>
<td>100% participation from students in SAEs.</td>
</tr>
<tr>
<td></td>
<td>Students identify FFA Proficiency areas related to their selected SAE project.</td>
<td>June 15-30</td>
<td>Compile a list of students and the FFA Proficiency award area for which they are applying.</td>
<td>July 15</td>
<td>Increase the percentage of students applying for FFA Proficiency Awards.</td>
<td>100% participation of eligible students in FFA Proficiency Awards.</td>
</tr>
<tr>
<td></td>
<td>Teacher will conduct on-site SAE visits of student SAEs.</td>
<td>June 15 - July 15</td>
<td>Complete a SAE Program Supervision Record for each student SAE visited.</td>
<td>July 15</td>
<td>Increase the number of SAE visits conducted by the teacher.</td>
<td>Teacher visits 75% of all students with a legitimate SAE project.</td>
</tr>
</tbody>
</table>
Appendix D

Assurances
ASSURANCES/AGREEMENTS FOR FISCAL YEAR 2013

This Local Educational Agency 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 to 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 Competitive Bid Law. The 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 local education agency 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 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 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 Alabama 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 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 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 any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

---

**Signature of Superintendent**

Date Signed

**Signature of Chief School Financial Officer**

Date Signed

**Signature of Career and Technical Administrator**

Date Signed

**Signature of Career and Technical Teacher**

Date Signed
APPENDIX E

Career and Technical Education State Initiative Manual

AGRICULTURE, FOOD, AND NATURAL RESOURCES: Programs Standards

Requirements for Participation in the Alabama Career and Technical Education Initiative: Agriscience Extended Contract
Resources:

*Quality Twelve-Month Agricultural Education Program Manual*, State of Tennessee Department of Education: Division of Career and Technical Education

*Agriscience Education Program: Performance Indicators Manual*, Alabama Association of Agriscience Educators

*GVATA Program Standards and Programs of Work*, Georgia Vocational Agricultural Teachers Association Program Standards and Programs of Work: High School, Middle School, and Young Farmer Agricultural Education Teachers

*Agricultural Education Program Standards*, Requirements for Approval of Agricultural Education Programs in Secondary Schools in Kansas

*Alabama Administrative Code*

*Agricultural Teachers Manual*

Internet Sources:

http://alabamaaged.org/ Alabama Association of Agriscience Educators Webpage


www.glenrosearkanassffa.org/Contract%20SAE.ppt FFA and Santa Rita Advisor Justification of Extended Contracts and Justification for FFA Advisor Stipend

www.agriscience.msu.edu/program.../ExtendedProgramExample1.doc Extended Agricultural and Natural Resources Program

INTRODUCTION

"With increasing pressure for justification and funding of extended programs, documentation of time spent and activities performed will help you meet the demands from state and local education officials. Documentation means more than shuffling papers. The summer months of the agriculture instructor/FFA advisor have legislatively and traditionally been months of supervision, teaching and learning. Since the passage of the Smith-Hughes Act in 1917, vocational agriculture instructors have been employed for a longer period of time than other teachers in the high school (originally 12 months). The extended program provides the opportunity to conduct summer educational activities and experiences through "directed and supervised practice." Extended programs are a valuable and necessary component of the Agriscience program. The teaching of Agriscience students cannot and should not stop at the beginning of June if we intend to gain the optimum advantages in learning for our students. Agriscience practices, Agriscience/agricultural programs and supervised agricultural experience (SAE) programs are in full operation during the summer, and these students need supervision. The major purpose of the extended program is to provide quality instruction for students enrolled in Agriscience courses. If the Agriscience instructor is to be accountable for his/her time and activity, the instruction must focus on the SAE programs and other student-oriented activities." Agriculture Teacher's Manual, National FFA Organization, 1998, pp. 11:2-4

This manual defines the extended contract requirements for teachers holding an Agriscience Certification, who are teaching courses from the Agriculture, Food, and Natural Resources (AFNR) Cluster, and are participating in the state-funded Career and Technical Education (CTE) Initiative. The manual provides the criteria and guidelines to be implemented by the Agriscience teacher to be eligible for and remain in compliance with the extended contract grant. These criteria will be used for evaluation and for continued participation in the state-funded CTE Initiative.

The purpose of the extended contract grant is to provide funding to the local education agency (LEA) for salaries, benefits, travel to State Department of Education (SDE) and FFA sanctioned activities and other approved activities for extended contracts beyond the existing teacher contract period for Agriscience teachers currently on a 220-day or less contract. The goals of the extended contract grant are to increase student membership and participation in FFA, leadership, citizenship, academics, and technological skill activities to enable students to participate in comprehensive learning environments that enhance their knowledge and skills of Agriscience. Students are then able to make more informed career decisions and perform at higher skill levels in the AFNR industry.
Due to the year-round nature of Supervised Agricultural Experience (SAE) programs, continued supervision through the summer months is required. SAE programs are an integral part of the total school-based agricultural education program. Examples of SAE programs are employment or placement, entrepreneurship, research, home and farm improvements, and technical skills. Teachers are required to visit students’ SAE programs to evaluate progress and supervise students.

To enable agriculture students to take full advantage of opportunities afforded them through the co-curricular (intra-curricular) National FFA Organization, Agriscience teachers are available year-round. Many FFA career development events and leadership conferences occur during the summer months to avoid conflict during class time. Many FFA chapters hold meetings, retreats, workshops, and industry visits during the summer months in preparation for the upcoming school year. These activities ensure personal growth and development, along with technical competence of agricultural education students.

Because of the dynamic nature of the AFNR industry, it is crucial for teachers to keep abreast of new technology. Many industry-sponsored workshops and conferences occur during the extended contract period. Furthermore, during the summer months, agricultural-related industries hold professional development workshops and seminars to provide up-to-date curricular materials and delivery systems.

Facilities required for teaching the Agriscience Education curriculum require extensive upkeep. Many schools have animal laboratories and/or greenhouses that must be managed on a daily basis. Timely renovation and maintenance of facilities are necessary in maintaining a quality program to serve students.
QUALITY PROGRAM INDICATORS

The state of Alabama has defined all CTE programs using quality program indicators with an agreement through Carl Perkins funding. These indicators are validated by obtaining program certification using Business and Industry Certification (BIC) standards. The indicators for all Alabama CTE programs are as follows:

- Programs of such size that offer an equivalent of 3 one-credit courses within a period of two consecutive years;
- Programs of such scope that are aligned with the State Board of Education approved Alabama Course of Study (COS) and Plans of Instruction (POI);
- Programs that have a certified and appropriately endorsed teacher (Note: A teacher who teaches a CTE course that substitutes for a core academic course must be highly qualified);
- Programs having a state-approved articulation agreement for a program of study or a local articulation agreement approved in writing by secondary and postsecondary institutions (where available);
- Programs being supported by current labor market data to support high-skill, high-wage, or high-demand jobs;
- Programs that teach all aspects of an industry;
- Programs having an active advisory committee;
- Programs having a Career and Technical Student Organization (CTSO) as an integral part of the instructional program for all students; and
- Programs promoting CTE and related academic curriculum integration with academic teachers.

A 12-month Agriscience Education program is one that equally maximizes the following three critical components of the educational instructional procedure, requiring that the teacher have an extended contract.

Classroom Instruction – This component includes contextual academic and technical skills and is accomplished through effective classroom and laboratory instruction which prepares qualified employees for the agriculture, food, and natural resources industry.

SAE – This component includes field experiences of concepts and principles learned in the classroom and are accomplished by teaching students practical skills by providing hands-on, real-world experiences which will help them be successful in today's work world.

Student Leadership (FFA) – This component is accomplished by encouraging and assisting students to participate in FFA. The National FFA Organization makes a positive difference in students lives by developing their potential for premier leadership, personal growth, and career success through Agriscience Education. FFA operates at the local, county, district, state, and national levels. The local FFA chapter is an integral part of the Agriscience Education program, providing a variety of opportunities for students to develop leadership and take charge of their learning. Effective FFA chapters help students make school-to-career connections, develop career skills, prepare for responsible citizenship, earn recognition, and build self-confidence.
To ensure that all Agriscience Education programs taught by teachers with extended contracts incorporate and maximize the three critical components listed above, programs shall implement at a minimum, 75% of the items listed on the self-evaluation (Agriscience Education Program Final Report – Desk Audit) and shall strive to attain high-quality standards as evidenced by a desk audit or site visit.
COMPLIANCE MONITORING, THE LOCAL EDUCATION AGENCY, AND THE STATE DEPARTMENT OF EDUCATION

- The local CTE Administrator or designee shall evaluate the Agriscience Education program annually, using the BIC core indicators. Documentation of this annual program evaluation shall be documented on Form 14 of the Program Application and Accountability Plans for Career and Technical Education and be submitted on or before August 1. If deficiencies are noted, a preliminary copy of the BIC review performed by the local CTE Administrator shall be sent to the SDE Administrator responsible for the supervision of the AFNR cluster on or before June 1.

- All programs must meet BIC requirements as evidenced by the annual and five-year BIC reviews. Any deficiency shall be corrected within the fiscal year of the review.

- Agriscience teachers must complete all requirements of the Request for Proposals (RFP) to be eligible to receive an extended contract. The RFP will be read and evaluated by outside readers. The score received on the RFP and available funds allocated by the Alabama legislature will determine the grant award and the eligibility for participation in the state-funded CTE extended contract initiative.

- Agriscience teachers must complete the program self-evaluation (Agriscience Education Program Final Report – Desk Audit) and submit it to the SDE Agriscience Education Administrator on or before September 30, 2013. This deadline must be met annually to be eligible for participation in the CTE Initiative.

CONSEQUENCES

Any program that does not obtain or maintain BIC certification or that deviates from the activities outlined in the RFP shall be considered out of compliance and the teacher will not be eligible for participation in the CTE Initiative.
ACTIVITIES FOR EXTENDED CONTRACT

1. The Agriscience Education program must include the following three components: classroom instruction, student leadership (FFA), and Supervised Agriscience Experience (SAE). The teacher must combine these components to make a complete and balanced program. Students must be trained for Career Development Events and supervised at these activities. A majority of the students must have an SAE that requires home and work-site visits by the Agriscience teacher.

2. A logic template, including a time line of all planned extended contract activities, shall be included in the RFP for review and evaluation by the proposal readers. The template will be used as a reference during the site visit. Other activities documented in the logic template may be carried out with approval. Scheduling extended contract program dates will be flexible depending upon the type of school year calendar. Reminder: The intent of the grant is that all activities must occur after the existing contract and before the beginning of a new contract.

3. The teacher collects and submits all reports and data related to this grant to the SDE in accordance with the due date.

Written approval of the superintendent and principal of the summer program of work is obtained and a copy of that file shall be made available to the SDE, with additional copies kept at the central office and in the principal’s office.

Classroom Instruction Activities

4. The teacher conducts a minimum of one advisory committee meeting during the extended contract period as evidenced by proper advisory committee minutes.

5. The teacher obtains instructional-based professional development related to Agriscience education.

6. The teacher maintains and repairs instructional equipment.

7. The teacher updates files, lesson plans, course syllabi, and reviews resources in preparation for the next school year course offerings.

8. The teacher conducts an annual community survey to determine what programs (courses) need to be offered to meet local work force needs. (Not applicable for middle-level programs)

9. The teacher develops agreements with state and local business/industry and agencies (NRCS, Alabama Extension Service, ALFA, Alabama Department of Agriculture and Industries, Alabama Farmers Cooperative, Alabama Cattlemen’s Association, Junior Cattlemen’s Association, etc.) for the purpose of improving the instructional program.

10. The teacher organizes and conducts adult education instruction and/or FFA Alumni or Young and Adult Farmers Education Association activities.

11. The teacher attends the AACTE Summer Conference as evidenced by travel claims, meeting agendas, verification of attendance from the conference, and/or other supporting materials.
Supervised Agriculture Experience (SAE) Activities

12. A minimum of 60% of students enrolled in the Agriscience Education program shall have in place an approved SAE program as evidenced by the annual desk audit submitted on or before September 30, 2013.

13. The teacher organizes and supervises agricultural experience programs of prospective students and makes regular planned on-the-farm or on-the-job instructional visits, devoting a minimum of 5 days supervising his/her students SAE in the summer between school years as evidenced by the Agriscience Education Program Final Report – Desk Audit, SAE Report, Travel Claims, and/or reports submitted to school administration verifying visits.

14. The teacher conducts activities to enhance supervised agricultural experience programs.

15. The teacher submits one or more State FFA degree applications based on the student’s SAE program to the State FFA Office. (Not applicable for middle-level programs)

16. The teacher prepares a spot map showing locations of students, young farmers and/or adult farmers, follows up with former students, and assists students in securing placement in related jobs while maintaining and managing the Agriscience Education program and facilities during the extended contract period.

17. The Agriscience Education program facilities are appropriate and the approved equipment is safe to compliment or facilitate school-provided SAE programs as evidenced by the Agriscience Education Program Final Report – Desk Audit and visual inspection during a site visit.

18. The Agriscience Education program must meet BIC requirements as evidenced by the annual and five-year BIC reviews. Any deficiency shall be corrected within the fiscal year of the review.

19. The teacher must submit at least one FFA proficiency award annually related to a student’s SAE. (Not applicable for middle-level programs)

Student Leadership (FFA) Activities

20. A minimum of 50% of students enrolled in the Agriscience Education program shall be members of FFA for the fiscal year prior to receiving the extended contract grant.

21. A minimum of 25% of members of FFA shall participate in FFA activities at the local, county, district, state, and/or national levels.

22. The teacher and FFA members attend and participate in local, county, district, and state FFA meetings (workshops, conferences, competitive events, etc.).

23. The teacher and FFA members attend and participate in FFA Chapter Officer Leadership Workshops or other FFA sanctioned leadership development training.

24. The FFA chapter holds at least one FFA chapter meeting during the extended contract time.

25. The FFA chapter officer meetings are held during the extended contract time.

26. The FFA chapter submits a superior chapter application based on the chapter’s Program of Activities (Program of Work).

27. The FFA chapter has one official delegate to the state FFA convention. Other chapter members are encouraged to attend.

28. The FFA chapter conducts at least one community service project.

29. The FFA chapter holds an awards banquet or program.

30. The FFA chapter conducts activities in recognition of National FFA week.

31. The teacher completes and submits the FFA Chapter Report by June 30, 2013.
AGRICIENCE EDUCATION PROGRAM FINAL REPORT – DESK AUDIT  
(Due on or before September 30, 2013, to the SDE Agriscience Education Administrator)

To ensure that all Agriscience Education programs taught by teachers with extended contracts incorporate and maximize the three critical components (Classroom Instruction, SAE, Student Leadership – FFA), programs shall implement at a minimum, 75% of the items listed below and shall strive to attain high-quality standards as evidenced by a desk audit or site visit.

<table>
<thead>
<tr>
<th>Critical Component: Classroom Instruction</th>
<th>Date of Completion</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher conducts a minimum of one advisory committee meeting during the extended contract period as evidenced by proper advisory committee minutes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The teacher obtains instructional-based professional development related to Agriscience education.</td>
<td></td>
<td>Number of hours obtained</td>
</tr>
<tr>
<td>3. The teacher maintains and repairs instructional equipment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The teacher updates files, lesson plans, course syllabi, and reviews resources in preparation for the next school year course offerings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. *The teacher conducts an annual community survey to determine what programs (courses) need to be offered to meet local work force needs.</td>
<td></td>
<td>Number of surveys returned</td>
</tr>
<tr>
<td>6. The teacher develops agreements with state and local business/industry and agencies (NRCS, Alabama Extension Service, ALFA, Alabama Department of Agriculture and Industries, Alabama Farmers Cooperative, Alabama Cattlemen’s Association, Junior Cattlemen’s Association, etc.) for the purpose of improving the instructional program.</td>
<td></td>
<td>Submit a list of partners</td>
</tr>
<tr>
<td>7. The teacher organizes and conducts adult education instruction and/or FFA Alumni or Young and Adult Farmers Education Association activities.</td>
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<tr>
<td>8. The teacher attends the AACTE Summer Conference as evidenced by travel claims, meeting agendas, verification of attendance from the conference, and/or other supporting materials.</td>
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</table>

<table>
<thead>
<tr>
<th>Critical Component: SAE</th>
<th>Date of Completion</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A minimum of 60% of students enrolled in the Agriscience Education program have in place an approved SAE program.</td>
<td></td>
<td>Number of students enrolled</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of Students with approved SAEs:</td>
</tr>
<tr>
<td>2. The teacher organizes and supervises agricultural experience programs of prospective students and makes regular planned on-the-farm or on-the-job instructional visits, devoting a minimum of 5 days supervising his/her students’ SAE in the summer between school years.</td>
<td></td>
<td>Number of SAE visits</td>
</tr>
<tr>
<td>3. The teacher conducts activities to enhance supervised agricultural experience programs.</td>
<td></td>
<td>Number of activities conducted</td>
</tr>
</tbody>
</table>
4. *The teacher submits one or more State FFA degree applications based on the student’s SAE program to the State FFA Office. Number of State FFA degree applications submitted to State ______

5. The teacher prepares a spot map showing locations of students, young farmers and/or adult farmers, follows up with former students, and assists students in securing placement in related jobs while maintaining and managing the Agriscience Education program and facilities during the extended contract period.

6. The Agriscience Education program facilities are appropriate, and the approved equipment is safe to compliment or facilitate school-provided SAE programs.

7. The Agriscience Education program meets BIC requirements. Any deficiency shall be corrected within the fiscal year of the review.

8. *The teacher submits at least one FFA proficiency award annually related to a student’s SAE.

<table>
<thead>
<tr>
<th>Critical Component: Student Leadership - FFA</th>
<th>Date of Completion</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A minimum of 50% of students enrolled in the Agriscience Education program are members of FFA for the fiscal year prior to receiving the extended contract grant.</td>
<td></td>
<td>Number of Agriscience students (non-duplicated) ______</td>
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<tr>
<td></td>
<td></td>
<td>Number of FFA members ______</td>
</tr>
<tr>
<td>2. A minimum of 25% of members of FFA participate in FFA activities at the local, county, district, state, and/or national levels.</td>
<td></td>
<td>Number of FFA members ______</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number participating in FFA activities ______</td>
</tr>
<tr>
<td>3. The teacher and FFA members attend and participate in local, county, district, and state FFA meetings (workshops, conferences, competitive events, etc.).</td>
<td></td>
<td>Number of members attending COLW ______</td>
</tr>
<tr>
<td>4. The teacher and FFA members attend and participate in FFA Chapter Officer Leadership Workshops or other FFA sanctioned leadership development training.</td>
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<tr>
<td>5. The FFA chapter holds at least one FFA chapter meeting during the extended contract time.</td>
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<tr>
<td>6. The FFA chapter officer meetings are held during the extended contract time.</td>
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<tr>
<td>7. The FFA chapter submits a superior chapter application based on the chapter’s Program of Activities (Program of Work).</td>
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<tr>
<td>8. The FFA chapter has one official delegate to the state FFA convention. Other chapter members are encouraged to attend.</td>
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<td>Number of members attending state FFA convention ______</td>
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<td></td>
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<td>Name of Delegate</td>
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<tr>
<td>9.</td>
<td>The FFA chapter conducts at least one community service project.</td>
<td>Hours of community service</td>
</tr>
<tr>
<td>10.</td>
<td>The FFA chapter holds an awards banquet or program.</td>
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</tr>
<tr>
<td>11.</td>
<td>The FFA chapter conducts activities in recognition of National FFA week.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The teacher completes and submits the FFA Chapter Report by June 30, 2013.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Activities:</th>
<th>Date of Completion</th>
<th>Documentation</th>
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<tbody>
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</tbody>
</table>

* Not required of middle-level programs.
SAMPLE FORM
SAE Program Supervision Record

Student Name: ____________________________________________

Date: ______________

Travel (miles) ________________ Time: ______________ to ______________

Description and observation of current SAE program:
___________________________________________________________

___________________________________________________________

Suggestions, comments and instruction offered to student:
___________________________________________________________

___________________________________________________________

Future needs, education, support and/or follow-up:
___________________________________________________________

___________________________________________________________

Condition of records:   __ Excellent   __ Good   __ Poor

Discussed program with parent(s)/guardian(s) or employer during visit: __ yes __ no

Name(s): _________________________________________________

Other Notes: _____________________________________________

___________________________________________________________

Signatures:

Student: _________________________________________________

Parent/Guardian: __________________________________________

Employer: _______________________________________________

Instructor: _______________________________________________
APPENDIX F

Rubric
### Reviewer Scoring Rubric

**CAREER AND TECHNICAL EDUCATION EXTENDED CONTRACT PROPOSAL 2013**

<table>
<thead>
<tr>
<th>System Code</th>
<th>System Name</th>
<th>Career and Technical Administrator</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

#### Components

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Maximum Points</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SDE Audit for Eligibility</strong></td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>Title Page - Completion of required components</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Form - Completed Budget Form that doesn’t exceed $18,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Summary - Detailed budget information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assurances - All required signatures on all forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previous Year’s FFA Chapter Verified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitted Audit Form from previous year (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summary/Abstract</strong></td>
<td>Description of school demographics and activities to be performed (10 points)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Proposal Narrative</strong></td>
<td>Description and documentation of need for extended contract (5 points)</td>
<td></td>
</tr>
<tr>
<td>Goals and measurable objectives of grant (20 points)</td>
<td>50</td>
<td></td>
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<tr>
<td>Support, involvement, and program sustainability (10 points)</td>
<td></td>
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<tr>
<td>New organizational structures (10 points)</td>
<td></td>
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<tr>
<td>Baseline data (5 points)</td>
<td></td>
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</tr>
<tr>
<td><strong>Budget Summary</strong></td>
<td>Budgeted expenditures reflect the goals and objectives of RFP (10 points)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Logic Template</strong></td>
<td>Logic Template Management Plan that outlines activities (30 points)</td>
<td>30</td>
</tr>
</tbody>
</table>

**TOTAL POINTS**

100

#### Bonus Points

**FY 12 Recipient Information**

<table>
<thead>
<tr>
<th>(SDE Desk Audit)</th>
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<tbody>
<tr>
<td><strong>FFA Membership Increase</strong></td>
</tr>
<tr>
<td><strong>Alumni Association chartered with National FFA Alumni Association</strong></td>
</tr>
</tbody>
</table>

Readers Comments: