

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF FAMILY AND STUDENT SUPPORT SERVICES
BUREAU OF HEALTH/NUTRITION, FAMILY SERVICES
AND ADULT EDUCATION

Request for Proposals

**21st Century Community Learning Centers
(21st CCLC) Grant Program
for Grades K-12**

2010-11

Purpose: To support community learning centers that provide programs focused on helping children in high-need schools to succeed academically through the use of scientifically-based practice and extended learning time.

Pursuant to the *No Child Left Behind Act of 2001*, codified at 20 U.S.C. § 7171 et seq.

The State Department of Education reserves the right to make necessary policy changes after proposals are submitted and to negotiate awards with potential recipients.

Application Due Date: August 23, 2010

RFP #132



Connecticut State Department of Education



Mark K. McQuillan
Commissioner of Education

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

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I. Purpose

The 21st Century Community Learning Centers (21st CCLC) program was established by Congress under Title IV, Part B of the Elementary and Secondary Education Act (ESEA). The passage of the *No Child Left Behind Act of 2001*, significantly amended the ESEA to expand state and local accountability and flexibility and to stress the adoption of research-based practice.

The purpose of the program is to fund *community-learning centers* that provide students with academic enrichment opportunities, as well as additional activities designed to complement their regular academic program. The 21st CCLC must offer students' families literacy and related educational development activities. Centers, which can be located in elementary or secondary schools or other similarly accessible facilities, provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), community service opportunities, as well as music, arts, sports, health and cultural activities. At the same time, centers help working parents by providing a safe environment for students when school is not in session.

The specific purposes of the 21st CCLC program are to:

- provide opportunities for academic enrichment, including tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student performance standards in core academic subjects, such as reading, mathematics and science;
- offer students a broad array of additional services, programs and activities, such as: youth development activities; drug, violence and pregnancy prevention programs; counseling programs; art, music, and recreation programs; technology education programs; character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- offer families of students served by community learning centers opportunities for literacy and related educational development. (Such opportunities could include adult development activities, parent and child shared activities, governance and leadership activities, and activities that link parents to schools.)

See, 20 U.S.C. § 7171(a).

II. Eligible Applicants

Applicants must show that they primarily serve students attending schools with a high concentration of low-income students, where at least 40 percent of the children served lunch are eligible for free or reduced price meals (see attached list). If a school's data has changed due to school closings and/or redistricting, the Connecticut State Department of Education (CSDE) reserves the right to award or deny eligibility. The following entities are eligible applicants:

- all local educational agencies (LEAs), charter and magnet schools;
- Regional Educational Service Centers (RESCs) applying on behalf of LEAs or magnet schools;
- community-based organizations (CBOs) including faith-based organizations and other public or private organizations; and

- a consortium of two or more of the above-mentioned agencies, organizations or entities.

The CSDE encourages applicants to design programs that propose to serve students who attend schools identified for improvement (pursuant to Section 1116 of Title I, see Appendix H) **and that are submitted jointly by at least one LEA receiving funds under Title I, Part A and at least one public or private community organization.** Although the statute provides an exception to this requirement for LEAs that do not have qualified community organizations within reasonable geographic proximity, such LEAs still must propose to serve students attending schools identified for improvement to qualify for the priority.

All proposals require signatures from the applicant school district's superintendent of schools and principal(s) of the participating school(s). The signatures serve as the commitment of the superintendent and the principal to attest to the appropriateness and accuracy of the information in the proposal and certify that this proposal will comply with all relevant requirements of the state and federal laws and regulations. **The commitment includes the sharing of State Assigned Student Identifier (SASID) numbers for CSDE data collection and reporting.**

Time Period

A 21st CCLC Grant cannot exceed five years.

Size of Grants

The minimum grant award is \$50,000. The maximum grant award is \$200,000. The average cost per center ranges from \$150,000 to \$200,000, servicing an average of 150 students and their parents. Costs per center may be higher or lower depending on the number of individuals served, the array of activities and the availability of additional resources. Grant awards will be funded at 100 percent for the first three years of funding. In year four, a phase-out will commence and the applicant will receive 75 percent of the initial grant award. In year five, the applicant will receive 50 percent of the initial grant award. The grant awards allocated in years four and five cannot be less than \$50,000 a year.

Number of Grants

The number of grants funded will depend on the number of applicants, number of centers and funds available.

III. Eligible Activities

Each eligible organization that receives an award may use the funds to carry out a broad array of before-and after-school activities (including summer recess periods and school vacations) that advance student achievement, including:

- mandatory homework help: staff must actively engage in homework time while circulating and providing students with necessary resources and assistance. When the students' homework is complete, program must provide appropriate activities to support student learning;
- remedial education activities and academic enrichment learning programs, which include providing additional assistance to allow the students to improve their academic achievement;
- mathematics and science education activities;

- art and music education activities;
- entrepreneurial education programs;
- tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement;
- recreational activities;
- telecommunications and technology education programs;
- expanded library service hours;
- programs that promote parental involvement and family literacy;
- programs that provide academic assistance to students who have been truant, suspended or expelled; and
- drug, violence and pregnancy prevention programs, counseling programs, and character education programs, as described in Section 7175(a) of the ESEA (or section 4205(a) of the *No Child Left Behind Act of 2001*).

Please note that all applicants must ensure, pursuant to Section 504 of the Rehabilitation Act, that their proposed 21st CCLC program is accessible to persons with disabilities.

IV. Application Contents

The grant application must be double spaced and include the following completed sections:

- A. Signed Grant Application Cover Page;
- B. Application Abstract (no more than one page);
- C. Table of Contents (one page);
- D. Application Narrative:
 - Need for Project (two pages maximum)
 - Project Design (seven pages maximum)
 - Adequacy of Resources (two pages maximum)
 - Management Plan (two pages maximum)
 - Project Evaluation (two pages maximum)
 - Sustainability of Program (two pages maximum)
 - Funding History and Experience (three pages maximum)
- E. Budget ED114, Budget Narrative (no more than two pages); and
- F. Letters of Commitment from collaborating youth-serving organizations, local education agencies and/or other public or private entities.

V. Grant Requirements

The following components must be included in the application:

- A. Need for Project (two pages maximum)**
 - 1. The extent to which the proposed project will provide services or otherwise address the needs of students at-risk of educational failure.**

Guidance for applicants: Provide a description of your community and the extent to which the proposed project is appropriate to, and will successfully address, the needs of the target population. In doing this, you may:

- a) Cite the factors that place students at-risk of educational failure, (e.g., the poverty rates in the communities to be served, the percentage of rapid growth of limited English-proficient students and adults, the percentage of Title I students, the dropout rates, teen pregnancy rates, achievement gap and adult literacy rates and education levels in the community); and
- b) Describe how the proposed project will remedy the risk factors for each target population. Applicants may find that a needs assessment may be helpful in determining the needs of the community and the gaps in the services that are available. The services to be provided should be closely tied to the identified needs.

B. Project Design (seven pages maximum)

- 1. The extent to which the goals, objectives and outcomes to be achieved by the proposed project are clearly specified and measurable.**
- 2. The extent to which the proposed project will collaborate with other appropriate agencies and organizations, providing services to the target population.**
- 3. The extent to which the program will be made available to all participating students; including days of operation, hours of operation, and start and end dates of program. (Travel time and transition time cannot be included as program time.)**

Guidance for applicants: Clearly describe the project activity and elaborate on how these goals and objectives are linked to the identified needs. Further, clearly delineate the roles of the partners, describing who will do what, when and where, to what ends and with what anticipated results. Applicants should carefully tailor activities to address the specific needs of program participants and to achieve the desired outcomes. For example, explain how your project will provide services and activities during extended hours that are not currently available during the regular school day, how project staff will vary their approaches to help meet a child's individual needs and how staff will collaborate with principals and regular school day teachers to assess a student's needs.

- a) Clearly describe your target population, including number of students to be served daily. Programs must be designed to serve the **same** students on a daily basis.
- b) Clearly describe homework time. Homework time is a **mandatory scheduled time made available to every student** in the program, where the student can receive assistance and support in completing homework. For instance, provide staff to student ratio as well as examples of small group activities for students who have completed their homework.

- c) Clearly describe the activities to support parent involvement and elaborate on how the goals and objectives of the program are integrated into the program design. These could include, for example, adult development activities, parent and child shared activities, governance and leadership activities, and activities that link parents to schools.
- d) Clearly address how you will incorporate literacy components as part of the academic and enrichment offerings of the program. In addition, describe how you will include small group instruction for low-achieving students, using strategies consistent with *Connecticut's Blueprint for Reading*, *Connecticut Framework for Language Arts* or *Research-based Literacy Practices*.
- e) Clearly address how you will offer math and science components as part of the academic and enrichment offerings of the program and how you will provide small group instruction for low-achieving students.
- f) Clearly address how you will offer health, nutrition and physical activity programming as part of the academic enrichment and recreational offerings of the program.
- g) Clearly address the number of weeks, days and hours the program will be in operation. Please include start and end date of program, as well as which days the program will operate. It is recommended that elementary school programs operate at least four days a week for two and a half to three hours a day and middle school and high school programs operate at least three days a week for two hours a day. All programs should run for a minimum of 25 weeks per year. Programs must be designed to serve the **same** students on a daily basis. Funds cannot be used to support “drop-in” programs.
- h) Successful applicants must be clear in addressing the needs of potential dropouts and students who are otherwise at-risk of academic failure, including students living in poverty and students with limited English proficiency.
- i) Successful grant applications must be clear in addressing how specific activities in the project design will assist students in their area(s) of need. For instance, merely asserting in an application that the project will assist students in meeting or exceeding local and state standards in core academic areas does not provide the reviewers of the application with a full understanding of how this expectation will occur.
- j) Please include letters of commitment or memoranda of understanding that clearly indicate the role and capacity of each partnering organization discussed in the application. The quality of letters of support, with a clear demonstration of buy-in from senior administrators of the partnering organization, is more important than the quantity. Many successful applicants have involved their community partners in planning and writing the grant application, as well as in helping to implement the grant, once awarded.

C. Adequacy of Resources (two pages maximum)

1. The Adequacy of Support:

Guidance for applicants: Adequacy of Support includes facilities, equipment, supplies and other resources from each of partnership organizations.

2. Per Pupil Allocation:

Guidance for applicants: Per Pupil Allocation refers to the extent to which the costs are reasonable in relation to the number of students to be served and to the anticipated results and benefits. Show that you have carefully allocated appropriate resources and personnel for the tasks and activities described in your application. Successful applicants must make sure that their budget will adequately cover program expenses, including transportation and data entry. Data entry must include a staff person assigned to enter student attendance data on a weekly basis. It is important to demonstrate how you will leverage existing school resources, such as computer labs, libraries and classrooms to carry out your activities. Also, describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, etc. You should allocate costs, and the CSDE shall evaluate such costs, against the scope of the project and its anticipated benefits. Applicants should provide evidence that their plans have the support of program designers, service providers and participants.

Provide a detailed budget narrative that itemizes how you will use grant funds, as well as funds from other sources. Please include a per pupil allocation. The recommended per pupil allocation is \$1,500-\$2,000 per student. Please note that applicants that request a larger per pupil allocation must recognize and justify the higher cost per student.

Please include funds to cover mileage reimbursement for at least three persons to attend four Connecticut based training activities during each year of the project. Grantees cannot use funds to purchase facilities or support new construction.

3. Fees:

Fees are allowable. Applicants must establish a sliding fee scale that takes into account the financial need of the students and families targeted for services. Applicants that choose to establish a fee structure must provide a narrative that explains the fee structure, its administration and management. The LEAs, Youth Service Bureaus or CBOs shall be responsible for the administration of such fees.

4. Matching:

Applicants that choose to charge a fee must provide a budget narrative that includes an in-kind or local cash contribution that is reasonable. The amount of the match cannot be derived from other federal or state funds.

D. Management Plan (two pages maximum)

- 1. Describe the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.**

- 2. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services or others, as appropriate.**

Guidance for applicants: Charts, timetables and position descriptions for key staff are particularly helpful in describing the structure of your project and the procedures for successful managing. We recommend that you clearly spell out objectives, activities, events, beneficiaries and anticipated results. Many successful projects budget for, and employ, a project director and seek guidance from a variety of members of the community. In addition, you must address the issue of planning for sustainability after the grant period and elaborate upon how your school district, CBOs and partnering organizations will assist in sustaining the project. Successful applicants should describe the role and responsibility of all key staff, and how they plan for and provide resources for ongoing staff development and training.

E. Sustainability of Program (two pages maximum)

- 1. The application must also include a preliminary plan for continuation of the 21st CCLC after federal funding ends.**

Programs with proven effectiveness are those that are most likely to be sustained after the grant period ends. Research reveals that it takes a period of approximately five years for a community to design, implement and continually revise a program to the point where the community can sustain the program, in the absence of state or federal funds.

F. Funding History and Experience (three pages maximum)

Applicants who have received a 21st CCLC grant since 2002 must complete this section.

Any applicant who has received or is receiving 21st CCLC funding since the initiation of the CSDE application in 2002, must articulate evidence of program success, such as measurable progress towards established goals, student academic achievement on state standards and evidence of sustainability efforts.

All previously funded or currently funded 21st CCLC applicants must:

- provide cohort identification and funding information for all previous and current 21st CCLC awards. (for example, Cohort II, Year One award \$150,000 and Cohort IV, Year One award \$75,000);
- provide for each cohort, the number of days program operated/operates per year, number of students served per day and per pupil cost, per year;
- demonstrate how previous funding for each cohort resulted in evidence of measurable progress towards stated objectives. (You could for example, outline stated objectives and measurable outcomes. If your stated goals include student achievement or attendance improvement, you must provide those measurements and results. If your stated goals included dropout prevention, you must include those measurements and results);

- provide evidence of progress in securing additional support and/or funding to help sustain program operation; and
- provide evidence of integrated family literacy (for example: adult development activities, parent and child shared activities, governance and leadership activities, and activities that link parents to schools).

VI. Year End Report and Evaluation Requirements

Each year, grantees are required to submit a Year End Report that describes project activities, accomplishments and outcomes. The two purposes of the Year End Report are to: (1) demonstrate that the grantee has made substantial progress toward meeting the objectives of the project, as outlined in the grant application; and (2) collect data that addresses the performance indicators for the 21st CCLC program. The CSDE will provide more details about the Year End Report and performance standards in the “New Grantee” technical assistance workshop.

A funded applicant must commit to:

1. Providing a Year End Report that describes project activities, accomplishments and outcomes. The Year End Report must be submitted by June 30 of each year of funding in order to receive the subsequent year’s funding. The two purposes of the Year End Report are to: (a) demonstrate that the grantee has made substantial progress toward meeting the objectives of the project as outlined in the grant application; and (b) collect data that addresses the performance indicators of a quality after-school program. The CSDE will provide more details about the Year End Report and performance outcomes in the technical assistance fall sessions.
2. Participating in evaluation studies and data collection conducted by the CSDE and their subcontractors. These studies may include site visits and interviews of staff, parents, students and educators and completing and returning evaluation surveys, which the CSDE will provide to the grantees during the grant period.
3. Sending a representative team to CSDE Technical Assistance Workshops and grantee meetings.
4. Participating in an oral interview or receiving an onsite visit to clarify application information. The CSDE will contact applicants if such information is needed.
5. Setting aside five percent of the grant budget (for year one only) to support the statewide systems evaluation project. Grantees may pay this money biannually to a designated agency. The first half of the payment will be due in October 2010 and the second half of the payment will be due in February 2011.
6. Providing program and student data for the statewide evaluation project in a timely manner. Student attendance data must be entered weekly and programs are required to meet a minimum of 60 percent average daily attendance. Programs that *do not* meet the mandatory 60 percent average daily attendance are subject to a decrease in funding or termination of grant funding.

The data to be collected must include:

Program Data –

- site information;
- details of activities offered (e.g. start and end dates, type of activity);
- teacher surveys; and
- staff demographics

Student Data –

- State Assigned Student Identifier (SASID);
- student demographics;
- program attendance; and
- school attendance

Each grantee will be responsible for providing all the requested data to the CSDE; and

7. Committing five percent of the grantees five-year grant budget to support parent involvement activities.

VII. Licensing Requirement

Please note that programs receiving funding through this grant may be obligated to meet child day care licensing requirements, as defined under Connecticut General Statutes, Section 19a-77. Programs that are operated by public schools may be exempt from this requirement. For more information, please see the following website:

http://www.dph.state.ct.us/Licensure/apps/G_C_StatutesRegs.pdf, or call the Connecticut Department of Public Health at 1-800-282-6063 for more information.

VIII. Components of a High-Quality After-School Program

According to the U.S. Department of Education publication, *Working for Children and Families: Safe and Smart After-School Programs*, there are nine components present in high-quality after-school programs. These are:

- goal-setting, strong management and sustainability;
- quality after-school staffing;
- high academic standards;
- attention to safety, health and nutrition issues;
- effective partnerships with community-based organizations, juvenile justice agencies, law enforcement and youth groups;
- strong involvement of families;
- enriching learning opportunities;
- linkages between school-day and after-school personnel; and
- evaluation of program progress and effectiveness.

IX. Review Process and Criteria

The CSDE will convene a panel to review all completed applications received by the due date. Grant awards will be negotiated and accepted, with modifications if necessary, in time for final award notification by September 2010. Each applicant will be rated according to the criteria provided within the rating form found in Appendix B.

X. Management Control of the Program

The grantee has complete management responsibility for this grant. While the CSDE staff may be consulted for their expertise, they will not be directly responsible for the selection of sub-grantees or vendors, nor will they be directly involved in the expenditure and payment of funds.

XI. Grant Award Decisions and Disposition of Proposals

The CSDE will give priority to proposals that originate from school districts that have a State Board of Education approved District Improvement Plan identifying after-school and/or extended school hours programming, as a significant component of their plan (see appendix I for eligible districts).

The CSDE reserves the right to award in part, to reject all proposals, in its entirety or in part, and to waive technical defects, irregularities or omissions if, in its judgment, the best interest of the state would be served. After receiving the grant application, the CSDE reserves the right not to award all grants, to negotiate specific grant amounts, and to select certain grantees, regardless of points awarded, as part of the evaluation process to meet federal requirements or the State Board of Education's priorities. In addition, the CSDE reserves the right to change the dollar amount of grant awards to meet federal guidelines for grant awards.

All awards are subject to availability of federal funds. Grants are not final until the award letter is executed.

The CSDE will notify applicants in writing of the acceptance or rejection of their proposals. If a proposal is selected for funding, the Bureau of Health/Nutrition, Family Services and Adult Education will initiate a grant award letter. The level of funding and effective dates of the projects will be set forth in the notification of the grant award. The CSDE will retain all proposals submitted and such proposals will become part of the public domain.

XII. Obligations of Grantees

All bidders are hereby notified that the grant to be awarded is subject to contract compliance requirements, as set forth in Connecticut General Statutes Sections 4a-60 and 4a-60a and Sections 4a-68j-1 et seq. of the Regulations of Connecticut State Agencies (RCSA).

Furthermore, the grantee must submit periodic reports of its employment and sub-contracting practices in such form, in such manner and in such time, as may be prescribed by the Commission on Human Rights and Opportunities (CHRO).

XIII. Freedom of Information Act

All of the information contained in a proposal submitted in response to this RFP is subject to the provisions of the Freedom of Information Act (FOIA), Connecticut General Statutes Sections 1-200 et seq. The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such records and receive a copy of such records.

XIV. Annie E. Casey Foundation

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

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

XV. Timeline of Activities

Conduct Bidders Conference and Technical Assistance Workshop	July 23, 2010
21 st Century Application – available on Connecticut Dept. of Education Website	July 23, 2010
21 st Century Community Learning Center Application Deadline	August 23, 2010
Grant Award Notification	September 2010

XVI. Technical Assistance/Bidders Conference

Technical Assistance/Bidders Conference will be held on July 23, 2010.

XVII. Application Deadline

Proposals (the original plus 4 photocopies) **must be received by 4:30 p.m. on Monday, August 23, 2010.**

Deliver or mail to the attention of:

Shelby Pons, Associate Consultant
Connecticut State Department of Education
Bureau of Health/Nutrition, Family Services and Adult Education
25 Industrial Park Road
Middletown, CT 06457

NO EXTENSIONS SHALL BE GRANTED.

The original proposal must bear an original signature of the authorized representative of the applicant. An original signature must also be included on the Standard Statement of Assurances, the Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters, Internet/Universal Service Fund and the Affirmative Action Packet, which are components of all proposals

APPENDIX A: GRANT COVER PAGE

Date _____
P.L. 107-110, Section 401. 21st CENTURY SCHOOLS

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Bureau of Health/Nutrition, Family Services and Adult Education
21ST CENTURY COMMUNITY LEARNING CENTER GRANT

GRANT COVER PAGE

Lead Applicant: _____ **Identify:** District _____
 CBO _____
 FBO _____
 Other _____

Partner Applicant: _____ **Identify:** District _____
 CBO _____
 FBO _____
 Other _____

Other Applicant: _____

Lead Grant Contact Person:

District Grant Contact Person:

Address:

Address:

Town, State & Zip Code:

Town, State & Zip Code:

Telephone:

Telephone:

E-mail Address:

E-mail Address:

The undersigned authorized chief administrative official submits this proposal on behalf of the applicant agency, attests to the appropriateness and accuracy of the information contained therein, and certifies that this proposal will comply with all relevant requirements of the state and federal laws and regulations.

In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein. The following **signatures** are required:

The signature of the Superintendent **and Principal(s) is mandatory for the submission of the 21st CCLC grant application. Please note: by means of this signature, the Superintendent of Schools is agreeing to provide the Lead Applicant access to participants' Student Assigned State Identifier (SASID) numbers for reporting purposes.*

Lead Applicant Signature:

Name (typed):

Date:

Superintendent* Signature:

Name (typed):

Charter School Director Signature:

Name (typed):

RESA Director Signature:

Name (typed):

Principal(s)* Signature:

Name of School(s):

APPENDIX B: APPLICATION/SCORING REVIEW RATING FORM

CSDE use only RFP category No. _____ Proposal No. _____

Application Scoring/Reviewer Rating Form

Lead Applicant: _____

Reader No. _____

School District: _____

Reader Instructions: Give the proposal a score that best describes the attributes in each category. Give the proposal a sub-total as indicated at the end of each section. Total all the subsections in the final scoring chart attached.

Total Score of this proposal is _____ Maximum Score is ____

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
A. NEED FOR PROJECT (max. 10 points)					
Provides a description of the applicant community and the needs of the target population.	5	4	3	2	0
Provides a description of how the proposed project will remedy the risk factors for each target population.	5	4	3	2	0
SUBTOTAL					
TOTAL SCORE A (maximum 10 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
B. QUALITY OF PROJECT DESIGN (max. 100 points)					
Provides a description of the partnership between a local educational agency or school and community-based organization(s) or another public or private organization.	5	4	3	2	0
Includes goals that are aligned with the performance standards in core academic subjects.	5	4	3	2	0
Addresses needs of target population.	5	4	3	2	0
Provides a description of homework time, including staff to student ratio and appropriate resources and assistance.	5	4	3	2	0
Identifies target population, including number of students to be served.	5	4	3	2	0
Literacy component is part of the academic offering of the program and includes small group instruction for low-achieving students using strategies consistent with <i>Connecticut's Blue Print for Reading, Connecticut Framework for Language Arts or Research-based Literacy Practices</i> .	10	8	5	2	0
Math or Science component is part of the academic offering of the program and includes small group instruction for low-achieving students.	10	8	5	2	0

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
Integrates health, nutrition and physical activity programming into the academic, enrichment and recreational program design.	10	8	5	2	0
Offers students a broad array of additional services, programs and activities, such as: youth development activities; drug, violence and pregnancy prevention programs; art, music and recreation; technical education; and character education programs that are designed to reinforce and complements the regular academic program of participating students.	10	8	5	2	0
Offer parents a broad range of activities that parallel the services, programs and activities offered to participating students. (For example: Adult development activities, parent and child shared activities, governance and leadership activities and activities that link parents to schools.)	10	8	5	2	0
Provides logical and realistic project activities and timelines to accomplish project goals and objectives. Programs must run a minimum of 25 weeks per year.	10	8	5	2	0
Program meets recommended state guidelines for duration and intensity. Elementary programs operate a minimum of 4 days/10 hours per week. Middle/High School programs operate a minimum of 3 days/6 hours per week.	10	8	5	2	0
Describes how children will travel safely to and from the center and home.	5	4	3	2	0

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
SUBTOTAL					
TOTAL SCORE B (maximum 100 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
C. ADEQUACY OF RESOURCES (max. 15 points)					
Provides a description of the adequacy of support including: facilities, equipment, supplies and other resources from the applicant organization or the lead applicant organization.	5	4	3	2	0
Demonstrates that costs are reasonable in relationship to the number of persons served and the anticipated results and benefits.	5	4	3	2	0
Includes a staff person assigned to enter student attendance data weekly.	5	4	3	2	0
SUBTOTAL					
TOTAL SCORE C (maximum 15 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
D. QUALITY OF MANAGEMENT PLAN (max. 20 points)					
Describes how the organization will disseminate information about the center (including location) to the community in a manner that is understandable and accessible.	10	8	5	2	0
Provides description of the adequacy of the management plan to achieve the objectives of the proposed project on time, within budget, including clearly defined responsibilities and milestones to accomplish project tasks.	5	4	3	2	0
Provides a description of the operation of proposed project. The description includes: parents, teachers, business community members, representatives from other professional fields and recipients or beneficiaries of services.	5	4	3	2	0
SUBTOTAL					
TOTAL SCORE D (maximum 20 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
E. SUSTAINABILITY (max. 10 points)					
Describes how to sustain the program beyond funding cycle.	10	8	5	2	0
SUBTOTAL					
TOTAL SCORE E (maximum 10 points) _____					

**This section to be completed by CSDE 21st CCLC State Program Manager only*

	Adequately Demonstrated	Partially Demonstrated	Not Adequately Demonstrated
F. FUNDING HISTORY AND EXPERIENCE (max loss of points 25)			
Provides requested information regarding program operation, number of students served and per pupil cost.	0	-2	-5
Previous funding resulted in evidence of measurable progress toward stated objectives.	0	-5	-10
Evidence of success and/or progress in securing additional support and/or funding to help sustain program operation.	0	-2	-5
Evidence of integrated family literacy, for example: adult development activities; parent and child shared activities; governance and leadership activities; and activities that link parents to schools.	0	-2	-5
TOTAL SCORE			

Summary of Scores

<i>CATEGORY</i>	<i>POINTS</i>
A. Need for Project (max 10 pts)	
B. Quality of Project Design (max 100 pts)	
C. Adequacy of Resources (max 15 pts)	
D. Quality of Management Plan (max 20 pts)	
E. Sustainability (max 10 pts)	
SUBTOTAL SCORE (Maximum 155 pts)	
F. Funding History and Experience (max loss of 25 pts)	
TOTAL SCORE (Maximum 155 pts)	

APPENDIX C: BUDGET AND BUDGET OBJECTIVE CODES

ED114 FISCAL YEAR 2011

21ST CENTURY COMMUNITY LEARNING CENTER BUDGET FORM

GRANTEE NAME:		VENDOR CODE:			
GRANT TITLE: 21 ST CENTURY COMMUNITY LEARNING CENTERS					
PROJECT TITLE:					
CORE-CT CLASSIFICATION:		FUND: 12060	SPID: 20863	PROGRAM: 84131	
BUDGET REFERENCE: 2011		CHARTFIELD1: 170003	CHARTFIELD2:		
GRANT PERIOD: 07/01/10 - 09/30/11			AUTHORIZED AMOUNT:\$		
AUTHORIZED AMOUNT by SOURCE: CURRENT DUE:\$					
LOCAL BALANCE:\$		CARRY-OVER DUE:\$			
CODES	DESCRIPTIONS	BUDGET AMOUNT	MATCH	IN-KIND	TOTAL
100	PERSONAL SERVICES-SALARIES				
200	PERSONAL SERVICES-EMPLOYEE BENEFITS				
300	PURCHASED PROF/TECH SERVICES				
400	PURCHASED PROPERTY SERVICES				
500	OTHER PURCHASED SERVICES				
600	SUPPLIES				
700	PROPERTY				
890	OTHER OBJECTS				
	TOTAL				

_____ ORIGINAL REQUEST DATE

STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

DATE OF
APPROVAL

_____ REVISED REQUEST DATE

APPENDIX C: BUDGET AND BUDGET OBJECTIVE CODES

Master Budget Form Object Code Descriptions/Includable Items

100 Personal Services – Salaries

Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.

200 Personal Services – Employee Benefits

These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workers compensation insurance.

300 Purchased Professional and Technical Services

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

400 Purchased Property Services

Expenditures for services to operate, repair, maintain and rent property owned and/or used by the grantee. These are payments for services performed by persons other than grantee employees. Most frequently allowed expenditures include: Rentals-costs for renting or leasing land, buildings, equipment or vehicles; Repair and Maintenance services – expenditures for repairs and maintenance services not provided directly by grantee personnel, including contracts and agreements covering the upkeep of buildings and equipment; and Construction Services (Remodeling and Renovation) – payments to contractors for major permanent structural alterations and for the initial or additional installation of heating and ventilating systems, electrical systems, plumbing systems or other service systems in existing buildings. Utility services such as cleaning service, disposal service, snow plowing, lawn care, etc. could also be reported in this category. It is up to the program manager to inform applicants what is an allowable purchased property service under a grant program. The review of the budget justification should reveal the existence of any unallowable item.

500 Other Purchased Services

Expenses for services rendered by organizations that are not classified as Purchased Professional and Technical Services or Purchased Property Services.

600 Supplies

Expenses for items that are consumed, worn out or deteriorated through use and have an expected useful life of less than one year.

700 Property

Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.

890 Other Objects (Miscellaneous Expenditures)

Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.

APPENDIX D: APPLICATION CHECKLIST

Applicant Name: _____

The following sections of the 21st CCLC RFP must be attached to this checklist to be deemed a “Completed Application Package”.

Please be sure to check each box as you attach the required document.

You will only need to complete **one** Application Cover Page and **one** Application Abstract.

A completed Application includes:

- Signed Grant Application Cover Page
- Application Abstract
- Table of Contents
- Application Narrative (need for project)
- Project Design
- Adequacy of Resources
- Program Management Plan
- Project Evaluation
- Sustainability of Program Plan
- Funding History and Experience
- ED114
- Budget Narrative
- Appendix A: Grant Cover Page
- Appendix B: Application/Scoring Review Rating Form
- Appendix C: Budget and Budget Objective Codes
- Appendix D: Application Checklist
- Appendix E: Statement of Assurances;
- Appendix F: Certification Regarding Lobbying, Debarment and Suspension
- Appendix G: Affirmative Action Packet is on File
- Appendix I: Staff Letter of Commitment

APPENDIX E: STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE:

THE APPLICANT:

_____ HEREBY ASSURES THAT:

(insert Agency/School/CBO Name)

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

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

1) References in this section to “contract” shall mean this grant agreement and references to “contractor” shall mean the Grantee.

For the purposes of this section, “Commission” means the Commission on Human Rights and Opportunities.

For the purposes of this section “minority business enterprise” means any small contractor or supplier of materials fifty-one per cent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. “Good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

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

3) Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: The contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this section and section 46a-56.

8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with

section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Superintendent Signature: _____

Name: *(typed)* _____

Title: *(typed)* _____

Date: _____

APPENDIX F: CERTIFICATION REGARDING LOBBYING, DEBARMENT AND SUSPENSION

B-11: Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

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

Instructions for Certification

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

Certification

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

Name of Applicant

PR/AWARD Number and/or Project Name

Printed Name and Title of Authorized Representative

Signature

Date

APPENDIX G: AFFIRMATIVE ACTION PACKET IS ON FILE

CERTIFICATION THAT CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE

Agencies with an Affirmative Action Plan on file need to certify such by signing the statement below. This is in lieu of completing again the packet on the following pages.

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

Signature of Authorized Official: _____ **Date:** _____

Name and Title: _____

CONNECTICUT STATE DEPARTMENT OF EDUCATION AFFIRMATIVE ACTION PACKET

The State Department of Education (CSDE) is committed to Equal Opportunity and Affirmative Action and will not knowingly do business with any grantees, bidders, contractors, subcontractors or suppliers of materials who engage in acts of unlawful discrimination. In accordance with Administrative Regulations Sections 46a-68-31 through 46a-68-74 "Affirmative Action By State Government" and 4a-60 through 4a-60a and 46a-68c through 46a-68k "Contract Compliance" as administered by the Commission on Human Rights and Opportunities (CHRO), the CSDE encourages grantees, bidders, contractors, subcontractors, and suppliers of materials to develop and implement Affirmative Action Plans.

Contractors with 50 or more employees and contract awards that total **\$4,000** or more for leases, rental and personal service agreements are required to have or develop a written Affirmative Action Plan addressing any identified under utilization of minorities and women. Further, contractors with fewer than 50 employees regardless of contract amount or contractors with 50 or more employees with a total contract amount of less than \$4,000 for leases, rental and personal service agreements are required, at a minimum, to develop a written Affirmative Action Policy Statement.

In accordance with CHRO Regulations concerning contract compliance procedures for state agencies, this packet was prepared to assist all bidders for contractual services to comply with legally mandated application procedures. **All contractors and grantees must read and complete the appended forms where appropriate, and submit their Affirmative Action Policy Statement and Plan where appropriate.**

The following are appended hereto:

1. **Commission on Human Rights and Opportunities Contract Compliance Regulations and Notification to Bidders:** Makes prospective contractors and grantees aware of the State Department of Education's obligation to ensure that prospective contractors and grantees qualify pursuant to contract compliance requirements. (*Contractor/Grantee must complete*).
2. **Workforce Analysis:** A comprehensive inventory of all employees by race, sex, job title, and occupational category (*Contractor/Grantee must complete*).
3. **Definitions for Workforce Analysis:** Race/Ethnic identification and description of job categories to assist in the completion of workforce analysis.
4. **Standard Statement of Assurances:** (*Grantee must complete to apply for grants*).
5. **Contractor's Minority Business Enterprises Utilization Form:** (*Contractor/Grantee must complete when an MBE or WBE is engaged in a subcontract*).

6. **Affidavit/Certificate of Corporation:** *(Contractor/Grantee must complete only when an MBE or WBE that is not registered with the Department of Economic Development is engaged as a subcontractor and the Contractor/Grantee wish to receive credit for such pursuant to regulations).*
7. **Sample Affirmative Action Policy Statement:** Contractor/Grantee may use this as an example or may use it as their statement by placing it on their letterhead.

Please submit the completed forms along with your proposal or bid to the person or office identified in the request for proposal.

Affirmative Action Office
State Department of Education
(860) 807-2071

APPENDIX H: LIST OF PRIORITY SCHOOL & PARTNERING DISTRICTS

Current
CSDE Priority School Districts
Ansonia
Bridgeport
Bristol
Danbury
East Hartford
Hartford
Meriden
New Britain
New Haven
New London
Norwalk
Norwich
Stamford
Waterbury
Windham

CSDE PARTNERING DISTRICTS
Ansonia
Bridgeport
Danbury
East Hartford
Hartford
Meriden
Middletown
New Britain
New Haven
New London
Norwalk
Norwich
Stamford
Waterbury
Windham

APPENDIX I. STAFF LETTER OF COMMITMENT

Staff Letter of Commitment (one per partner)

1. Use school/community based organization letterhead stationary (one letter from school, one letter from CBO).
2. Indicate the total number of staff working in your building/organization.
3. Indicate the percent of staff signing this letter.
4. The letter of commitment should include language that the program staff and partner agencies commit to participate in all state activities, including, but not limited to: evaluations, data collection and reporting, networking meetings and all of the state mandated professional development, technical assistance, data collection, trainings and meetings associated with the grant program for the duration of the grant.

Print Name

Signature

Role
