

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Division of Family and
Student Support Services**

**Bureau of Health/Nutrition, Family Services
and Adult Education**

Request for Proposals

**After School Grant Program
for Grades K-12**

2007 – 2009

Purpose: To implement or expand high-quality programs outside school hours that offer students academic/educational enrichment and recreational activities in grades K-12 and are designed to reinforce and complement the regular academic program of participating students.

Pursuant to Connecticut General Statutes Section 10-16x as amended by Section 26 of Public Act 07-3.

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: October 5, 2007

Published: September 7, 2007

RFP #999

Connecticut State Department of Education



Mark K. McQuillan
Commissioner of Education

IT IS THE POLICY OF THE CONNECTICUT STATE BOARD OF EDUCATION THAT NO PERSON SHALL BE EXCLUDED FROM PARTICIPATION IN, DENIED THE BENEFITS OF, OR OTHERWISE DISCRIMINATED AGAINST UNDER ANY PROGRAM INCLUDING EMPLOYMENT, BECAUSE OF RACE, COLOR, RELIGIOUS CREED, SEX, AGE, NATIONAL ORIGIN, ANCESTRY, MARITAL STATUS, SEXUAL ORIENTATION, MENTAL RETARDATION AND PHYSICAL DISABILITY.

TABLE OF CONTENTS

I.	Purpose	1
II.	Eligible Applicants.....	1
III.	Time Period, Size and Number of Grants	2
IV.	Application Format	3
V.	Grant Awards	3
VI.	Management Control and Consultative Assistance	4
VII.	Obligations of Grantees	4
VIII.	Fiscal Responsibility and Reporting Requirements.....	4
IX.	Guidelines for Preparing the Proposal	4
X.	Eligible Activities	4
XI.	Application Contents	6
XII.	Grant Requirements for Option A and C	7
	A. need for project (one page)	7
	B. project design (four pages).....	7
	C. adequacy of resources (one page)	8
	D. management plan (one page)	9
XIII.	Grant Requirements for Option B STEM After School Program Development	9
	A. capacity and history of the Applicant (six pages).....	9
	B. program development design (four pages).....	9
	C. student recruitment design (three pages).....	10
	D. adequacy of resources (two pages)	10
XIV.	Data Collection, Evaluation and Professional Development.....	10
XV.	Plan for Expenditure of Grant Funds.....	12
XVI.	Components of a High-Quality After School Program.....	12
XVII.	Authorized Use of Funds	12
XVIII.	Grant Award Decisions and Disposition of Proposals.....	12
XIX.	Freedom of Information Act (FOIA)	13
XX.	Annie E. Casey Foundation	13
XXI.	Timeline of Activities	14
XXII.	Application Deadline	14
XXIII.	Application Checklist Before Submission	15

Appendices

A.	Grant Cover Page.....	16
B.	Abstract Page Format.....	17
C.	Application / Scoring Review Rating Form for Option A.....	18
D.	Application / Scoring Review Rating Form for Option B.....	24
E.	Application / Scoring Review Rating Form for Option C.....	27
F.	Budget ED114 and Budget Objective Codes.....	32
G.	Application Checklist.....	35
H.	Statement of Assurances.....	36
I.	Certification Regarding Lobbying, Debarment and Suspension.....	40
J.	Affirmative Action Requirements.....	43
K.	Letter of Commitment.....	44
L.	Project Lead the Way Participating Districts and Schools List.....	45

I. Purpose

The After school Grant Program was established by the Connecticut General Assembly for the purpose of creating high-quality after school programs outside of regular school hours. After school programs are defined as programs that take place when school is not in session and provide educational enrichment and recreational activities for students in grades K-12 and have a parent involvement component. After school programs provide students with academic enrichment opportunities, as well as additional activities designed to complement the districts' academic programs. These programs, located in elementary, secondary or other facilities, can provide a range of high-quality services to support student learning and development. Services include tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), community service opportunities, as well as music, arts, sports and cultural activities. At the same time, programs assist working parents by providing a safe environment for students.

The specific purposes of the grant are:

- implementing or expanding programs outside of regular school hours that offer students both academic/educational and enrichment activities, such as youth development activities, drug, violence and pregnancy prevention programs, counseling programs, art, music, technology education programs, character education programs and recreation programs that are designed to reinforce and complement the regular academic program of participating students;
- supporting program quality and promoting best practices by providing after school programs with technical assistance, evaluation, program monitoring, accreditation support services and professional development; and
- offering parent involvement opportunities to families.

The objectives of the grant are to improve school attendance, academic achievement and in-school behavior of students participating in after school programs.

Please indicate on the application cover sheet which option you are applying for:

- A. program implementation;
- B. Science, Technology, Engineering and Mathematics (STEM) After School Program development; or
- C. STEM After School Program implementation.

II. Eligible Applicants

OPTIONS A and C

All Local Educational Agencies (LEAs), municipalities and not-for-profit organizations that are exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, which could include faith-based organizations, other public or private organizations, or a consortium of two or more agencies, organizations, or entities that may include, but is not limited to, local and regional boards of education and Regional Educational Service Centers (RESCs) applying on behalf of LEAs are eligible. This also includes charter and magnet schools. The Connecticut

State Department of Education (SDE) will give competitive priority to applications that have not previously received SDE funding for the provision of after school services.

OPTION B STEM After School Program Development, Year One Only - 2007

Eligible Applicants

The STEM After School Program development project is a limited solicitation directed towards entities including the Regional Educational Service Centers (RESCs), other professional and non-profit organizations 501(c)(3), LEAs, municipalities, or a consortium of agencies with demonstrated ability to provide students with the interest, knowledge and skills needed to pursue involvement in the STEM After School Program at the middle and high school level. The program, to be developed, will be implemented in districts which provide students with the opportunity to enroll in Project Lead the Way's (PLTW) pre-engineering course at the middle and high school level. The course allows students to engage in hands-on, real-world projects to help them understand how the skills learned can be applied in everyday life. For more information regarding Project Lead the Way, please go to www.pltw.org.

Similar to PLTW, the chosen entity will create a STEM curriculum which will offer students in after school programs a similar experience of engaging in hands-on, real-world projects using science, technology, pre-engineering and mathematics.

The organization that receives this grant must:

1. be nationally recognized for their STEM program development and delivery;
2. create a standards based, hands-on, after school STEM curriculum linked to state and national mathematics, science, language arts and technological literacy standards;
3. develop a program monitoring and reporting system to track participating students into and through elementary, middle and high school;
4. design a formal professional development program for staff involved in the After School STEM Program to include potential grantees for 2008 (Appendix K);
5. develop a program for involving local, state and national STEM related professional organizations, businesses and associations in the development and delivery of the STEM After School Program;
6. create multilingual public relations and marketing materials targeting parents and students to the after school program; and
7. create strategies for attracting and retaining girls and underrepresented populations into the after school program.

III. Time Period, Size and Number of Grants

Time Period

Option A funding – is for two (2) years starting in 2007. The second year of funding is contingent upon adequate progress toward program goals and use of funds. Programs will be required to submit an End of Year One Report (EYR) and a budget prior to Year Two funding.

Option B funding – STEM After School Program development grant is for one year starting in 2007.

Option C funding – STEM After School Program implementation grant is for one year starting in 2008.

Size of Grants

For Option A – program implementation, the minimum grant award is \$25,000. The maximum grant award is \$150,000;

For Option B – STEM After school Program development, the maximum grant award is \$500,000 (Year 2007); and

For Option C – STEM After School Program implementation, the minimum grant award is \$25,000. The maximum grant award is \$150,000. Up to four grants of up to \$150,000 will be funded in Year 2008.

Number of Grants

The number of grants funded under Option A (starting in 2007) and Option C (starting in 2008) will depend on the number of applicants, number of centers and funds available. One grant will be awarded for Option B (Year 2007).

PLEASE NOTE: Potential grantees will be asked to apply for STEM After School Program implementation grant funds in Year Two of this grant cycle.

IV. Application Format

To be considered for funding, all applications must include the following:

- The original and three (3) copies of the proposal with one (1) bearing the **original** signature of the official legally authorized to apply for the agency. All proposals submitted become the property of the Division of Family and Student Support Services and a part of the public domain.

V. Grant Awards

The State Department of Education reserves the right to make grant and contract awards under this program without discussion with the applicants, therefore proposals should represent the applicant's best effort from both a technical and cost standpoint. The department reserves the right to reject all proposals and to conduct a more extensive proposal solicitation, to fund more than the stated number of proposals should they be deemed to have particular merit and to reject a lower cost proposal if it believes that a higher cost proposal more appropriately meets the stated objectives.

Applicants will be notified of the acceptance or rejection of their proposal. The proposal selected for funding may be subject to negotiation. The grant award will be issued by the Associate Commissioner of the Division of Family and Student Support Services. The level of funding and effective dates of the project will be set forth in the notification of the grant award.

VI. Management Control and Consultative Assistance

The grantee will have complete management control of this grant. While State Department of Education 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 or payment of funds.

Paul Flinter, Chief at (860) 807-2050, Agnes Quinones, Education Consultant at (860) 807-2126, Bureau of Health/Nutrition, Family Services and Adult Education, and Gregory Kane, Education Consultant (860) 713-6756, Bureau of Curriculum and Instruction will be available to answer questions concerning this Request for Proposals.

VII. 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; (CGS), Section 4a-60 and Sections 4a-68j-1 et seq., of the Regulations of Connecticut State Agencies.

VIII. Fiscal Responsibility and Reporting Requirements

The grantee will be responsible for adherence to all state and federal regulations governing expenditures, accounting and reporting requirements and shall prepare and submit all reports as required by the State Department of Education.

IX. Guidelines for Preparing the Proposal

The proposal must be typed on one side of standard size (8 ½" x 11") double-spaced, unruled, white paper and stapled, not bound. The size of the font must be set at 12 point. The **original** and three (3) copies must be received by the deadline date, with the **original** copy bearing the **original** signature(s) of the authorized official(s) of the submitting agency on both the cover page and the Statement of Assurances. A table of contents should be included that references the responses to the required information. Pages must be numbered consecutively, beginning with the abstract page. All proposals must adhere to the format described in this section. Any information, such as visuals or charts, which can simplify the evaluator's understanding of the submitted project is appreciated.

- A. Cover Page:** (Appendix A) A model for the format of the cover page is provided with this request for proposal. The cover page must contain all required information.
- B. Abstract:** (Appendix B) A model for the format of the program abstract is provided. The abstract should **briefly** describe the major components of the program design, and not exceed one page.

X. Eligible Activities

OPTION A – Program Implementation:

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

1. remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
2. mathematics and science education activities;
3. arts and music education activities;
4. entrepreneurial education programs;
5. tutoring services (including those provided by senior citizen volunteers and mentoring programs);
6. after school activities for limited English proficient students that emphasize language skills and academic achievement;
7. health and wellness activities;
8. recreational activities;
9. telecommunication and technology education programs;
10. expanded library service hours;
11. assistance to students who have been truant, suspended or expelled, to allow the students to improve their academic achievement;
12. drug, teen pregnancy and violence prevention programs, counseling programs and character education programs, as described in Section 4205(a);
13. program accreditation;
14. Science, Technology, Engineering and Mathematics (STEM) activities; and
15. parent involvement activities and family literacy.

Parent involvement is defined as, the participation of parents in regular, two-way and meaningful communication involving student learning. Before and after school programs provide a particularly important opening for supporting schools and families. Community agencies can collaborate to provide integrated family support services that build upon existing community resources and link with public schools. Grantees must provide training and support for all staff members, including administrators and parents in developing partnership skills, especially around understanding and appreciating diversity and developing skills to work with people from different backgrounds.

The use of funds shall support activities designed to build the program's and parent's capacity for strong parental involvement to support student achievement.

Appropriate uses of funds for parent involvement include:

1. materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, and to foster parental involvement;
2. training for staff on how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the program;

3. reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in meetings and training sessions;
4. training parents to enhance the involvement of other parents;
5. meetings at a variety of times in order to maximize parental involvement and participation;
6. establishing a parent advisory council to provide advice on all matters related to parental involvement in the program;
7. developing appropriate roles for community-based organizations and businesses in parent involvement activities; and
8. providing such other reasonable support for parental involvement activities as parents may request.

Please note that applicants are reminded of their obligation under Section 504 of the Rehabilitation Act to ensure that their proposed program is accessible to persons with disabilities.

OPTION C – After school Program Implementation Year Two – Beginning in 2008

The districts that receive the STEM after school implementation grant must:

1. work with the organization that received funding to develop the STEM After School Program curriculum under Option B;
2. have a formal agreement with Project Lead the Way and offer PLTW programming at the middle and/or high school level;
3. implement the STEM After School Program curriculum developed in Year One of the grant;
4. commit to having staff participate in training on the STEM After School Program curriculum prior to offering the program to students;
5. track students enrolled in the STEM After School Program through middle school, high school and into post-secondary education; and
6. make attracting and retaining girls and underrepresented students in the after school program and future STEM related course participation a high priority.

XI. Application Contents

The grant application must include the following completed grant sections in order to be considered:

- A. signed grant application cover page;
- B. application abstract (one page);
- C. table of contents (one page);
- D. application narrative;
 - need for project
 - project design

- adequacy of resources
- program management plan
- project evaluation

E. Budget ED114 and Budget Narrative (two pages); and

F. letters of commitment from collaborating youth serving organizations, local education agencies and/or state agencies.

XII. Grant Requirements for Option A (starting in Year 2007) and Option C (starting in Year 2008) Program Implementation Grants

The following components must be included in the application:

A. Need for Project (one page)

1. The extent to which the proposed project will provide services or otherwise address the needs of students.

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 students and their families.

B. Project Design (four pages)

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 establish linkages with other appropriate agencies and organizations providing services to the target population.

Guidance for applicants: Clearly describe the activities to be provided by the project and elaborate on how these goals and objectives are linked to the identified needs. Further, clearly delineate the roles to be played by each of the partners, describing who will do what, when and where, to what ends and with what anticipated results. Make sure to include in the application, letters of commitment from your partners (Appendix J). It is also suggested that you carefully tailor your activities to address the specific needs of program participants 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 regular school day teachers to assess a student's needs.

Clearly describe the activities to be provided by the project to support parent involvement and elaborate on how the goals and objectives of the program are linked together.

Most successful grant applications are 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 will occur.

Please include letters of commitment or memoranda of understanding that clearly indicate the role and capacity of each partnering organization discussed in the application. Applicants are advised that 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.

STEM After School Program Implementation (starting in 2008)

Guidance for applicants: 1) articulate how the grant applicant will work with the organization developing the after school STEM curriculum; 2) include a copy of the formal agreement with PLTW and offer programming at the middle and high school level; and 3) describe how the STEM curriculum will be implemented in the after school program.

C. Adequacy of Resources (one page)

1. The adequacy of support, including facilities, equipment, supplies and other resources, from each of the partnership organizations.
2. 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.

Guidance for applicants: Show that appropriate resources and personnel have been carefully allocated for the tasks and activities described in your application. Successful applicants make sure that their budget will adequately cover program expenses, including limited expenses for transportation. It is important to demonstrate how you will leverage existing 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 are advised that costs should be allocated and will be judged against the scope of the project and its anticipated benefits. Applicants should provide evidence that their plans had 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 services. **Also, include funds to cover travel and other expenses for at least three persons to attend professional development activities during the year of the project.** STEM grant applicants must attend training on the model STEM curriculum prior to program implementation. Grant funds cannot be used to purchase facilities, support new construction or to purchase office or computer equipment.

3. Fees:
 - Parent fees are permitted. Applicants must establish a sliding fee scale that takes into account the relative poverty 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 fees are to be solely administered by the LEAs, Youth Service Bureaus or Community-Based Organizations.

D. Management Plan (one page)

1. 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. Defined responsibilities include the provision of time for after school teacher and children's public school teachers to align the academic activities with the daily classroom expectations.
2. The diversity of perspectives 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 managing it successfully. We recommend you clearly spell out goals, 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. Successful projects also describes the role and responsibility of all key staff and plan and provide resources for ongoing staff development and training.

XIII. Grant Requirements for Option B STEM After School Program Development

A. Capacity and History of the Applicant (six pages)

1. a comprehensive description of the organization's background to include mission, vision, goals and objectives and the capacity to develop standards based STEM programs (two pages);
2. a description of how the organization's documents existing multi-grade STEM activities and curriculum products (two pages); and
3. the extent to which the organization's experiences and success in preparing students for PLTW courses at the middle and high school level are clearly specified and measurable (two pages).

Guidance for applicants: Clearly describe the organization's background, history, capacity and experiences to successfully develop standards based STEM Programs, recruit and prepare students for PLTW courses at the middle and high school level and develop multi-grade STEM curriculum.

B. Program Development Design (four pages)

1. describes the timeline and process for the development of curriculum, staff professional development, student assessment and a student tracking system (two pages); and

2. describe a plan for involving local, state and national STEM related professional organizations, businesses and associations in the development and delivery of the STEM After School Program (two pages).

Guidance for applicants: Charts, timetables and short program descriptions are particularly helpful in describing the structure of the project and the procedures for managing it successfully. Successful applicants will also describe the roles and responsibilities of all key staff and partners responsible for program development and delivery process.

C. Student Recruitment Design (three pages)

1. describes the bilingual materials developed to inform parents and attract and retain students into the after school program (one page); and
2. describes materials and strategies for attracting and retaining girls and underrepresented populations into the STEM After School Program (two pages).

Guidance for applicants: Successful applicants provide charts, a short description of communication protocols developed and established for parents, a recruitment retention plan for students including strategies to recruit girls and underrepresented student populations to participate in the STEM After School Program.

D. Adequacy of Resources (two pages)

Describes reasonable cost breakdown for the curriculum, training, assessment, tracking and development of recruitment material (two pages).

Guidance for applicants: Show that appropriate resources and personnel have been carefully allocated for the tasks and activities including curriculum development, training and professional development, assessment, student teaching and the development of program materials used for parent and student recruitment. Provide a detailed budget narrative that itemizes how you will use grant funds to support the program goals and objectives. Grant funds cannot be used to purchase facilities, support new construction or to purchase office or computer equipment.

XIV. Data Collection, Evaluation and Professional Development

Requirements for Option A potential grantees:

Submit an *End of Year Report (EYR)* that describes project activities, accomplishments and outcomes, to include school attendance, student achievement and in-school behavior of student participants. The EYR must be submitted by the end of Year One in order to receive second year funding. The two purposes of the EYR are to: (1) demonstrate that substantial progress has been made toward meeting the objectives of the project as outlined in the grant application; and (2) collect data that addresses the performance indicators of a quality after school program. More details about the EYR and performance outcomes will be provided in the technical assistance fall workshop.

Requirements for Option B potential grantees:

Submit an *End of Year Report (EYR)* that includes the STEM After School Program curriculum, program materials developed for parents and students recruitment, training and professional development materials and assessments to be used to track student success.

Requirements for Option C potential grantees:

Submit an *End of Year Report (EYR)* that describes project activities, accomplishments and outcomes, to include school attendance, student achievement and in-school behavior of student participants. The two purposes of the EYR are to: (1) demonstrate that substantial progress has been made toward meeting the objectives of the project as outlined in the grant application; and (2) collect data that addresses the performance indicators of a quality after school program. More details about the EYR and performance outcomes will be provided in the technical assistance fall workshop.

Evaluation, Professional Development for Options A and C**A funded applicant must commit to:**

1. participating in evaluation studies and data collection conducted by the Connecticut State Department of Education. This may include site visits and interviews of staff, parents, students and educators; completing and returning evaluation surveys, which will be provided to the grantees during the grant period;
2. sending a representative team to Connecticut State Department of Education Technical Assistance Workshops and Grantee Meetings;
3. participating in an oral interview or receiving an onsite visit to clarify application information. Applicants will be contacted if such information is necessary;
4. setting aside five percent of the grant budget for data collection and evaluation;
5. provide program and student data for the evaluation systems. The data to be collected must include:

Program Data –

- site information;
- types of activities offered (academic, enrichment, recreational);
- teacher surveys; and
- demographics.

Student Data –

- school attendance;
- student achievement (e.g., grades, standardized test scores); and
- in-school behavior (e.g., detentions, in-school suspensions and expulsions).

Grantee will be responsible for providing all the data requested to the State Department of Education and the designated evaluator.

All grantees must commit a minimum of one to two percent of their grant budget to support parent involvement activities, and set aside \$500.00 for team training to support parent involvement and professional development.

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.

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.

XV. Plan for Expenditure of Grant Funds

Each grantee must submit an ED114 (Appendix F) and budget narrative for the first year of the grant as part of this application.

For Year Two, each grantee must submit an ED114 (Appendix F) and budget narrative by **June 1, 2008**.

XVI. 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 include:

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

Working for Children and Families is available online at:

<http://www.ed.gov/pubs/SafeandSmart/index.html>. Applicants are encouraged to address as many of these components as possible in their application narrative.

XVII. Authorized Use of Funds

Funds allocated under this program may be used only to support comprehensive school reform plans and not supplant federal, state and local funds that LEAs and schools would otherwise receive for regular program expenditures.

XVIII. Grant Award Decisions and Disposition of Proposals

The Department reserves the right to award in part, to reject any and all proposals in whole 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 Department 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 state requirements or State Board of Education priorities. In addition, the Department reserves the right to change the dollar amount of grant awards to meet state guidelines for grant awards.

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

Applicants will be notified, 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. The Associate Commissioner of the Division of Family and Student Support Services will issue notification of the grant award. The level of funding and effective dates of the projects will be set forth in the notification of the grant award. All proposals submitted will be retained by the Connecticut State Department of Education and will become part of the public domain.

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 Connecticut Commission on Human Rights and Opportunities (CCHRO).

XIX. Freedom of Information Act (FOIA)

All of the information contained in a proposal submitted in response to this RFP is subject to the provisions of Chapter 3 of the Connecticut General Statutes (Public Records and Meetings and Freedom of Information Act [FOIA] Sections 1-200 to 1-242, inclusive). 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.

XX. 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.

XXI. Timeline of Activities

<p>RFP available on Connecticut Department of Education Website: http://www.sde.ct.gov/ <i>click on:</i> Request for Proposals <i>click on:</i> School/Family Partnerships</p>	<p>September 7, 2007</p>
<p>Morning Session: 9:00 a.m. to noon Afternoon Session: 1:00 – 4:00 p.m. Institute of Technology and Business Development (ITBD) 185 Main Street New Britain, CT 06051 (860) 827-4479</p>	<p>September 7, 2007 <u>Must RSVP</u> attendance by contacting Marie Aligata at (860) 807-2061 or via e-mail at marie.aligata.@ct.gov</p>
<p>9:00 a.m. until noon Central Connecticut State University Phil Brick Camp Room Student Center 1615 Stanley Street New Britain, Connecticut 06053 (860) 832-CCSU.</p>	<p>September 20, 2007 <u>Must RSVP</u> attendance by contacting Marie Aligata at (860) 807-2061 or via e-mail at marie.aligata.@ct.gov</p>
<p>Applications Deadline</p>	<p>October 5, 2007</p>
<p>Peer Review of Applications</p>	<p>October 8-12, 2007</p>
<p>Grant Award Notices Mailed</p>	<p>October 15-19, 2007</p>

XXII. Application Deadline

Application (original and three copies) must be received at 25 Industrial Park Road, Middletown, Connecticut 06457, Attn: Dr. Agnes Quiñones, Program Manager, by 4:30 p.m. on Friday, October 5, 2007, irrespective of the postmark date and means of transmittal. Facsimile (faxed) copies of applications will not be accepted. Only applications with the original signatures and timely filed will be accepted. NO EXTENSIONS SHALL BE GRANTED.

XXIII. Application Checklist Before Submission

A completed application includes:

- Appendix A: Signed Grant Application Cover Page;
- Appendix B: Application Abstract;
- Table of Contents;
- Application Narrative (need for project);
- Project Design;
- Adequacy of Resources;
- Planning Process;
- Program Management Plan;
- Project Evaluation;
- Appendix F: Budget Form ED114;
- Budget Narrative;
- Appendix G: Application Checklist;
- Appendix H: Statement of Assurances;
- Appendix I: Certification Regarding Lobbying, Debarment and Suspension;
- Appendix J: Affirmative Action Packet is on File; and
- Appendix K: Letter of Commitment.

APPENDIX A: Grant Cover Page

Date September/2007
P.A. 07-3

CHECK ONE OPTION BELOW:
 _____ Option A Program Implementation
 _____ Option B STEM After School Program Development
 _____ Option C STEM After School Program Implementation -
 (Year Two-2008)

CONNECTICUT STATE DEPARTMENT OF EDUCATION
 Bureau of Health/Nutrition, Family Services and Adult Education
AFTER SCHOOL GRANT

GRANT COVER PAGE

Lead Applicant: _____ **Identify:** District _____
Organization CBO Community-based Organizations
 FBO Faith-based Organizations
 Other _____

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

Other Applicant(s): _____
Organization(s)

Lead Grant Contact Person: _____ Facility Name: _____ Address: _____ Town, State & Zip Code: _____ Telephone/Fax: _____ E-mail Address: _____	District Grant Contact Person: _____ Facility Name: _____ Address: _____ Town, State & Zip Code: _____ Telephone/Fax: _____ 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.*

REQUIRED **(One Required)**

Lead Applicant: _____ Title: _____ Organization: _____ Name (typed): _____ Date: _____ Superintendent: _____ Name (typed): _____	Charter School Director: _____ Name (typed): _____ <i>OR</i> RESC Director: _____ Name (typed): _____ <i>OR</i> Principal: _____ Name (typed): _____ Date: _____
---	---

APPENDIX C: Application/Scoring Review Rating Form for Option A

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

Application Scoring/Reviewer Rating Form

OPTION A: PROGRAM IMPLEMENTATION

Applicant District/RESC _____

Reader No. _____

Applicant Agency _____

Reader Instructions: Give the proposal a score which best describes its attributes in each category. Give the proposal a subtotal 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 132

	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					
Provides a description of the applicant community and the needs of the target population.	5	4	3	2	0
Provides evidence that the applicant community or an individual school of the community is considered to be in need of improvement based on Connecticut Mastery Test (CMT) and /or Connecticut Achievement Proficiency Test (CAPT) results.	10	8	5	2	0
SUB TOTAL SCORE A (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)
B. QUALITY OF PROJECT DESIGN					
Provides a description of the partnership and working relationship between a local educational agency or school and community-based organization(s), another public or private organization.	5	4	3	2	0
Addresses needs of target population.	10	8	5	2	0
Offers students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, art, music and recreation, technology education, character education and complements the regular academic program of participating students.	5	4	3	2	0
Offers parents a broad range of activities to promote student involvement.	10	8	5	2	0
Documents logical and realistic project goals, objectives, activities and timeline. (State Guidelines: 12 hrs/wk, no less than 4 days a week)	5	4	3	2	0
Describes how children will travel safely to and from the center and home.	5	4	3	2	0
SUB TOTAL SCORE B (maximum 40 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					
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 to be served and to the anticipated results and benefits.	5	4	3	2	0
SUB TOTAL SCORE C (maximum 10 points) _____					
D. QUALITY OF MANAGEMENT PLAN					
Describes how the organization will disseminate information about the programs to the community in a manner that is understandable and accessible.	5	4	3	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.	10	8	5	2	0
Provides a description of the coordination of proposed project, between parents, teachers, the business community and students. Include defined responsibilities for the provision of time for after school teachers and the participating student teachers to align the academic activities with the daily classroom expectations.	10	4	3	2	0
SUB TOTAL SCORE D (maximum 25 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
E. FIRST TIME APPLICATION					
Lead agency not currently receiving funds from the State Department of Education for After School Programs (e.g., extended school hours, 21 st Century Community Learning Centers, etc.)	3	X	X	X	X
SUB TOTAL SCORE E (3 points) _____					
F. YOUTH SERVICE BUREAU COLLABORATION					
In municipalities with Youth Service Bureaus (YSBs), or Family Resource Centers (FRCs) and proof of collaboration with the YSB or FRC. No penalty for those in communities without the YSBs or FRCs. (Letter included).	2				
SUB TOTAL SCORE F (2 points) _____					
G. LOCAL NETWORK COLLABORATION					
In municipalities with a local after school network, proof of collaboration with such network. (Letter included). No penalty for those communities without a local network.	2				
SUB TOTAL SCORE G (2 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
H. LITERACY, COMPONENT					
Literacy component is offered as part of the academic offering of the program and must 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.	15				
SUB TOTAL SCORE H (15 points) _____					
I. MATHEMATICS AND SCIENCE COMPONENT					
Mathematics and/or Science component is offered as part of the academic offering of the program and must include small group instruction for low achieving students using strategies consistent with the CT Mathematics Curriculum Framework Pre-K – 12 Matrix and/or the CT Core Science Curriculum Framework.	15				
SUB TOTAL SCORE I (15 points)					
J. WELLNESS COMPONENT					
Includes program components that address health, nutrition and/or physical activity. Includes opportunities to put into practice skills developed as a result of above components.	5				
SUB TOTAL SCORE J (5 points) _____					

OPTION A: TOTAL SCORING CHART

<i>CATEGORY</i>	<i>POINTS</i>
A. Need For Project	
B. Quality of Project Design	
C. Adequacy of Resources	
D. Quality of Management Plan	
E. First Time Application	
F. Youth Service Bureau Collaboration	
G. Local Network Collaboration	
H. Literacy Component	
I. Mathematics/Science Component	
J. Wellness Component	
TOTAL SCORE (Maximum 132 pts)	

**APPENDIX D: Application/Scoring Review Rating Form for Option B
STEM After School Program Development**

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

**Application Scoring/Reviewer Rating Form
Option B: STEM After School Program Development**

Applicant District/RESC _____

Reader No. _____

Applicant Agency _____

Reader Instructions: Give the proposal a score which best describes its 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 85

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
A. CAPACITY and HISTORY of APPLICANT					
Provides a description of the organization's experiences and capacity to develop standards based STEM program.	10	8	5	2	0
Documents the organizations existing multi-grade level STEM activities and curriculum products.	10	8	5	2	0
Describes the organizations experiences and success in preparing students for PLTW courses at the middle and high school level.	10	8	5	2	0
SUB TOTAL SCORE A (maximum 30 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
B. Program Development Design					
Describes the timeline and process for the development of curriculum, staff professional development, student assessment and a student tracking system.	10	8	5	2	0
Describes a plan for involving local, state and national STEM related professional organizations, businesses and associations in the development and delivery of the STEM After School Program.	10	8	5	2	0
SUB TOTAL SCORE B (maximum 20 points) _____					
C. Student Recruitment Design					
Describes the bilingual materials developed to inform parents and attract and retain students into the after school program.	10	8	5	2	0
Describes materials and strategies for attracting and retaining girls and underrepresented populations into the STEM After School Program.	15	10	7	5	0
SUB TOTAL SCORE C (maximum 25 points) _____					
	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
D. Adequacy of Resources					
Describes reasonable cost breakdown for the curriculum, training, assessment, tracking and recruitment material development.	10	8	5	2	0
SUB TOTAL SCORE D (maximum 10 points)					

OPTION B: TOTAL SCORING CHART

<i>CATEGORY</i>	<i>POINTS</i>
A. Capacity and History of Applicant	
B. Program Development Design	
C. Student Recruitment Design	
D. Adequacy of Resources	
TOTAL SCORE (Maximum 85 points)	

APPENDIX E: Application/Scoring Review Rating Form for Option C

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

Application Scoring/Reviewer Rating Form

OPTION C: STEM AFTER SCHOOL PROGRAM IMPLEMENTATION

Applicant District/RESC _____

Reader No. _____

Applicant Agency _____

Reader Instructions: Give the proposal a score which best describes its attributes in each category. Give the proposal a subtotal 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 125

	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					
Provides a description of the applicant community and the needs of the target population.	5	4	3	2	0
Provide evidence that the applicant community or an individual school of the community is considered to be in need of improvement based on Connecticut Mastery Test (CMT) and /or Connecticut Achievement Proficiency Test (CAPT) results.	10	8	5	2	0
SUB TOTAL SCORE A (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)
B. QUALITY OF PROJECT DESIGN					
Provides a description of the partnership and working relationship between a local educational agency or school and community-based organization(s), another public or private organization. Has a formal agreement with PLTW, offers programming at the middle and high school level.	5	4	3	2	0
Addresses needs of target population.	10	8	5	2	0
Offers students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, art, music and recreation, technology education, character education and STEM programs that are designed to reinforce and complement the regular academic program of participating students.	5	4	3	2	0
Offers parents a broad range of activities to promote student involvement.	10	8	5	2	0
Documents logical and realistic project goals, objectives, activities and timeline. (State Guidelines: 12 hrs/wk, no less than 4 days a week).	5	4	3	2	0
Describes how children will travel safely to and from the center and home.	5	4	3	2	0
SUB TOTAL SCORE B (maximum 40 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					
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 to be served and to the anticipated results and benefits.	5	4	3	2	0
SUB TOTAL SCORE C (maximum 10 points) _____					
D. QUALITY OF MANAGEMENT PLAN					
Describes how the organization will disseminate information about the programs to the community in a manner that is understandable and accessible.	5	4	3	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.	10	8	5	2	0
Provides a description of the coordination of proposed project, between parents, teachers, the business community and students. Include defined responsibilities for the provision of time for after school teachers and the participating student teachers to align the academic activities with the daily classroom expectations.	10	4	3	2	0
SUB TOTAL SCORE D (maximum 25 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
E. LITERACY, COMPONENT					
Literacy component is offered as part of the academic offering of the program and must 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.	15				
SUB TOTAL SCORE H (15 points) _____					
F. MATHEMATICS AND SCIENCE COMPONENT					
Mathematics and/or Science component is offered as part of the academic offering of the program and must include small group instruction for low achieving students using strategies consistent with the CT Mathematics Curriculum Framework Pre-K – 12 Matrix and/or the CT Core Science Curriculum Framework.	15				
SUB TOTAL SCORE I (15 points)					
G. WELLNESS COMPONENT					
Includes program components that address health, nutrition and/or physical activity. Includes opportunities to put into practice skills developed as a result of above components.	5				
SUB TOTAL SCORE J (5 points) _____					

OPTION C: TOTAL SCORING CHART

<i>CATEGORY</i>	<i>POINTS</i>
A. Need For Project	
B. Quality of Project Design	
C. Adequacy of Resources	
D. Quality of Management Plan	
E. Literacy Component	
F. Mathematics/Science Component	
G. Wellness Component	
TOTAL SCORE (Maximum 125 pts)	

APPENDIX F: Budget ED 114 and Budget Objective Codes

ED114 FISCAL YEAR 2008

AFTER SCHOOL BUDGET FORM

GRANTEE NAME:		VENDOR CODE:	
GRANT TITLE: AFTER SCHOOL PROJECT TITLE: CORE-CT CLASSIFICATION: FUND:11000 SPID:17084 PROGRAM: 82079 CHARTFIELD1: 170003 BUDGET REFERENCE: 2008 CHARTFIELD2:			
GRANT PERIOD: 07/01/2007 - 06/30/2009		AUTHORIZED AMOUNT:\$	
AUTHORIZED AMOUNT by SOURCE:			
LOCAL BALANCE:\$		CARRY-OVER DUE:\$	CURRENT DUE:\$
CODES	DESCRIPTIONS	BUDGET AMOUNT	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: _____

REVISED REQUEST DATE: _____

STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

DATE OF
APPROVAL

APPENDIX F: BUDGET AND BUDGET OBJECTIVE CODES (cont'd)

Master Budget Form Object Code Descriptions/Includable Items

100 Personal Services – Salaries

Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll, including overtime salaries or salaries paid to employees of a temporary nature.

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, are nevertheless 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 workmen's 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: rental 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 G: Application Checklist

Applicant Name: _____

The following sections of the After School 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.

- Appendix A: Application Cover Page
- Appendix B: Application Abstract
- Need for Project
- Project Design
- Adequacy of Resources
- Program Management Plan
- Project Evaluation
- Appendix F: ED114 Budget Form
- Budget Narrative
- Appendix E: Budget and Budget Objective Codes
- Appendix G: Application Checklist
- Appendix H: Statement of Assurances
- Appendix I: Certification Regarding Lobbying, Debarment and Suspension
- Appendix J: Affirmative Action Requirements
- Appendix K: Letter of Commitment

APPENDIX H: 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 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 Contract Language:

1. For 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 percent or more of the capital stock, if any, or assets of which are owned by a person or persons: (a) who are active in the daily affairs of the enterprise; (b) who have the power to direct the management and policies of the enterprise; and (c) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes 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.

For purposes of this section, "sexual orientation" means having a preference for heterosexuality, homosexuality or bisexuality, having a history of such preference or being identified with such preference, but excludes any behavior which constitutes a violation of Part VI of Chapter 952 of the General Statutes.

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. If the contract is for a public works project, the contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such project. 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 worker's 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 Connecticut General Statutes Sections 4a-62, 32-9e, 46a-56 and 46a-68b to 46a-68k, inclusive and with each regulation or relevant order issued by said Commission pursuant to said sections; and

(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 subsection (2) of this section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with this section and Connecticut General Statutes Sections 4a-62, 32-9e, 46a-56 and 46a-68b to 46a-68k, inclusive; 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 they exist on the date of this contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.
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 matter 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 of the General Statutes; and

(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 of the General Statutes.

8. The contractor shall include the provisions of Subsection (7) of this section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Section 46a-56 of the General Statutes; 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 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 thereunder, are hereby incorporated by reference.

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

Signature

Name (typed)

Title (typed)

Date

APPENDIX I: Certification Regarding Lobbying, Debarment and Suspension

B-10: CERTIFICATION REGARDING LOBBYING, DEBARMENT AND SUSPENSION AND OTHER RESPONSIBILITY MATTERS AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR, Part 82, "New Restrictions on Lobbying and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110 –

A. The applicant certifies 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;
- (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.

2. DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 –

A. The applicant certifies that it and its principals:

- (1) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (2) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (3) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (I)(b) of this certification; and
- (4) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES) OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988 and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 –

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (1) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (2) Establishing an on-going drug-free awareness program to inform employees about –
 - a. The dangers of drug abuse in the workplace;
 - b. The grantee's policy of maintaining a drug-free workplace;
 - c. Any available drug counseling, rehabilitation, and employee assistance programs; and
 - d. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (3) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph 1;
- (4) Notifying the employee in the statement required by paragraph (1) that, as a condition of employment under the grant, the employee will –
 - a. Abide by the terms of the statement; and
 - b. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (5) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants & Contracts Service, U.S. Dept of Education, 400 Maryland Avenue, S.W. (Rm. 3124, GSA Bldg 3).

GSA Regional Office, Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted-

- (l) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
- (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e) and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place/Performance (Street address, city, county, state, zip)

Check if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988 and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to Director, Grants & Contracts Service, U.S. Dept of Education, 400 Maryland Avenue, S.W. (Rm. 3124, GSA Regional Off Bldg 3) Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify compliance with the above certifications.

Name of Applicant

PR/AWARD Number and/or Project Name

Signature

Date

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

Certification

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

Name of Applicant

PR/AWARD Number and/or Project Name

Printed Name and Title of Authorized Representative

Signature

Date

ED 80-0014 9/90 (replaces GCS-009 (REV 12/88) which is obsolete)

APPENDIX J: 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.

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: _____

APPENDIX K.: Letter of Commitment

Letter of Commitment (one per partner)

1. Use school/community-based organization letterhead stationary (one letter from school, one letter from CBO).
2. 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

Organization

Role

APPENDIX L.: Project Lead the Way Participating Schools/Districts List

Districts	
Name	Location
Berlin Public Schools	Berlin, CT
Bridgeport Public Schools	Bridgeport, CT
Bristol Public Schools	Bristol, CT
Connecticut Technical High School System	Middletown, CT
Derby Public Schools	Derby, CT
East Haven Public Schools	East Haven, CT
Farmington Public Schools	Farmington, CT
Hartford Public Schools	Hartford, CT
Ledyard Public Schools	Ledyard, CT
Manchester Public Schools	Manchester, CT
Manchester Public Schools	Manchester, CT
New Canaan Public Schools	New Canaan, CT
New Haven Public Schools	New Haven, CT
New London Public Schools	New London, CT
Norwalk Public Schools	Norwalk, CT
Old Saybrook Public Schools	Old Saybrook, CT
Portland Public Schools	Portland, CT
Regional School District #17	Higganum, CT
Regional School District #8	Hebron, CT
Ridgefield Public Schools	Ridgefield, CT
Rocky Hill Public Schools	Rocky Hill, CT
Simsbury Public Schools	Simsbury, CT
South Windsor Public Schools	South Windsor, CT
Southington Public Schools	Southington, CT
Stamford School Public Schools	Stamford, CT
Stratford Public Schools	Stratford, CT
New Britain Public Schools	New Britain, CT
Tolland Public Schools	Tolland, CT
Waterbury Public Schools	Waterbury, CT

Connecticut PLTW Schools

Name	Location
Academy of Information Technology	Stamford, CT
Bassick High School	Bridgeport, CT
Berlin High School	Berlin, CT
Brien McMahon School	Norwalk, CT
Bristol Central High School	Bristol, CT
Bristol Eastern High School	Bristol, CT
Bulkeley High School	Hartford, CT
Bunnell High School	Stratford, CT
Central High School	Bridgeport, CT
Cheney Technical High School	Manchester, CT

Connecticut PLTW Schools

Crosby High School	Waterbury, CT
Derby High School	Derby, CT
East haven High School	East Haven, CT
Farmington High School	Farmington, CT
Flood Middle School	Stratford, CT
Haddam-Killingworth High School	Higganum, CT
Henry James Middle School	Simsbury, CT
High Horizons Magnet School	Bridgeport, CT
James Hillhouse High School	New Haven, CT
James J. Curiale Middle School	Bridgeport, CT
John F. Kennedy High School	Waterbury, CT
John Winthrop School	Bridgeport, CT
Ledyard High School	Ledyard, CT
Luis Munoz Marin School	Bridgeport, CT

Connecticut PLTW Schools

Manchester School District	Manchester, CT
New Britain High School	New Britain, CT
New Canaan High School	New Canaan, CT
North End Middle School	Waterbury, CT
Norwalk High School	Norwalk, CT
Old Saybrook High School	Old Saybrook, CT
Paul Laurence Dunbar Middle School	Bridgeport, CT
Portland High School	Portland, CT
Portland Middle School	Portland, CT
Pulaski Middle School	New Britain, CT
RHAM High School	Hebron, CT
Ridgefield High School	Ridgefield, CT
Rocky Hill High School	Rocky Hill, CT
Roosevelt Middle School	New Britain, CT
Simsbury High School	Simsbury, CT