

CONNECTICUT STATE DEPARTMENT OF EDUCATION



2007-2008 COMPETITIVE APPLICATION

FOR

STATE FUNDS TO PROVIDE FOR

INVESTING AND PERSONAL FINANCE EDUCATION PROGRAMS

IN THE PUBLIC SECONDARY SCHOOLS

Purpose: To develop an investing and personal finance education program to provide students with basic financial skills that will enable them to apply effective financial decision-making as they make the transition into post-secondary education. In addition, the grant will provide opportunities for students to explore career options in the financial field.

Applications Due: April 2, 2007

Published: January 17, 2007

RFP #: 992

**Division of Teaching and Learning Programs and Services
Bureau of Early Childhood, Career and Adult Education
165 Capitol Avenue
Hartford, CT 06106**

CONNECTICUT STATE DEPARTMENT OF EDUCATION

George A. Coleman
Interim Commissioner of Education

IT IS THE POLICY OF THE STATE OF CONNECTICUT 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 PAST/PRESENT HISTORY OF MENTAL DISORDER, LEARNING DISABILITY AND PHYSICAL DISABILITY.

Investing and Personal Finance Education Programs
In The Public Secondary Schools

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INVESTING AND PERSONAL FINANCE EDUCATION PROGRAMS IN THE PUBLIC SECONDARY SCHOOLS

I. Introduction

Financial literacy refers to the basic skills people need to manage money and make financial decisions. People are financially literate when they understand money, income and taxes, budgeting, banking, saving, investing, credit, insurance, retirement planning, and managing money for economic self-sufficiency and to build wealth. The objective of this grant is to encourage curriculum enrichment to ensure that investing and personal finance management skills are attained during the secondary school education experience. Growing evidence suggest that many students who graduate from high school lack basic skills in the management of personal finance affairs. Many are unable to balance a checkbook and most lack the insight into the basic survival principles involved with earning, spending, saving, and investing. Many young people fail in the management of their first consumer credit experience, establish bad financial management habits, and stumble through their lives learning by trial and error.

Listed below are statistics gathered by the Connecticut Jumpstart Coalition, founded by Junior Achievement of Southwest New England, Office of the State Treasurer, State Department of Banking, State Department of Education, Bank of America, Centers for Financial Education and Connecticut Association of Boards of Education whose purpose is to improve the financial education of children in Connecticut:

- More than half of parents surveyed believe high school graduates are totally unprepared to manage their personal finances responsibly.
- Among parents with children five years of age or older, only 26% feel well prepared to teach their kids about basic personal finances.
- Almost half of all parents say they don't set a good example when it comes to handling their own money and are not capable of properly teaching their children.
- 90% of high school students rely on their parents for financial guidance.
- Only a quarter of adult Americans feel very well informed about managing household finances.
- Between 25 million and 56 million Americans are unbanked.
- Revolving debt, mostly from credit cards, increased from \$54 billion in January 1980 to more than \$780 billion in November 2004.
- In a 2003 survey, the median reported value of all household retirement savings was only \$40,000, and 25% of those surveyed had no retirement account at all. Only 47% of Americans are either somewhat or very confident that they will have saved enough for retirement.
- Personal bankruptcies in the United States rose 300 percent between 1980 and 2004, 10 times faster than the population rose over the same period.
- Personal savings as a percentage of disposable personal income decreased from 11.2% in the early 1980's to 0% in the first and second quarters of 2005.
- Teens (youths 12 to 19) are estimated to have spent \$159 billion last year.
- One-quarter of Americans did not review their credit card statements each month and 55% do not negotiate or shop for better interest rates.
- Only 40% of adults surveyed said they paid their credit card balances in full each month, and 49% pay more than the minimum, but still leave a balance.

Recent Department of Education and Connecticut Jumpstart Coalition survey information indicates that:

- 42% of Connecticut high school students surveyed last spring say they learn most about managing money at school, while 35 percent say they learn about it from their families.

- Only 17% of high school students in the same survey say they are “very sure” about their ability to manage their own finances.
- 57% of Connecticut high schools responding to a state survey said they offered a Personal Finance course for credit.
- Only two school districts require a personal finance course for graduation.

II. Purpose of Grant

According to Subsection (d) of Section 10-16b states that the State Board of Education shall assist local and regional boards of education to include personal finance management education and awareness as part of the program of instruction.

In response to Section 10-16b and the low knowledge level of our secondary school age students; this grant is intended to provide an opportunity for the development of an investing and personal finance education course. This course will provide students with investing and financial skills that will enable them to apply effective financial decision-making as they transition into post-secondary education and/or the workforce.

Applications are being sought for “Investing and Personal Finance Education Grants.” Investing and Personal Finance Education Grants are intended for the public secondary comprehensive schools in the Career and Technical Education Programs for the sole purpose of promoting financial literacy in Connecticut, including, but not limited to, knowledge of banking, investing, saving and handling personal finance matters, in accordance with Connecticut Personal Finance Standard and Competencies and the Career and Technical Education Academic Foundation Standards (Appendix D & E). Students will have the opportunity to learn personal finance education through the standards.

III. Grant Period

April 2, 2007 to June 30, 2008

All funds must be obligated by June 30, 2008. There are no exceptions to or waivers from this requirement.

IV. Eligible Applicants

Local and regional boards of education, Connecticut Technical High School System, secondary charter and magnet schools, and endowed academies. (Adult education credit diploma programs are also eligible.)

V. Funding Level

Total funds available: \$500,000 for the grant period with grants ranging from \$15,000 to \$25,000 per school for 15-month period.

VI. Use of Funds

The funds must be used to develop an investing and personal finance education program to provide students with financial skills that will enable them to apply effective financial decision-making as they transition into post-secondary education and/or the workforce.

To be considered for this grant award, a school district must submit a plan that:

- Includes a course that follows State Personal Finance Standards and Career and Technical Education Academic Standards (see Appendix D and E for copies of standards);

- Develops and shares a rigorous Investing and Personal Finance curriculum with Connecticut State Department of Education;
- Provides students with the opportunity to acquire responsible life-long investing and personal finance decision-making skills;
- Provides students with a work-based and/or mentorship opportunity;
- Develops and provides a public relations component and plan for marketing the program;
- Provides a plan for the integration of technology;
- Taught by certified Business and Finance Technology Education Teachers and Family Consumer Sciences Teachers only;
- Consists of an advisory board that includes school representatives, business and industry representatives, and higher education
- Includes opportunities for post-secondary collaboration; and
- Includes participation in professional development directly related to personal finance.

VII. Ineligible Use of Funds

Funding must be used to implement investment and personal finance programs in the comprehensive secondary schools. Funding cannot be used for any other program initiatives nor supplant local funds currently used to support an existing course in student personal finance.

VIII. Due Date

April 2, 2007.

IX. Grant Contact

Lee C. Marcoux, Business and Finance Technology Education Consultant
(860) 713-6768 or by e-mail at lee.marcoux@ct.gov.

X. Mailing Address

**Lee C. Marcoux, Grant Manager
Connecticut State Department of Education
165 Capitol Avenue – Room #363
Hartford, CT 06106**

XI. Grant Requirements:

Applicants must complete and submit the following:

1. Application Narrative:

Provide a narrative of no more than two pages that describes how the applicant meets the established criteria. This shall include a plan to incorporate the purpose of the grant and the use of funds.

- Description of **new** personal finance course for 11th and 12th grade students;
- Description of performance based student activities;
- Description of how the proposed course meets the goals;
- Description of how the course links to standards;
- Description of how the course will directly and indirectly benefit and how and if it will be sustained;
- List pertinent information that would explain the benefits of the course;
- Explain the budget process;
- Provide samples of assessments of activities; and
- Copy of board minutes approving the personal finance course.

2. Budget Narrative:

Provide a detailed description of the uses of funds that include all the elements of the ED 114 form.

3. Budget:

Using the budget format, ED 114 (Appendix I), prepare a budget for project costs covering the period of April 1, 2007 to June 30, 2008. A detailed line item budget narrative must accompany the proposal.

Administrative costs should not exceed 5%. Budget code descriptions are provided to ensure that applicants appropriately allocate the funds within the ED-114.

4. Assurances

All signed assurances should be included with the application.

5. Affirmative Action:

An affirmative action packet should be completed and submitted with this application if the applicant does not have a packet on file with the State Department of Education may submit the completed "Certification Form" with signatures.

6. Application Checklist:

Complete application checklist and include in the grant application.

ED114 FISCAL YEAR 2007

BUDGET FORM

FUNDING STATUS:

GRANTEE NAME:		VENDOR CODE:
GRANT TITLE: Investing and Personal Finance Education Programs Public Secondary Schools		
PROJECT TITLE:		
CORE-CT CLASSIFICATION:	FUND: 12060	SPID: 35351 PROGRAM: 84013
BUDGET REFERENCE: 2007	CHARTFIELD1: 170003	
	CHARTFIELD2:	
GRANT PERIOD: 04/02/07 - 06/30/08		AUTHORIZED AMOUNT: \$
CODES	DESCRIPTIONS	BUDGET AMOUNT
111A	ADMINISTRATOR/SUPERVISOR SALARIES	
111B	TEACHERS	
322	IN SERVICE	
323	PUPIL SERVICES	
324	FIELD TRIPS	
400	PURCHASED PROPERTY SERVICES	
510	PUPIL TRANSPORTATION	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	
641	TEXTBOOKS	
690	OTHER SUPPLIES	
	TOTAL	

 ORIGINAL REQUEST DATE

 DATE OF REVISED REQUEST DATE

 STATE DEPARTMENT OF EDUCATION
 PROGRAM MANAGER AUTHORIZATION

 DATE OF
 APPROVAL

XII. Budget Narrative

ED 114 BUDGET NARRATIVE FORM – FY 2007
Provide details on the cost factors included in each line item.

LINE ITEMS	NARRATIVE	LINE ITEM TOTALS \$
111A	ADMINISTRATOR/SUPERVISOR SALARIES	
111B	TEACHERS	
322	INSERVICE	
323	PUPIL SERVICES	
324	FIELD TRIPS	
400	PURCHASED PROPERTY SERVICES	
510	PUPIL TRANSPORTATION	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	
641	TEXTBOOKS	
690	OTHER SUPPLIES	

ED 114 BUDGET FORM OBJECT CODE DESCRIPTIONS

- 111A Administrator/Supervisor 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.
- 111B Teachers
Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the grantee payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.
- 322 Inservice (Instructional Program Improvement Services)
Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, inservice training specialists, etc., who are not on the grantee payroll.
- 323 Pupil Services (Non Payroll Services)
Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, contracted guidance counselors, etc.
- 324 Field Trips
Expenditures for student field trips (registration fees, meals and other costs) related to personal finance education.
- 510 Pupil Transportation
Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children.
- 580 Travel
Expenditures for transportation, meals, hotel and other expenses associated with staff travel Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included.
- 590 Other Purchased Services
All other payments for services rendered by organizations or personnel not on the GRANTEE payroll not detailed in 510, 530, 560, 580, or 590. These include: Insurance Costs (other than employee benefits) - payments for all types of insurance coverage including property, liability and fidelity, Printing and Binding - publication costs, and Advertisement - any expenditures for announcements in professional publications, newspapers or broadcasts over radio or television including personnel recruitment, legal ads, and the purchase and sale of property.
- 611 Instructional Supplies
Expenditures for consumable items purchased for instructional use.
- 641 Textbooks
Expenditures for textbooks, workbooks, textbook binding and repair.

Please note however, that grantees who receive the majority of their grant funds other than through the Connecticut State Department of Education, may use the rate approved by another federal agency.

APPENDIX A

COVER PAGE

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Teaching and Learning Programs and Services
Bureau of Early Childhood, Career and Adult Education

2007 COMPETITIVE APPLICATION FOR
STATE FUNDS TO PROVIDE FOR
INVESTING AND PERSONAL FINANCE EDUCATIONS
IN THE PUBLIC SECONDARY SCHOOLS

RFP #: 992

GRANT PERIOD

April 2, 2007 to June 30, 2008

GRANT COVER PAGE - To Be Completed and Submitted with the Grant Application

Applicant Agency: <i>(Name, Address, Telephone, Fax)</i>	Local Program Title:
Agency Contact Person: <i>(Name, Address, Telephone, Fax, Email)</i>	Funding Request:

Signature:
(Superintendent of Schools)

Name: (typed)

_____ Date

Signature:

Name: (typed)

_____ Date

APPENDIX B

APPLICATION NARRATIVE FORMAT

Application Narrative:

Provide a narrative of no more than two pages that describes how the applicant meets the established criteria. This should include a plan to incorporate the purpose of the grant and the use of funds.

Please use the following table:

1. Description of new personal finance program:
2. Description of performance based student activities:
3. Description of how the proposed program meets the goals:
4. Description of how the program links to standards:
5. Description of how the program will directly and indirectly benefit and how and if it will be sustained:
6. List pertinent information that would explain the benefits of the program:
7. Explain the budget process:
8. Provide samples of assessments of activities:

APPENDIX C

APPLICATION CHECKLIST

GRANT REQUIREMENTS AND DOCUMENTS TO BE SUBMITTED

1. **Application Narrative:** Provide a narrative of no more than two pages that describes how the applicant meets the established criteria. This should include a plan to incorporate the purpose of the grant and the use of funds.
 - Description of new or existing program;
 - List specific enhancements or ideas that affect the student's experience;
 - Description of how the proposed program meets the goals;
 - Explanation of how the program links to standards;
 - List the direct and indirect benefits of this program and how and it will be sustained;
 - Explanation of the budget process;
 - List of assessment activities; and
 - Copy of Board minutes approving the personal finance course.
2. **Budget Narrative:** Provide a detailed description of the uses of funds that include all the elements of the ED 114 form.
3. **Budget:** Using the budget format, ED 114 (Appendix I), prepare a budget for project costs covering the period of April 2, 2007 to June 30, 2008. A detailed line item budget narrative must accompany the proposal. Administrative costs should not exceed 5%. Budget code descriptions are provided to ensure that applicants appropriately allocate the funds within the ED-114.
4. **Assurances:** All signed assurances should be included with the application.
5. **Affirmative Action:** An affirmative action packet should be completed and submitted with this application if the applicant does not have a packet on file with the State Department of Education may submit the completed "Certification Form" with signatures.
6. **Application Checklist:** Please complete and include in the application.

APPENDIX D

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Business and Finance Technology Education Personal Finance Standard and Competencies

Personal Finance: The roles of consumers and citizens are to obtain knowledge and understanding about money management principles as they relate to personal financial decisions.

Apply a rational decision-making process as it applies to the roles of citizens, workers, and consumers.

- Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.
- Develop and evaluate a spending/savings plan.
- Evaluate savings and investment options to meet short-term and long-term goals.
- Identify factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.
- Identify choices available to consumers for protection against risk and financial loss.

APPENDIX E
CAREER AND TECHNICAL EDUCATION
ACADEMIC FOUNDATION STANDARDS
2007

Career and technical education (CTE) provides a context for the development of academic teaching and learning. The commitment of CTE to enhance academic achievement in our schools, programs and courses, has led to the identification of these Academic Foundation Standards. Taken directly from the measurable standards of the Connecticut Academic Performance Test (CAPT), these foundation standards will be incorporated into each of the 18 areas of concentration statewide CTE assessments.

Mathematics Standards

Extend the understanding of number to include integers, rational numbers and real numbers

- Compare, locate, label and order real numbers on number lines, scales, coordinate grids and measurement tools
- Select and use an appropriate form of number (integer, fraction, decimal, ratio, percent, exponential, scientific notation, irrational) to solve practical problems involving order, magnitude, measures, labels, locations and scales.

Interpret and represent large sets of numbers with the aid of technologies

- Use technological tools such as spreadsheets, probes, computer algebra systems and graphing utilities to organize and analyze large amounts of numerical information.

Develop strategies for computation and estimation using properties of number systems to solve problems

- Select and use appropriate methods for computing to solve problem in a variety of contexts
- Solve problems involving scientific notation and absolute value
- Develop and use a variety of strategies to estimate values of formulas, functions and roots; to recognize the limitations of estimation; and to judge the implications of the results.

Develop and evaluate mathematical arguments using reasoning and proof

- Recognize the validity of an argument
- Create logical arguments to solve problems and determine geometric relationships

Construct appropriate representations of data based on the size and kind of data set and the purpose for its use.

- Collect, organize, display, compare and analyze large data sets
- Construct a variety of data displays, including box-and-whisker plots, and identify where measures of central tendency and dispersion are found in graphical displays

READING STANDARDS

Make connections between the text and outside experiences and knowledge

- Students recognize and appreciate that contemporary and classical literature has shaped human thought
- Students interpret, analyze and evaluate text in order to extend understanding and appreciation
- Students communicate with others to create interpretations of written, oral and visual texts
- Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text
- Students use appropriate strategies before, during and after reading in order to construct meaning

Draw conclusions about the author's purpose in including or omitting specific details

- Students interpret, analyze and evaluate text in order to extend understanding and appreciation
- Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text
- Students use appropriate strategies before, during and after reading in order to construct meaning

Use evidence from the text to draw and/or support a conclusion

- Students interpret, analyze and evaluate text in order to extend understanding and appreciation
- Students communicate with others to create interpretations of written, oral and visual texts
- Students use appropriate strategies before, during and after reading in order to construct meaning

Use information from the text to make a prediction based on what is read

- Students interpret, analyze and evaluate text in order to extend understanding and appreciation
- Students communicate with others to create interpretations of written, oral and visual texts
- Students use appropriate strategies before, during and after reading in order to construct meaning

Evaluate explicit and implicit information and themes within a given work

- Students use appropriate strategies before, during and after reading in order to construct meaning
- Students interpret, analyze and evaluate text in order to extend understanding and appreciation
- Students communicate with others to create interpretations of written, oral and visual texts
- Students recognize how literary devices and conventions engage the reader
- Students explore multiple responses to literature

**APPENDIX F
STATEMENT OF ASSURANCES**

**Connecticut State Department of Education
Standard Statement of Assurances
Grant Programs**

PROJECT TITLE: _____

THE APPLICANT: _____ HEREBY ASSURES THAT:

(Insert Agency)

- 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 monies 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 is 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 Conn. Gen. Stat. 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 Conn. Gen. Stat. 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; (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 Conn. Gen. Stat. 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 sections 46a-56 of the general statutes; (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 there under 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 G

AFFIRMATIVE ACTION PLAN

IF A CURRENT AFFIRMATIVE ACTION PLAN IS ON FILE WITH THE STATE DEPARTMENT OF EDUCATION, COMPLETE THE STATEMENT WRITTEN BELOW AND SUBMIT AS PART OF THE PROPOSAL.

IF A CURRENT AFFIRMATIVE ACTION PLAN IS NOT ON FILE, COMPLETE THE AFFIRMATIVE ACTION PACKET AND SUBMIT AS PART OF THE PROPOSAL.

CERTIFICATION THAT A CURRENT
AFFIRMATIVE ACTION PLAN IS ON FILE

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

Signature of Authorized Official

Date

Print Name of Authorized Official

APPENDIX H

ANNIE E. CASEY FOUNDATION

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

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

- The collaborative oversight entity has been provided the opportunity to review and comment on the grant application or proposal prior to submission to the department;
- 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
- The application shall designate someone to act as liaison for the referral process.

APPENDIX I

EVALUATION CRITERIA BASED ON GRANT REQUIREMENTS

Section	Points	Section Score	Comments
1. Application Narrative			
<ul style="list-style-type: none"> Description of new personal finance course for 11th and 12th grade students; 	10		
<ul style="list-style-type: none"> Description of performance based student activities; 	10		
<ul style="list-style-type: none"> Description of how the proposed course meets the goals; 	10		
<ul style="list-style-type: none"> Description of how the course links to standards; 	10		
<ul style="list-style-type: none"> Description of how the course will directly and indirectly benefit and how and if it will be sustained; 	10		
<ul style="list-style-type: none"> List pertinent information that would explain the benefits of the course; 	10		
<ul style="list-style-type: none"> Explain the budget process; 	5		
<ul style="list-style-type: none"> Provide samples of assessments of activities; and 	5		
<ul style="list-style-type: none"> Copy of board minutes approving the personal finance course. 	10		
2. Budget Narrative	10		
3. Budget—ED 114 Form	10		
Total Points:	100		

Evaluator's Signature: _____ **Date:** _____

Evaluator's Name: _____